

**CRITICAL PEER FEEDBACK FOR BUSINESS
ENGLISH WRITING USING QZONE WEBLOGS
AMONG CHINESE UNDERGRADUATES**

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KUALA LUMPUR**

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USING QZONE WEBLOGS AMONG CHINESE
UNDERGRADUATES

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ABSTRACT

This study aims to investigate how critical peer feedback improves the quality of peer feedback and Business English Writing. Based on the theoretical framework of Sociocultural Theory and Zone of Proximal Development, “Critical Peer Feedback” is defined by the concepts of “critical thinking” and “peer feedback”. The mechanism of critical peer feedback is explored by participants’ perceptions, process, contents, and factors of critical peer feedback. This study is conducted in the environment of online Qzone weblog. The online features of Qzone weblog are studied to explore how they affect critical peer feedback to improve Business English Writing. A qualitative case study is conducted in this study with a group of six participants of Chinese undergraduates for one semester duration. Three types of data are collected including semi-structured interviews, Business English Writing assignments, and artifacts of critical peer feedback. The data are analyzed by QSR NVivo 8.0 with the content and thematic analyses. The codes are quoted at descriptions, and the nodes and models are illustrated with visualization in findings. The findings reveal that “critical peer feedback” improves the quality of peer feedback, and the quality of Business English Writing among Chinese undergraduates. The participants prefer Revised Bloom’s Taxonomy of critical thinking skills for critical peer feedback. Critical peer feedback follows a four-step mental process in Business English Writing. The eight issues in critical peer feedback are perceived in this study. Qzone weblog is believed to be a reasonable information and communication technology (ICT) platform for critical peer feedback, and the most popular weblog among

Chinese undergraduates. The five online features of Qzone weblog positively affect critical peer feedback to improve Business English Writing. A critical peer feedback model is concluded by the mechanism of process, contents, factors and issues for attention during critical peer feedback. This study also discusses the implications for the policy makers, lecturers and learners, and make some recommendations of further research. This study is significant to the research of peer feedback on second language writing. It constructs a model for higher-order peer feedback, promotes the higher-order thinking instruction in tertiary education, and expands the use of Qzone weblogs in language instruction.

**MAKLUM BALAS KRITIKAL RAKAN SEBAYA UNTUK PENULISAN
BAHASA INGGERIS DALAM PERNIAGAAN MENGGUNAKAN LAMAN
BLOG QZONE DALAM KALANGAN MAHASISWA CHINA**

ABSTRAK

Maklum Balas Kritikal Rakan Sebaya Untuk Penulisan Bahasa Inggeris Dalam Perniagaan Menggunakan Iaman Blog Qzone Dalam Kalangan Mahasiswa China. Kajian ini bertujuan untuk menyiasat bagaimana maklum balas kritikal rakan sebaya meningkat kualiti maklum balas rakan sebaya dan penulisan Bahasa Inggeris dalam perniagaan. Berdasarkan rangka teori sosio-budaya dan zon perkembangan proksimal, “maklum balas kritikal rakan sebaya” ditakrifkan dengan menggunakan konsep “pemikiran kritikal” dan “maklum balas rakan sebaya”. Mekanisme bagi maklum balas kritikal rakan sebaya diterokai dengan mengkaji persepsi peserta, proses, kandungan, dan faktor bagi maklum balas kritikal rakan sebaya. Kajian ini dijalankan dalam persekitaran laman blog atas talian “Qzone”. Ciri-ciri laman blog atas talian “Qzone” dikaji untuk menyiasat bagaimana mereka mempengaruhi maklum balas kritikal rakan sebaya bagi meningkatkan penulisan Bahasa Inggeris dalam perniagaan. Kajian kes kualitatif ini dijalankan dengan enam orang peserta mahasiswa China dalam tempoh masa satu semester. Tiga jenis data telah dikumpul, iaitu temu duga semi struktur, tugas penulisan Bahasa Inggeris dalam perniagaan, artifak maklum balas kritikal rakan sebaya. Data dianalisis oleh QSR Nvivo 8.0 menggunakan kandungan dan tema analisis. Kod dipetik dalam penerangan, dan nod dan model dipamerkan untuk memberi visualisasi tentang nod dan model dalam dapatan kajian.

Dapatan kajian menunjukkan bahawa maklum balas kritikal rakan sebaya meningkat kualiti maklum balas rakan sebaya dan kualiti penulisan Bahasa Inggeris dalam iv perniagaan dalam kalangan mahasiswa China. Peserta kajian cenderung menggunakan kemahiran berfikir kritikal dalam Taksonomi Bloom Disemak untuk maklum balas kritikal rakan sebaya. Maklum balas kritikal rakan sebaya mengikut proses mental empat-langkah dalam penulisan Bahasa Inggeris dalam perniagaan. Sebanyak lapan isu dalam maklum balas kritikal rakan sebaya dikenal pasti dalam kajian ini. Laman blog “Qzone” dipercayai sebagai suatu platform maklumat dan teknologi komunikasi yang sesuai bagi maklum balas kritikal rakan sebaya, dan ia juga dipercayai laman blog yang paling popular dalam kalangan mahasiswa China. Lima ciri laman atas talian Qzone memberi kesan positif kepada maklum balas kritikal rakan sebaya bagi meningkatkan penulisan Bahasa Inggeris dalam perniagaan. Model maklum balas kritikal rakan sebaya dibina dengan mekanisme yang melibatkan proses, kandungan, faktor dan isu yang berkaitan dengan maklum balas kritikal rakan sebaya. Kajian ini juga membincangkan implikasi kepada penggubal polisi, pensyarah dan penuntut, dan cadangan untuk kajian lanjut. Kajian ini adalah signifikan kepada kajian tentang maklum balas rakan sebaya dalam penulisan bahasa kedua. Kajian ini membina model untuk maklum balas rakan sebaya yang beraras tinggi, menggalakkan berfikir aras tinggi dalam pengajian tinggi, dan mengembangkan penggunaan laman blog “Qzone” dalam pengajaran dan pembelajaran Bahasa.

