

Exploring Peer and Teacher Feedback Dynamics Among Chinese College EFL Learners in Writing Classes

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This article provides a comprehensive analysis of the current feedback practices in Chinese college English as a foreign language (EFL) learners' writing classes, with a particular focus on understanding why students predominantly prefer teacher feedback to peer feedback. It identifies three major reasons shedding light on the underlying factors that make teacher feedback more appealing compared to other types of feedback. Considering the growing influence of online teaching, this study also proposes four practical solutions to enhance the effectiveness of feedback in the context of Chinese EFL learners' writing. The suggested solutions aim to address the challenges posed by online teaching while optimizing feedback mechanisms to support learners' writing development. Additionally, the author examines the potential of adopting a pluralistic feedback approach, which integrates teacher feedback, peer feedback, and online automated evaluation system to improve the overall feedback experience in the blended teaching environment. By combining these various feedback modes, the study explores their feasibility and effectiveness in enhancing the learning outcomes of Chinese EFL learners. The pluralistic feedback model is presented as a viable alternative that can address the limitations of relying solely on one-way teacher feedback, thus promoting a more dynamic and interactive learning process for college EFL learners in China.

Keywords: college EFL learners, writing, peer feedback, teacher feedback, pluralistic approach

Introduction

With the increasing number of people receiving higher education in China, higher education has entered into the popularization stage since 2019 (Ling et al., 2021). The implementation of Chinese College English Reform has made the quality of college English education and the proficiency level of Chinese English as a foreign language (EFL) learners a constant focus in foreign language educational researchers (Wang, 2013; He, 2021). In addition to the current trend in English education, Chinese government's ongoing language educational policies and initiatives lead to the further exploration towards college English education which supposed to support the talents exporting plan which attached importance to English writing proficiency level (Shen, 2017). However, English writing proficiency has always been the most difficult skills for Chinese college EFL learners to acquire which led to the failure of college English education in terms of achieving English writing proficiency.

According to Zhao (2010), feedback has been applied in English as second language (ESL) and EFL writing instruction for the past two decades and how to improve students' English writing proficiency through feedback has constantly attracted interest of practitioners in foreign language teaching and learning. Previous studies

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claimed the tendency of Chinese EFL learners' incorporation of teacher's feedback over peer feedback due to the traditional perception of teachers' authoritative status in teacher-centered classroom. However, the global pandemic situation triggered shift from traditional teacher-centered learning to online learner-centered learning which led to different practices conducted in a various context. (Blum-Smith, Yurkofsky, & Brennan, 2021).

Taking utilization of technology and influence of information and communication technology (ICT) towards EFL teaching and learning into account, fostering self-directed learning for a far-reaching goal has become the prerequisite of the success of the shift from conventional teaching and learning to online mode (Shahid & Gurmani, 2022). Therefore, this paper aims to explore the possible solution for Chinese college EFL learners' English writing proficiency by comparing the effectiveness of teacher and peer feedback in their writing and further exploring feasible feedback mode which can cope with current online teaching and learning context. This paper attempts to answer the following questions:

1. Why Chinese EFL learners prefer teacher feedback than peer feedback in their writing?
2. What might be the appropriate feedback mode for writing class under online teaching context?

Literature Review

The Connotation of Peer and Teacher Feedback

In language learning, feedback plays an essential role which enables EFL learners to improve English writing proficiency level by constructing knowledge on the process of receiving and providing feedback. Min (2005; 2006, p. 279) simply defined peer feedback as "the practice of discussing each other's written work". Richards and his team (2005, p. 12) also stated that peer feedback in writing teaching refers to "the activity that occurs in the composition revision stage. In this activity, students form pairs or groups to read the composition of their peers, ask questions and give corresponding comments or suggestions on the composition". Hu (2011) defined peer review as a "collaborative instructional activity" that provide students with the opportunity of "reading, critiquing, and providing" feedback on each other's writing work.