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LIST OF ABBREVIATIONS

CAI	Computer-assisted Instruction
CALL	Computer-assisted Language Learning
CET-4	College English Test Band 4
CET-6	College English TEST Band 6
BEC	Business English Certificate
BEW	Business English Writing
CP	Case Participant
CPF	Critical Peer Feedback
CT	Critical Thinking
EA	Error Analysis
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EGP	English for General Purposes
EOP	English for Occupational Purposes
ESBP	English for Specific Business Purposes
ESP	English for Specific Purposes
ESL	English as a Second Language
GRE	Graduate Record Examination
QSR NVivo	Qualitative data analysis computer software
ICT	Information and Communication Technology
IELTS	International English Language Testing System
IT	Internet Technology
LSP	Language for Specific Purposes
NCTQPBE	National Criterion of Teaching Quality for BA Program in Business English
PAI	Phone-assisted Instruction
PBL	Problem-based Learning
PF	Peer Feedback

RQ	Research Question
SCT	Sociocultural Theory
SLA	Second Language Acquisition
TBL	Task-based Learning
TESL	Teaching English as Second Language
TESOL	Teaching English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
VLE	Virtual Learning Environment
WTC	Willingness to Communicate
ZPD	Zone of Proximal Development

University of Malaya

CHAPTER 1 INTRODUCTION

This study tries to investigate how critical peer feedback (CPF) affects the quality of Business English Writing (BEW) using Qzone weblogs among Chinese undergraduates. This chapter presents the background of the study, statement of the problem, research objectives, research questions (RQs), theoretical framework and conceptual framework, rationale of this study, as well as the significance of this study. On the closing of this chapter, it provides a list of definitions and a chapter summary.

Background of the Study

Discipline Background. English for Business Purposes (or Business English) is a variety of English for Specific Purposes (ESP) (Carter & Nunan, 2001; Chen, 2010; Jiang, 2016), which has special features from the aspects of language and pedagogy. In China, Business English has been studied as a discipline in tertiary education (Zhang, 2008; Chen, 2010; Jiang, 2016), which is different from the western countries where it is not a discipline but only a course in Business program. In 2007, Chinese Ministry of Education authorized Business English as a university discipline (Zhang, 2008; Chen, 2010; Jiang, 2016). Before this reform, Business English was regarded as a study program or research approach belonging to the discipline of English Language and Literature in China. This emphasizes the importance of Business English in Chinese tertiary education and demonstrates the social needs of Business English talents.

By 2016, 350 universities and colleges have set up the discipline of Business English, and thousands of universities and colleges have the program of Business English (Wang, 2016). But by 2012, there are only 62 universities and colleges applying for Business English discipline (Wang, 2012). Business English discipline in universities and colleges cultivates various levels of Business English talents such as diploma, degree, master and even doctorate (Wang, 2015). Business English discipline shall be applied by universities and colleges and then authorized by Provincial Department of Education and recorded by National Ministry of Education in China (Wang, 2012).

Business English is defined as lingua franca in international business communication and trade (Wang, 2012; Wang, 2015). Business English discipline is an interdisciplinary major which mainly includes three disciplinary majors such as linguistics, management and economy (Lv, 2013). From the perspective of linguistics, Business English is a variety of English for Specific Purposes (ESP). From the perspective of management, Business English is focused on business communication such as business strategy, communication strategy and cross-culture strategy. From the perspective of economy, Business English and economy both agree with the value of language (Cao, 2011).

The curriculum of Business English discipline covers the courses in the three majors such as linguistics, economy and management (Wang, 2015). Business English Writing is one of the compulsory courses in the discipline of Business English, which is widely used in the international business communication. Business

English Writing is regarded as a kind of EOP (English for Occupational Purposes) or EVP (English for Vocational Purposes) writing (Hu & Che, 2013). Business English Writing has specific characteristics such as accuracy, clarity and simplicity in form (Chen, 2005; Chen, 2010); readability (Billow, 2004); the special registers of business (Trauth & Kazzazi, 2000); and goal-oriented, real-time communication in business settings (Chen, 2005; Chen, 2010; Jiang, 2016).

The syllabus of Business English Writing focuses on two parts: the academic writing on business researches, and business writing amid business activities (Zhang, 2008; Zheng, 2010; Wang, 2014). However, Chinese university (college) lecturers pay much attention to “business writing” rather than “academic writing” (Zhang, 2008; Zheng, 2010). This is caused by the current social needs of international trade and business activities in light of the on-going economic globalization in China. The human resource market needs many international businessmen with solid proficiency in English language, which also promotes the education reform of universities (colleges) of applied science.

From the perspective of education policy, many famous scholars in Business English study like Wang Lifei (2015), Ye Xingguo (2015), Yan Ming (2015), Peng Qinglong (2015) and Xu Dejin (2015) advocated to built *National Criterion of Teaching Quality for BA (Bachelor of Art) Program in Business English* (NCTQPBE), and described the key issues of program (discipline) positioning and objective, quality, knowledge and ability of the Business English majors, the curriculum framework and design, teacher development, and development tendency of college

Business English program in China, and emphasized that the quality of connotation improvement is the key to sustainability of Business English program. NCTQPBE has been accepted by Chinese Ministry of Education and will be authorized as the national education criterion for Business English discipline in China.

Academic Background. Business English Writing course adopts a process-oriented instruction approach of writing. The process-oriented approach of writing focuses on the process instead of the final product, and emphasizes “the importance of feedback from both teachers and students” (Brown, 2010, p. 320). At present, peer feedback, rather than teacher feedback, is the major instruction method in the process-oriented approach of writing in China (Wang, 2007, 2012). At the teacher-centered instruction in China, the teacher dominates the teaching who is the authority on knowledge and intelligence, and the students need to respect and obey their teachers’ instruction and not question or doubt their teachers (Xiao, 2005). A Chinese student in teacher-centered teaching activities is a follower and listener instead of a participant and thinker. However, with the enlightenment and boom of cognitive and constructivism approaches in instruction in China, Chinese educators pay more attention to the role of students in teaching and encourage them to participate in classroom activities as participants and thinkers. Nowadays, the student-centered teaching is advocated in Chinese classes.

Peer Feedback is a popular student-centered teaching method in China. However, in Chinese EFL environment, peer feedback in Business English Writing is still regarded as time consuming, inefficiency, and lack of motivation (Zhang, 1995;

Lin, Liu, & Yusan, 2001; Song, 2010). Teacher feedback has been considered as reliable and valid instruction in China (Song, 2010). It is significant to study how to motivate Chinese students to participate in classroom activities and develop their subjective initiatives. Peer feedback focuses on the role of peers in learning and teaching activities to motivate others to study actively. This is the key point of current student-centered instruction reform in China.

Peer feedback research emphasizes the writing instruction in different settings, and which feedback content is the most efficient (Narciss, 2008; Poulos & Mahony, 2008). The present questions in relation to peer feedback are how to improve the efficiency of peer feedback and how to improve the quality of peer feedback in writing.

The quality of peer feedback is significant to improve the quality of writing. This is because high-quality peer feedback enables students to identify the gap between their own performance and a given set of expectations, and provides advice about their own writing for improvement (Emo, Wen, & Ashill, 2006; Lizzio & Wilson, 2008; Bayerlein, 2014). The previous studies imply that students in tertiary education are less satisfied with peer feedback because of the inefficient and poor quality of peer feedback (Nicol, Thomson & Breslin, 2014). Feedback does not automatically lead to positive results (Kluger & DeNisi, 1996; Hattie & Timperley, 2007; Narciss, 2008; Shute, 2008; Strijbos, Narciss, & Dunnebie, 2010). It infers that high-qualified feedback does not emerge unconsciously, and it needs higher-order thinking stage and reasoning skills.

In order to improve the quality of peer feedback, some researchers realized the mindful process of feedback (Narciss, 2008; Poulos & Mahony, 2008). Roscoe and Chi (2008) found that students assessing their peers' works are engaging in a cognitively-demanding activity that extends their understanding of subject matter and writing. Other researchers focused on improving factors such as training, experience, competence level, and the degree of student autonomy (Yang, Badger, & Yu, 2006).

The mental process of feedback on quality feedback is based on the theories of constructivism and psychological cognition (Narciss, 2008; Poulos & Mahony, 2008; Stevenson, 2006; Schraw & Robinson, 2012). These theories aim to study the thinking and reasoning process of feedback in order to improve the feedback quality in writing activities.

The integration of critical thinking and feedback has significant meaning to study the mechanism of mental activities for efficient feedback such as the mental process and the contents of feedback. Thereby, "critical peer feedback" and "critical feedback" are widely mentioned to improve the quality of feedback and the quality of writing in the academic field.

Therefore, "critical feedback" or "critical method" has been regarded as an efficient method to improve peer feedback (Zhao, 1996; Pearlman, 2007; Li, 2007; Cox et al., 2013; Wolff-Hilliard & Baethe, 2014). There is limited study on critical feedback which focuses on the study of higher-order thinking and reasoning process to improve the quality of peer feedback. The theoretical problems are the process and contents of critical peer feedback, and factors affecting critical peer feedback in the

process of facilitating the quality of peer feedback in EFL writing.

Zhao (1996), who studied the effect of anonymity on critical peer feedback in computer-mediated collaborative learning, articulated the theoretical framework of critical peer feedback from constructivism, epistemology, Darwin's natural selection and criticism, and defined "critical feedback". However, he did not study how critical feedback improves the quality of writing, but focused on the anonymous peer feedback. Pearlman (2007), based on critical pedagogy, tried to transcend peer feedback through critical collaborative assessment, and articulated the importance of critical peer collaborative learning process. Li (2007) explored the effects of critical assessment training on the quality of peer feedback and the quality of students' final projects in peer assessment, but critical assessment was not further discussed. Cox, Peeters, Standford and Seifert (2013) reviewed the ideal preceptor qualities in peer assessment, one of which is to encourage critical thinking and problem solving. Wolff-Hilliard and Baethe (2014) argued to use digital and audio annotations to reinvent critical feedback with online adult students. They addressed that the experience of writing and receiving critical peer feedback helped students work through the learning experience and students emerged more informed and rejuvenated as developing writers.