Nicol and MacFarlane Dick (2006) proposed seven principles for effective feedback in writing whereby the "expected performance", namely, the final writing requirement, was placed at the first place of providing effective feedback. If students are unaware of the final requirement in terms of content and linguistic level, they will be incapable of providing useful feedback. Cultivation of student writers' self-assessment ability came in the second place in seven principles, either providing or receiving feedback which can promote learners' autonomy in assessing writing. As third principle, providing individual learners' learning ability was highlighted, because once the individual learning style and features were specified, teachers can provide more effective feedback accordingly. Fourth, "dialogue" between teacher and student should be encouraged, especially in Chinese college English context; because of the class size and the traditional product-oriented writing, effective interaction between teacher and student was out of reach. Fifth, motivation and awareness were emphasized as stimulating elements which contribute to effective feedback in writing. The reason why those affective elements were to be highlighted was that stimulation of learning motivation could serve as the original drive for peers to improve writing proficiency level by providing and receiving feedback. Sixth, gap between the current and expected writing performance should be shortened. As multi-draft writing was employed, student writers are given plenty of opportunities of correcting and editing drafts through feedback, so that the "gap" between the students' work and the final requirement can be filled. Seventh principle, teachers' "corrective" teaching was detected as the promoting element for effective feedback. Since majority of students reported misunderstanding towards teacher

feedback, teachers' instruction in terms of the meaning and standards of written corrective feedback is necessary.

The Current Situation of Chinese College EFL Learners' Writing Class

Chinese students learn EFL and EFL college students in China are experiencing conventional teacher-centered instruction whereby teachers are perceived as the only source for knowledge acquirement. In EFL writing class, teachers also considered as the "authoritative and knowledgeable" source for providing feedback (Tsui & Ng, 2000; Min, 2005). Therefore, Chinese college EFL learners prefer teacher feedback to peer feedback. In addition to the dominant status of teachers in English writing class, traditional "one-way" model of summative writing assessment (Lo & Hyland, 2007), which is common in College English Teaching in China, also resulted in students' reluctance of accepting peer feedback. Nelson and Murphy (1993) identified two possible reasons for ESL learners' reluctance of incorporating peer feedback in their writing; for one reason, L2 learners might "mistrust" their peers' response since they are in the process of learning English which is totally different from students whose native language is English. The other reason, according to Nelson and Murphy, was the cultural difference that might lead to differences in the practice of providing and receiving feedback.

In traditional teacher-centered writing instruction students usually write only one draft whereby feedback is completed by teachers independently, and students generally do not participate. Teachers have the decisive right to judge students' compositions, and the feedback form is either score or short evaluation. Students can only obey the teacher's guidance and requirements for their writing text, and have no way to understand the teacher's "evaluation criteria" and "expected performance". After receiving the feedback, students do not know how to use this kind of feedback, or ignore it at all, and their initiative is not high. At the same time, teachers cannot understand the learning process of students too. Nelson and Murphy (1993) highlighted the essence of peer feedback by revealing the nature of the process which allows students to provide feedback on their peers' original writing drafts for the improvement on their writing composition. Nelson and Murphy further explained that when students are allowed to provide and receive feedback, they can acquire a "sense of audience" whereby student writers can be aware of the communication between author and reader via writing and by adopting peers' guidance; meaningful changes can be made which could lead to the improvement of writing proficiency level.

Tsui and Ng (2000) further confirmed findings in previous studies on writing in tertiary level by reporting that teacher feedback was favored by majority of students because of the perceived attribute teachers supposed to have, such as teachers are more experienced and knowledgeable than peers in terms of providing feedback and correcting errors. They also identified four major roles of peer feedback: First, according to Tsui and Ng (2000), receiving peer feedback can enhance the "sense of audience" because the traditional product-oriented writing cannot offer student writer such sense of sharing their work to readers for meaningful communication. Second, reading peers' feedback also can raise awareness towards their own writing because peers' work is most likely to be similar with their own work in terms of content and linguistic options. Since peers and groups are mostly from similar cultural background and similar language level, reading their classmates' work can best remind their own work whereby sense of awareness was raised. Third, both providing and receiving feedback can also promote collaborative learning since peers are constructing knowledge on the process which enables them to learn and improve from each other's work. And fourth, peer feedback also can foster "ownership" of the written work. Because of the exam-oriented and product-focused writing in college English writing in China, students are lack of such "ownership" which can stimulate students' sense of responsibility towards their writing instead of submitting the final version and waiting for the final grade without any correction and revision. Nelson and

Murphy (1993) examined two major patterns of the extent to which the students incorporate peers' feedback in their revising draft, namely, first, "interactive & noninteractive", and second, "cooperative and defensive". According to their report, interactive discussion referred to those in which two or more "utterances" were employed and in noninteractive discussion less than two. Cooperative represented students who willingly paraphrase or clarify peers' feedback and defensive; on the other hand, disagree peers' or justify their own points of view.