There is limited research on how critical peer feedback improves the quality of peer feedback, and what critical peer feedback skills are explored to improve the quality of peer feedback. Therefore, an academic research gap is the missing mechanism of critical peer feedback to facilitate the quality of peer feedback such as

perceptions, process, contents and factors.

Additionally, Chinese tertiary education has neglected the instruction of critical thinking for a long time. Richard Levin, Yale University prior president in 2010, directly argued that Chinese undergraduate education was in shortage of two vital elements: “the width of cross-discipline and the cultivation of critical thinking” (Xiao, 2005, p. 25). He furthered that Chinese undergraduates are passive listeners and receptors who dare not challenge their lecturers’ philosophy. Chinese Ministry of Education has recognized these two shortages in compulsory education and tertiary education, and highlighted the “combination of learning and thinking” to stimulate the students curiosity and critical thinking at National Medium and Long-term Plan for Education Reform and Development (2010-2020).

In addition, from the form of feedback, there are three ways: oral feedback, written feedback and face-to-face feedback. With the development of internet technology (IT) and the application of mobile learning (mLearning), the internet and smartphone are widely used in peer feedback (Siraj, 2012; DeWitt, Siraj & Alias, 2014). Electronic form of feedback is popular such as e-mail, in-text comment, blogs and instant communication tools.

Online feedback is more conveniently applied in computer-assisted language learning (CALL) and teaching via Facebook, Twitter, blogs, and many other Internet-based platforms. Online peer feedback has many advantages such as flexible idea expression, effective peer feedback, positive performative assessment, multi-media learning and teaching, improved autonomy learning, and the

construction of authentic learning and working simulation environments (Yunus, Hadi, Salehi, Sun & Embi, 2013). However, there is a gap to study how online features help improve the quality of feedback.

In China, Qzone is one of the most popular weblogs among the youths and is combined with the instant messaging (IM) software - QQ. Qzone has been widely applied in EFL instruction as a CAI (computer-assisted instruction) platform (Wang, 2009; Xie, 2010; Du, 2013; Zhu, 2013). Qzone weblog and QQ have been explored in instruction and are helpful to guide the positive use of Internet among students. However, there is a research gap of how and what online features of Qzone weblog potentially affect peer feedback in Business English Writing among Chinese undergraduates.

Social Background. With the development of the Chinese economy and international business, there is an immense social need for Business English graduates. As such, the number of Business English graduates in the diploma, degree and master's levels in Chinese tertiary education has been growing quickly. However, this can not meet the needs of human resources markets. According to the survey of Chinese Ministry of Business in 2014, there are only 8,000 qualified international business management talents who are proficient with English language, international trade, investment, finance, management and cross-cultural communication; there are less than 8,000 qualified international finance management talents; and there are only 2,200 qualified international economy and law talents who are proficient with international economic law, international trade, WTO principles and other laws

(Wang, 2015). Currently, the paucity of Business English talents has hindered the internationalization of Chinese companies under the development strategy of “One Belt, One Road”. Therefore, Chinese universities and colleges have responsibility to take education reform and cultivate more qualified Business English talents.

Accordingly, based on National Medium and Long-term Plan for Education Reform and Development (2010-2020), Chinese Ministry of Education planned to improve 600 universities and colleges transforming from teaching-and-research-style universities (colleges) to universities (colleges) of applied science, which aimed to promote the development of vocational and technical education in tertiary education and cater for the needs of human resources markets. This education reform aims to cultivate graduates in universities (colleges) of applied science into high-tech workers with applied techniques such as business English. Business English discipline is covered in the applied science as a major of social science discipline.

In addition, according to the Chinese new orientation of international business and communication - “One Belt, One Road” policy, Chinese companies are confronted with new challenges and opportunities for international investment and international infrastructure construction such as port facilities, railroads, highways, telecommunication channels, airports, transshipment facilities, renewable energy sources, etc. More Chinese companies will build international business outside China. Therefore, Business English as a vocational language will be more important for their internationalization and more Business English talents will be needed in the human resources market. Thereby, Chinese universities and colleges are also

confronted with the new challenges and opportunities to cultivate more qualified Business English talents.

Practical Background. From the perspective of linguistics in Business English discipline, the main compulsory courses are Business English Writing, Cross-cultural Business Communication, International Trade Correspondence and Oral Business English (Wang, 2015). As mentioned above in the contemporary Chinese education reform, the teaching methods of Business English Writing widely adopt the process-oriented writing teaching, student-centered teaching, and peer feedback teaching in Chinese universities and colleges.

However, the effectiveness of peer feedback in Business English Writing is poor and inefficient in Chinese universities and colleges (Zhang, 2007, 2008; Wang, 2007, 2014). The students also believed that peer feedback is time-consuming, inefficient and boring, and they believed that teacher feedback is more helpful for their writing (Zhang, 2007, 2008; Wang, 2007, 2014). According to the researcher's teaching experiences, students in the classes of Business English Writing are always quiet, inactive and passive learners during peer feedback, and they prefer to get suggestions and answers directly without individual mental process and evaluation. In addition, students' critical thinking ability is very poor and unreflective (Wang, 2007, 2012). By this practical background, it is necessary and emergent to cultivate thinking abilities and then try to facilitate the quality of peer feedback and the quality of Business English Writing.

The research site of Xuchang University is a representative university

authorized by Chinese Ministry of Education in 2014 to transform from teaching-and-research university to a university of applied science. The program of Business English at School of Foreign Languages, is an important program at Xuchang University with ten years of history for degree education. There are about 80 new candidates enrolled in the program of Business English every term. Business English Writing is one of the compulsory courses for undergraduate majors in Business English. The present teaching method in Business English Writing highlights student-centered teaching and collaborative learning. The student is the center of class activities and learning. Peer feedback is one of the main teaching approaches in process-oriented Business English Writing instruction. However, the quality of peer feedback is inefficient, and the students' quality of Business English Writing is unproductive at international business practice (Zhang, 1995; Lin, Liu, & Yusan, 2001; Song, 2010). The practical problem is to study how to facilitate the quality of peer feedback in order to improve their proficiency in Business English Writing.

In conclusion, the social background is how to cultivate more Business English talents with high proficiency of Business English Writing in Chinese applied science universities. The discipline background is how to improve the teaching of Business English Writing in Business English discipline. The academic background is how to develop peer feedback in order to facilitate the quality of peer feedback and quality of Business English Writing. The practical background is how to cultivate thinking abilities and then try to facilitate the quality of peer feedback and the quality of

Business English Writing.

In other words, three research gaps in this study are 1) how to use critical peer feedback to improve the quality of peer feedback and how to facilitate the quality of Business English Writing; 2) What is the mechanism of critical peer feedback to facilitate the quality of peer feedback and Business English Writing; and 3) how online features of Qzone weblog could potentially improve critical peer feedback. This interdisciplinary study tries to investigate these three aspects for Business English Writing.

Therefore, this study tries to explore how critical peer feedback facilitates the quality of peer feedback at an online environment - Qzone weblog to improve the quality of Business English Writing. This is an integrated research on peer feedback, critical thinking, online feedback and Business English Writing.

Statement of this Problem

The Chinese society needs Business English graduates with high language proficiency in international business communication. Most universities or colleges have Business English program at different levels. Business English Writing is one of the compulsory courses of any Business English program. The researcher in this study has taught Business English Writing for many years and expect to promote Business English Writing from every aspects.

From the perspective of teaching objectives, the main problems are how to improve students' writing ability of Business English Writing, and how to cultivate

qualified Business English graduates with good proficiency in Business English Writing. From the perspective of teaching method, peer feedback has been used in the teaching of Business English Writing, but the effectiveness of peer feedback is arguable and controversial. It is necessary to employ more useful strategies to promote students' ability of peer feedback and their quality of peer feedback.

From the perspective of Information and Communication Technology (ICT), computer-assisted online teaching and learning are widely used in our universities and college classes. Based on the previous academic studies and daily usages of Qzone weblog, Qzone weblog is selected as a technological platform for online peer feedback. Lecturers and students are used to online communication by Qzone weblog in daily communication and teaching fields.

From the perspective of academic study, critical peer feedback is still not defined and specifically studied in the academic world. The academic gaps of how to define critical peer feedback and how to conduct critical peer feedback lead to this study. Through this study of critical peer feedback, the researcher expects to learn what are Chinese undergraduates' perceptions, process, contents and even factors in critical peer feedback for Business English Writing through Qzone weblog.

Research Objectives

The five specific research objectives of this study are to investigate:

a) the perceptions of Chinese undergraduates on critical peer feedback using Qzone weblogs for Business English Writing;

b) the process of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates;

c) the contents of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates;

d) the factors affecting critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates;

E) the online features of Qzone weblogs affecting critical peer feedback in Business English Writing.

Research Questions

The five research questions addressed in this study are:

RQ1. What are the perceptions of Chinese undergraduates on critical peer feedback using Qzone weblogs for Business English Writing?

RQ2. What is the process of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates?

RQ3. What are the contents of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates?

RQ4. What are the factors affecting critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates?

RQ5. How do the online features of Qzone weblogs affect critical peer feedback in Business English Writing?

Research Theoretical Framework

The research theoretical framework of this study draws on two theories - sociocultural theory (SCT), and Vygotsky's Zone of Proximal Development (ZPD).

Sociocultural Theory (SCT). Based on the concept that human activities take place in cultural contexts, and mediated by language and other symbol systems, and best understood in their historical development, Vygotsky developed the Sociocultural Theory (SCT). At the SCT of learning, Vygotsky described learning as a social process and the origination of human intelligence in society or culture. Vygotsky (1978) believed that everything is learned on two levels: firstly, through interaction with others, secondly with integrated into the individual's mental structure.

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978, p. 57)

Vygotsky emphasized two parts in learning - the social interaction and the individual mental structure. The first part emphasizes "culture" in social interaction. Knowledge is learned and transferred in the sociocultural context with language. In the process of learning, the cognition of knowledge also depends on the individual mental structure.

The linguistics foundation of sociocultural theory is the perspective of communication of language and language learning (Lantolf & Thorne, 2006). In the perspective of language communication, language researches not only focus on

language form, but also language meaning such as conceptual meaning. The learning of new conceptual meaning is very important in language learning. Vygotsky (1978) believed that higher-order cognition is cultivated in the process of sociocultural communication. The key point of SCT is that sociocultural communication is the key function in the independent mental and thinking development. Vygotsky (1978) also studied the development of writing mental process and argued that communication with experienced persons can improve the development of higher-order thinking. He also emphasized that active individual sociocultural communication and interaction can construct knowledge and can not be replaced by others.