Previous Studies on Peer Feedback and Teacher Feedback in Chinese EFL Writing Context

Previous research on peer and teacher feedback in Chinese EFL writing context identified greater effects and use of teacher feedback than peer feedback due to the "accuracy, credibility, trustworthiness, and authoritativeness" believed more in teacher feedback than in peer feedback. (Ferris & Robert, 2001; Tsui & Ng, 2000; Richard, 2006; Zhang, 2010).

Carson and Nelson (1996) conducted a qualitative study in a 10-week advanced ESL writing class to investigate Chinese students' perceptions towards "peer response" and group interaction; process approach was employed to teach writing in this study to better concentrate on the process of writing in order to reveal the patterns and themes emerge in the group interaction. "Peer response", according to Carson and Nelson (1996), was the process in which students responded, namely provided feedback, to their peers' written texts and due to the "collectivist" worldview whereby "group value and harmony" were emphasized, Chinese students' "peer response" tended to reflect certain features, such as informants in this study showed unwillingness to critique on their peers' work, to disagree with their ideas, to "claim authority" and experienced sense of "vulnerability" that caused by the low level of confidence to themselves.

Richard Badger and his team (2006) conducted a mixed method study to compare the impact of teacher and peer feedback in a Chinese university essay writing class and reported that teacher feedback achieved greater improvement in students' writing process due to the exam-oriented setting and large class size in China. However, they also proved that peer feedback was associated with greater degree of learner autonomy compared with teacher feedback. Contrast to earlier study by Carson and Nelson (1996), which indicated Chinese speaking students were less likely to accept peer reviews due to the tendency to maintain "group harmony". For this matter, Richard Badger and his team (2006) argued that Chinese speaking students held a positive attitude towards peer feedback, only that teacher feedback was valued and considered more authoritative than peer feedback. Peer feedback, on the other hand, proved to be more autonomy-driven.

Zhao (2010) carried out a comparative study to investigate the use of teacher and peer feedback in a Chinese EFL writing class and found that more teacher feedback (74%) than peer feedback (46%) was adopted in students' drafts. The reason of this was that students consider teacher feedback as more "trustworthy" and important than their peers'. However, according to Zhao (2010), students proved to have more mutual understanding towards their peers' feedback, but prefer to adopt teachers' feedback without fully understand it. In a way, this study suggested that the understanding of feedback also need to be viewed as equally important factor of students' use of feedback. Similar to Richard Badger et. al (2006), this study also indicated that the reason why Chinese students consider teacher feedback is more reliable than peer feedback due to the long-term teacher-driven learning experience and teacher-centered classrooms which are still playing dominant role in EFL settings.

In line with previous study conducted by Carson and Nelson (1996), whereby Chinese students were

reported as showing unwillingness in criticizing peers' work for the sake of maintaining "group harmony", Tian and Li (2018) also reported Chinese EFL students' preference of giving positive feedback for encouraging and inspiring peers in a harmonious way. However, according to Tian and Li (2018), Chinese students are not unwillingly providing any negative feedback only that they prefer to employ "softening strategies" when criticizing peers' work either in oral or written form. Interestingly, in this study, students expressed their preference to oral positive feedback and written negative feedback so the valued harmonious social atmosphere would be maintained by reducing face-to-face oral negative feedback.

There are researchers (Ying et. al, 2021) who investigated the revision effect of peer and teacher feedback on 56 EFL students in China and found out that students did not fully understand teacher's feedback which is consistent with previous research conducted by Hyland (1998) and Zhao (2010). This study reported that trained peer feedback produced more change in meaning level and led to more draft revision. However, untrained peer feedback proved to be low in efficiency and resulted in student's tendency of adopting teachers' feedback without fully understanding it. Hence, trained peer feedback proved to be effective in the context of heavy workload EFL setting whereby teacher feedback tended to be careless due to large class size.

Cao and her team (2022) found out that Chinese EFL students provided misleading and incorrect feedback which led to the necessity of online feedback training that, according to their report, proved to be effective compare to those who did not take part in the online training.

Methodology

For this paper, a systematic literature review (SLR) is engaged to not only collect relevant papers, but to also minimize selection bias by developing the inclusion and exclusion criteria (Nightingale, 2009). However, there is a limitation to this research as there may be publication bias; it was noted that papers with positive results have a higher chance of being published. To solve this, meta-analysis will be utilized to combine papers from different sources to find a common theme. The protocol of the research follows the suggestion of Khan et al.'s (2003) five-step systematic literature review as shown in Figure 1 below.