Therefore, all higher mental functions originate not only from the sociocultural communication and interaction but also the individual mental structure. Some persons have higher mental functions, while others have lower mental functions. In the process of sociocultural communication and interaction, the higher mental functions can help the lower mental functions to develop their learning. The individual with higher mental function is regarded as more intelligent and capable in learning (Wang, 2007, 2012).

The sociocultural communication and interaction is mediated by languages or tools. With the development of computer and Internet, they play important roles in sociocultural interaction and learning.

Sociocultural theory is acknowledged as one of the theoretical frameworks in the academic study of peer feedback (Wang, 2007, 2012). Based on the sociocultural theory, the questions of how higher mental functions or higher-order thinking skills

improve the quality of peer feedback during peers' sociocultural interaction, how to facilitate students' thinking stage in peer feedback, and how computer and Internet help to facilitate Business English Writing via peer feedback, construct this study.

Vygotsky's Zone of Proximal Development (ZPD). In Vygotsky's SCT, there are six main components such as mediation, regulation, private speech, internalization, imitation, Zone of proximal development and genetic method (Wang, 2012). Zone of proximal development is his key philosophy about teaching and knowledge development.

Vygotsky developed the SCT concerning the relationship between language and thought, and regarded language as the means for mediating higher levels of thinking (Ellis, 2013, p. 519). Vygotsky argued that the mental construction is formed by the internalization of interactions with adults, more capable peers, and cognitive tools (Roy, 2004). Vygotsky (1978, p. 86) defined the concept of Zone of Proximal Development (ZPD) as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". Vygotsky emphasized the learner from "what he cannot do" to "what he can do" by guidance or supervision of expert, or by collaborative learning with capable peers (Kail, 2010, p. 58). Vygotsky and his followers believed that the most effective and efficient way of learning is the development of independent learning with experienced experts' guidance (Berk & Winsler, 1995).

Vygotsky (1978) emphasized the role of students whose learning shall be

active and autonomous and shall have the guidance of teachers and capable peers. Vygotsky (1978) explored how to improve writing with sociocultural theory such as ZPD and inner language. Dyson (2004) studied the development of writing from the perspective of sociocultural theory and argued the interaction function of students in writing activities.

Bruner, American psychologist, developed ZPD by emphasizing “scaffolding” which refers to “support that is both adjustable and temporary” (Lin & Samuel, 2013). “Scaffolding” is a process through which a teacher or more competent peer supports the student in his or her ZPD, or tapers off this support as it becomes unnecessary like a scaffold in the building construction (Lin & Samuel, 2013).

Peer feedback is a kind of scaffolding in collaborative learning, which helps peers to construct “what he can not do”. Peer feedback is effected by peer’s active reaction to a partner’s learning, which is an activity to construct their own knowledge by learning experience. Peer feedback is a reciprocal process whereby students produce their feedback on the peers’ work and receive feedback from peers on their own work (Nicol, Thomson & Breslin, 2014). Peer scaffolds in writing mainly include correction of errors, using questions, repeating words or phrases, providing explanation, providing confirmation and identifying errors (Lin & Samuel, 2013).

In English language learning, students are in different thinking stages with unequal abilities in peer feedback and writing. In peer feedback of the process-oriented writing instruction, it is believed that students with higher-order thinking skills and language level can scaffold the lower-thinking and language-level

students to improve their writings (Nicol, Thomson & Breslin, 2014). It is also believed that ZPD exists not only in same thinking-level and language-level students but also lower-level thinking and language students can scaffold higher-level students (Wang, 2012). This theory constructs the theoretical foundation for the study of peer feedback. How peers in the higher-order thinking stage scaffold peers in the lower-order thinking stage becomes the focus of this study as well.