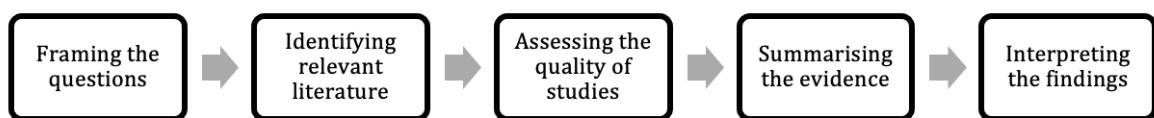


Figure 1. Khan's (2003) five steps to conduct systematic literature review.

Five Phases to Systematic Literature Review

Phase 1: Framing the Questions

With the current pandemic situation, online education has been practiced in different settings where the traditional face-to-face teaching and learning are restricted. During the shift from the conventional teaching and learning to online one, transfer from product-oriented teacher feedback in writing to the combination of teacher and peer feedback with supplemented online automatic feedback system to correct surface-level mistakes is required. To specify the question, the two research questions are formulated at understanding how the current situation of Chinese college EFL learners' teacher and peer feedback incorporation in English writing is and answering: Why Chinese college EFL learners prefer teacher feedback to peer feedback and what might be the

appropriate feedback mode in English writing under online learning and teaching context?

Phase 2: Identifying Relevant Literature

Following Phase 1, the second phase targets at finding relevant work that meets the criteria listed. A total of 20 articles from electronic databases are identified. To reduce biases, a more extensive search is done by selecting articles from publications and referring to the reference section of the papers.

Phase 3: Assessing the Quality of Studies

For the purpose of this SLR, the selection of papers must fulfil the inclusion and exclusion criteria to ensure quality (see Table 1). The inclusion and exclusion criteria are based on the research questions (Kitchenham, 2004). The criteria for this paper are adapted from Keezhatta and Omar (2019).

Table 1

Inclusion and Exclusion Criteria for Study Selection

	Inclusion criteria	Exclusion criteria
Focus on the study	Factors and perception on teacher and peer feedback	Not factors or perception on teacher and peer feedback
Type of study	Both qualitative and quantitative studies	Not quali and quanti studies
Field of study	Feedback in foreign language teaching and learning	Feedback not done in the field of education
Target language	Teacher and peer feedback in English writing	Teacher and peer feedback in other language
Context of study	Chinese college EFL learners	Learners in other educational settings

Phase 4: Summarising the Evidence

The electronic databases used are those easily available and accessible. Notable ones include that of Google Scholar, ResearchGate, Eric, Tayler & Francis, and Chinese Knowledge Information gateway website (CNKI). After considering the inclusion and exclusion criteria, a total of 20 articles were selected for the discussion. The key search terms include teacher and peer feedback, Chinese EFL learners, Chinese college English learning and teaching, online education and issues with Chinese College English Reform.

Phase 5: Interpreting the Findings

The findings are interpreted by answering the two research questions with an exploration of the connotation of teacher and peer feedback in Chinese college EFL setting:

Research Question 1: Why Chinese EFL learners prefer teacher feedback than peer feedback?

Research Question 2: What might be the appropriate feedback mode under online learning and teaching context?

Discussion and Suggestions

1. Why Chinese EFL learners prefer teacher feedback to peer feedback in their writing?

Three major reasons were detected through the review of literature on the effectiveness of teacher and peer feedback in Chinese EFL writing context.

First, Chinese college EFL learners prefer teacher feedback to peer feedback due to tendency of maintaining group harmony. As reported in Carson and Nelson (1996), Chinese “collectivist” worldview shed light on Chinese college EFL learners’ preferences on adopting teacher feedback rather than peer feedback. Chinese students value such “collectivist” worldview whereby group harmony and collective interest were taught to be one of the necessities for life survival. Therefore, when providing or receiving peer feedback, EFL students prefer

to keep such group harmony rather than directly criticize peer's written draft. Tian and Li (2018) also reported Chinese students' willingness of providing positive feedback in order to keep group harmony or choose to employ "softening strategies" when they have to provide negative feedback. Thus, with the reluctance of giving or providing peer feedback and certain restriction of larger worldview, Chinese students prefer teacher feedback to peer feedback. Although, such a world view is hard to detect in individual actions, it does shape the behavior of learners when making decisive moves in terms of incorporating teacher or peer feedback.