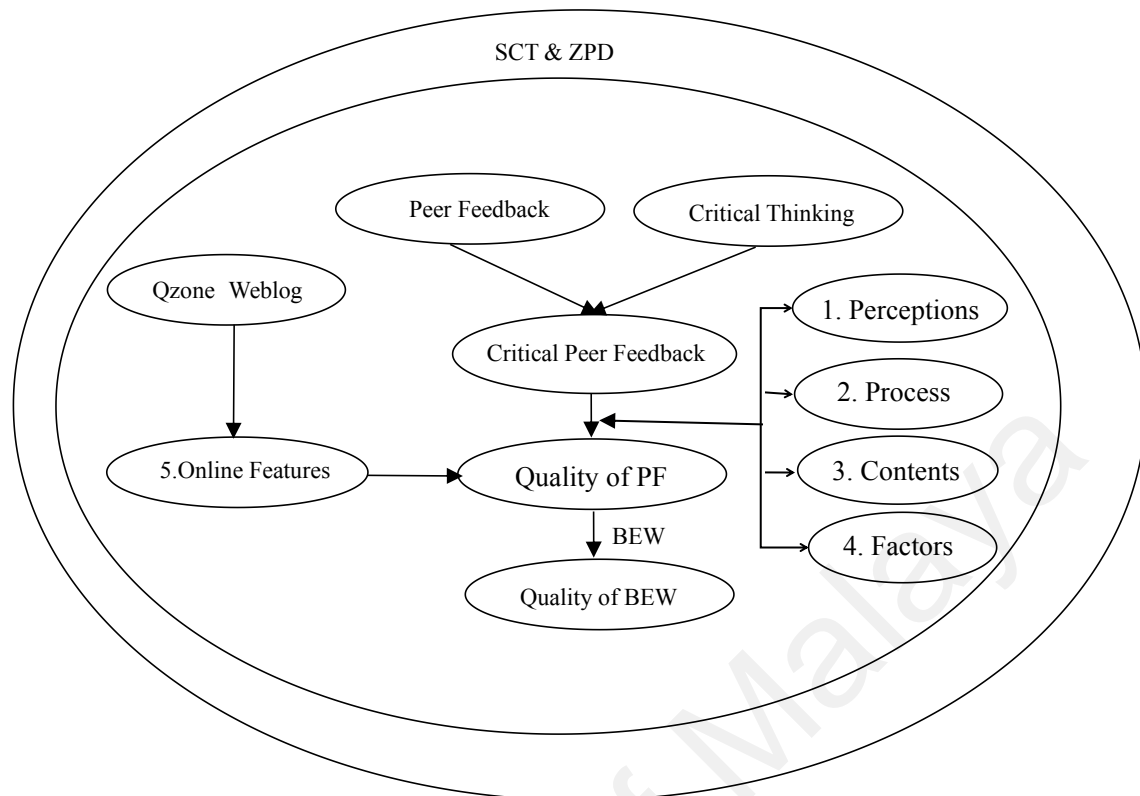
Research Conceptual Framework

The conceptual framework of a study aims to provide a tentative theory of the phenomenon that the researcher plans to investigate (Maxwell, 2005). This study adopts the qualitative research method by a case study in order to explore a strategy. Therefore, there are no variables and sampling in this study. The key concepts are described by the analysis of the interview transcripts and collected documents. This section provides an illustration of the related concepts for this study.

According to the theoretical framework of SCT, peer feedback is a learning process with mutual-communication and collaborative learning. The knowledge of Business English Writing can be constructed and improved during peer feedback. According to the theoretical framework of ZPD, students with higher mental functions of learning can scaffold students with lower mental functions by computer-assisted peer feedback. Critical thinking skills in higher-order thinking stages are regarded as the higher mental functions. Critical thinking are to be investigated for higher-level peer feedback in Business English Writing. During peer

feedback, the peers with higher-level writing ability can help the lower-level peers with mutual-communication and collaborative learning. This leads to the study on how peers with critical thinking skills can potentially help peers with lower-level thinking skills to improve the quality of peer feedback and the quality of Business English Writing, and how online features may affect critical peer feedback in Business English Writing through Qzone weblog.

In this study, the main concepts are “critical thinking”, “critical peer feedback” and “online features”. The concept of “critical thinking” is investigated in “peer feedback” to facilitate the quality of peer feedback. In order to study how “critical peer feedback” may potentially improve the quality of peer feedback and writing, this study will explore the mechanism of critical peer feedback in Business English Writing including the perceptions, process, contents, and factors affecting critical peer feedback. This study is conducted through online computer-assisted instruction (CAI) on Qzone weblogs. Online features of Qzone weblog are investigated to study how they potentially affect critical peer feedback in Business English Writing. The conceptual framework can be illustrated with the following figure (see Figure 1.1).



Notes:

PF: Peer Feedback; BEW: Business English Writing

Figure 1.1. Conceptual Framework of This Study

Critical Thinking (CT), studies the thinking and reasoning skills of mental reasoning activities by effectively analyzing, evaluating and creating arguments and truth claims. From the perspective of cognitive psychology at education, it can be explained by the following five features: 1) Critical thinking is a higher-order thinking with the activities of analyzing, evaluating and creating; 2) Critical thinking is influenced by individual background, previous experience, and previous knowledge; 3) Critical thinking is not a linear process, but one that flows back and forth (Boyd & Fales, 1983; Shields, 1995); 4) Critical thinking is a process of thinking based on the cognition of knowledge, comprehension and application; 5)

Critical thinking ability and skills can be cultivated by teaching and practicing (Adams, 1999; Fahim & Eslamdoost, 2014).

Critical Peer Feedback (CPF), is based on the concepts of “critical thinking” and “peer feedback”, to study peer feedback with the performance of critical thinking skills by reasonable and comprehensive analysis, evaluation and creation. In writing instruction, “Critical Peer Feedback” refers to a kind of higher-order assessment of writing with critical thinking skills of analysis, evaluation and creation of peers’ work using the cognition foundation of writing knowledge, writing task comprehension and their application with aim to scaffold peers for their writing and at the same time construct self-cognition of writing ability. In this study, it can be further explained as: 1) The higher-order reflective skills conducted by mediator and oneself, focused on the mental process of analysis, evaluation and creation, which is based on the lower-order thinking skills of knowledge, comprehension and application; 2) Its ability can be cultivated by teaching and practicing.

“Quality” in business is defined as “the total features and characteristics of a product or service that bear its ability to satisfy stated or implied needs” (Business Dictionary, 2015). **Quality of Peer Feedback** refers to the content of peer feedback with the characteristics of accuracy, completeness, comprehensiveness, and creation that bear its ability to satisfy the need of the readers in writing instruction. In addition, **Quality of Business English Writing** refers to the features and characteristics of writing which contain accuracy, completeness, and expressiveness in English language, and profession and task-achievement in business orientation.