Second, Chinese college EFL learners prefer teacher feedback to peer feedback due to the perception of teachers' authoritative status. Zhao (2010) examined one major reason of why teacher feedback is preferred to peer feedback that is teacher feedback considered as more "trustworthy" and important. Teacher feedback was viewed as of "accuracy, credibility, trustworthiness, and authoritativeness" than peer feedback (Ferris & Robert, 2001; Tsui & Ng, 2000; Richard, 2006; Zhang, 2010). Thus, Chinese EFL learners held positive attitude towards teacher feedback even with the possibility of misunderstanding of what that means in the first place. However, in China, traditional teacher-centered teaching and learning is still dominant which resulted in the tendency of adopting teacher feedback than peer feedback.

Third, Chinese college EFL learners prefer teacher feedback to peer feedback due to students' low proficiency level in English writing. Researchers (Yang et al., 2013) detected peer feedback may be incorrect and sometimes even misleading and since peers are not considered as the "authoritative" expert of knowledge the extent to which peer feedback can be used still remains questionable. As for Chinese EFL learners, providing effective peer feedback seems challenging. For one thing, the proficiency level of English writing cannot guarantee the correctness of feedback in terms of language knowledge; for another reason, without purposeful training on providing feedback, peer feedback remains at surface level which results little change in meaning.

2. What might be the possible solutions for Chinese EFL learners' English writing under online teaching context?

After reviewing the literature, four possible solutions were detected in terms of the appropriate feedback mode for writing class especially under online teaching context.

First, teacher feedback still cannot be replaced and needs to be in the dominant status due to the following reasons:

(a) The granted world view still affects Chinese EFL learners' decisions on taking teacher feedback as their first choice. In terms of students' attitude, compared with peer feedback, they are more willing to believe in the authority and effectiveness of teachers' feedback, pay more attention to teachers' comments than peer feedback, and revise and rewrite articles more frequently.

(b) Teacher feedback is still placed in leading position because teachers are trained professionals who have developed relevant and required knowledge and teachers can provide feedback which is comprehensive that can lay a solid foundation for students to improve their writing proficiency. At the same time, although peer feedback is not as comprehensive and effective as teacher feedback in terms of improving the students' writing level, it is a good supplement to teachers' feedback as the whole process can enable students to participate and interact during the multi-drafts process.

(c) Chinese college EFL learners are low in English writing proficiency level which desperately pushes students to rely more on teacher feedback. Although various advantages were identified in previous literature, L1 and L2 setting cannot be treated exactly same.

Hu (2005) explained the claimed effectiveness of feedback in ESL setting was basically borrowed from L1

writing context which is apparently lack of empirical evidence. Thus, in EFL setting both the effectiveness and the advantages of teacher and peer feedback also cannot be treated exactly same.

Second, peer feedback should be encouraged as a supplement mean under online teaching context. Following reasons are examined:

(a) Currently, in China, class size of college English teaching strongly limited the effectiveness of teacher feedback in writing class. College English classes are experiencing overload of students from different majors and subjects who are taking English as compulsory 4-unit course. Over 60 plus students are in one class in authors' home school and the number could be even larger in some other places. Thus, in terms of writing, teachers are overloaded with extremely large class size which greatly restricted the quality of teacher feedback. Therefore, implement peer feedback as supplement mean for the improvement of English writing should be on agenda.

(b) Feedback training should be launched for Chinese EFL learners. Quite a number of studies, such as Yang et al. (2013), examined the effectiveness of peer feedback with and without training and found out that student writers who took part in feedback training are more capable of providing feedback with more error-detection and correction. Although Chinese students had been learning EFL for almost 10 years starting from primary school, language proficiency was still low.

(c) Raise awareness of the importance peer feedback in English writing. Apart from the three major reasons of why Chinese EFL students prefer teacher feedback to peer feedback, another possible reason is lack of awareness of the advantages of peer feedback. One of the most obvious advantages of employing peer feedback is the interaction among group members which can foster knowledge construction through the dynamic.

Carless et al. (2010) made a survey about excellent English teachers and found out that the sustainability of the feedback process should be dialogic and pluralistic with technical support.

Third, evaluation criteria should be reformed. Chinese college English writing has long been dominated by exam-oriented and product-emphasized writing practice. The evaluation criteria for college English writing are to meet standards of College English Test (CET) which is a prerequisite of graduation in China. And for a long time, Chinese college English writing has followed product-oriented approach whereby only one final writing product submitted by the students was evaluated and graded. Thus, the evaluation criteria should be reformed and revised. Writing is one of the most important communication ways for both social and academic life. Thus, pursuing exam-oriented writing without paying attention to the construction of knowledge and scaffolding of information was about to change under online teaching context. In addition, we should reform the existing composition evaluation mode and introduce the multi-draft system based on different feedback methods in writing class. The experimental results show that feedback and modification are of great help in improving the content, organizational structure and language form of the students' essay. The multi-draft system is conducive to students' full understanding of their writing process, promoting their subjective initiative, thinking and improving the ideological quality of written expression on the basis of feedback, and improving the accuracy and fluency of expression. Therefore, the introduction of multi-draft system into writing teaching to help students improve their English writing ability should be the key to reform the existing writing feedback mode.

Fourth, application of automatic writing evaluation system feedback should be encouraged. The evaluation system provides feedback on students' writing from multiple dimensions, such as vocabulary, grammar, and relevance, which greatly improves the efficiency of writing feedback. While affirming the effect of the online automatic evaluation system, the researchers (Wang et al., 2013) found that the use of online automatic evaluation

system in teaching largely depends on the use of the system by teachers in the teaching process. For example, if only depending on the system without the intervention of teachers will cause students' demotivation for interaction and also decrease the sense of "audience and ownership", thus limit the development of students' writing ability. Students pay too much attention to the scoring function of the system, and once they find that the scoring is not accurate or the scoring cannot meet their expectations, they will have great doubts about the system and their proficiency (Scharber, Dexter, & Riedel, 2008). In recent years, China has also developed intelligent evaluation systems, such as Binguo, Juku, Pigaiwang, and iWrite; currently, in authors' university, Pigaiwang is applied in English writing instruction as a supplement mean assisting college English teachers to cope with surface level mistakes. Jiang, Cai, and Tang (2011) conducted research on the technical advantages of these online automatic correcting systems in China which provide a good platform for the innovation and reform of English writing teaching mode, and improve students' writing participation and writing achievement. However, the use of the system also depends on how teachers effectively integrate the online scoring system into teaching. If some teachers use the automatic composition scoring system as a simple scoring tool, the effect of the intelligent scoring system will be greatly reduced (Xu, 2017; Yang & Guo, 2019).

After students submit their compositions online, the intelligent evaluation system can automatically score and comment sentence by sentence. It can accurately correct common collocations, expressions, and words and give suggestions for revision. This kind of intelligent evaluation reduces the burden of teachers' evaluation and improves the efficiency of writing teaching. In addition, students can revise their compositions repeatedly until they are satisfied with the draft. At the same time, the system can also remember students' errors in the whole writing process, so that students can understand their own types of errors which was considered as of great help with raising awareness on their learning style. The system also has the function of duplicate checking, which can effectively avoid the phenomenon of some students' writing plagiarism, and urge students to participate in writing training programs. In addition, the online system provides an interactive platform for teacher-student and student-student writing interaction. Because of the record the system, teachers can make formative evaluation through the process data of students' writing. At the same time, we should understand the overall state of students' writing and common problems, adjust the teaching content in time, and solve students' writing difficulties. Although the online evaluation system can promote students' writing to a great extent, the use of the system in teaching varied, and its impact on teaching is also different, which requires teachers to creatively integrate the online evaluation system into their own teaching (Lu, 2019).

Conclusion

To sum up, this paper detected three major reasons of Chinese EFL learners' preference of teacher feedback to peer feedback: First, Chinese college EFL learners prefer teacher feedback to peer feedback due to tendency of maintaining group harmony; second, Chinese college EFL learners prefer teacher feedback to peer feedback due to the perception of teachers' authoritative status; and third, Chinese college EFL learners prefer teacher feedback to peer feedback due to students' low proficiency level of English writing. Four feasible suggestions were proposed as the possible solutions for Chinese EFL learners' English writing under online teaching context. First, teacher feedback still needs to be in the dominant status; second, peer feedback should be encouraged as a supplement mean under online teaching; third, evaluation criteria should be reformed; and fourth, application of online automatic writing evaluation system feedback should be encouraged. And then, this paper further explores

in the given context the feasibility and efficiency of pluralistic feedback mode, which is a combination of peer feedback, teacher feedback, and online automatic evaluation system feedback.

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