In this study, the perceptions, process, contents and factors affecting critical peer feedback are investigated to study how critical peer feedback can potentially improve the quality of peer feedback and Business English Writing. “Perception” means “the act or faculty of perceiving, or apprehending by means of the senses or of the mind; cognition; understanding” (Dictionary, 2015). In this study, “**Perception**” refers to the peer’s understanding of critical peer feedback to improve the quality of peer feedback and Business English Writing. “**Process of Critical Peer Feedback**” refers to the critical thinking procedure and steps of peer feedback. “**Contents of Critical peer feedback**” refer to the subjects or topics in critical peer feedback for Business English Writing on Qzone weblogs. “**Factors**” refer to the elements contributing to critical peer feedback for Business English Writing on Qzone weblogs. “**Online Feature**” refers to the characteristic or special function of an online software for efficient communication or fulfilling the needs of application. In this study, online features of Qzone weblog refer to the characteristics of Qzone weblog for online peer feedback in relation to Business English Writing such as hyperlink, text feedback, various icons, and instant message, etc.

Critical peer feedback is based on peer feedback and critical thinking, while online features of Qzone weblog are based on the online feedback and computer-assisted learning (CAL). Critical peer feedback primarily is an autonomous learning for self-cognitive development through analysis and reasoning, provided to the peer to scaffold his/her thinking and learning. Critical peer feedback is a process of autonomous learning and collaborative learning aiming to facilitate the language

proficiency and critical thinking skills and ability in language learning.

The perceptions of critical peer feedback for Business English Writing can be studied from the interview data. The process of critical peer feedback can be explored based on their critical thinking skills from the interview data and artifacts of critical peer feedback. The contents of critical peer feedback can be explored from the interview data and artifacts of critical peer feedback. The factors of critical peer feedback can be studied from the interview data. These factors are used to study how they influence peer feedback, critical thinking and online feedback. The online features of Qzone weblog are explored to answer the last research question.

Rationale of the Study

The study is based the researcher's teaching experiences of Business English Writing in university. Peer feedback is daily used in Business English Writing to promote students' individual thinking and error correction. The researcher found that the students in Business English discipline have very poor critical thinking abilities and they do not know how to think effectively and how to make effective peer feedback. Therefore, the researcher realized that critical thinking may be very important for them to make effective peer feedback and they shall firstly learn how to think and how to think critically.

Based on this teaching background, the researcher studied the literature of "critical thinking" and "critical peer feedback" in writing. The researcher found that there are lots of studies on how to improve critical thinking by writing and

mathematical practices (Sternberg, 1986; Lewis & Smith, 1993; Paul & Elder, 2012). But there is an academic gap on how to use critical thinking to improve the quality of writing or peer feedback. Based on the literature review, the researcher believes that it is significant to use critical thinking to improve the quality of peer feedback and then the quality of Business English Writing. Therefore, the researcher tries to conceptualize the term of “critical peer feedback” in this study with the concept of “critical thinking”, and make teaching experiment to study what will happen in critical peer feedback to facilitate Business English Writing.

In the research site of Xuchang University, there are many large classes about 40 students in Business English Writing. The researcher found that it is very difficult to control the class in face-to-face peer feedback and can not guarantee the students’ participation and involvement. Therefore, the researcher tried to use CIA and ICT to conduct peer feedback in his Business English Writing. Qzone weblog is the best choice for Chinese students for e-learning, because every student has the experiences of Qzone weblog for daily instant communication and comment feedback.

The qualitative research was selected to study the interview data, writing assignments and artifacts of critical peer feedback information. By data analyses with free nodes, tree nodes and models through QSR NVivo 8.0, the research questions of students’ perceptions of critical peer feedback on Business English Writing, process of critical peer feedback, contents and factors were illustrated. It is also significant to study how online features of Qzone weblog affect critical peer feedback on Business English writing in the online environment.

The findings in the researcher's working university are significant to his teaching activities in Business English Writing and other courses. The research findings can also be used to other lecturers who conduct peer feedback in their teachings. It may also be meaningful to the teaching practices of peer feedback and teacher feedback not only in universities and colleges but also schools.

Significance of the Study

This study could be possibly significant in the following four aspects.

First, from the aspect of knowledge, the knowledge and mechanism of critical peer feedback in Business English Writing could be constructed in the ESP and ESL/EFL instruction. The critical peer feedback model, process, contents, and factors of critical peer feedback in EFL environment could be concluded in this study. The conclusion of this study is a refined perspective of peer feedback from the aspect of critical thinking. This study has a potential significance to explore the further study of critical peer feedback in ESL/EFL writing such as its effectiveness, critical peer feedback model, improved instruction strategies, and peer or teacher interaction during the critical peer feedback at an online environment.

Second, from the aspect of writing pedagogy, critical peer feedback is a new approach to improve the quality of peer feedback and the quality of writing. The results of this study could potentially be used to improve the writing ability and the learner's critical thinking development in the process-oriented writing instruction. It is significant to encourage critical thinking and peer feedback in student-centered

classes in Asian countries to improve the writing quality, especially at the universities and colleges of applied science in China.

Third, from the aspect of critical thinking pedagogy, critical thinking is highlighted for close relationships between thinking stage, thinking ability and the quality of peer feedback. It might call for the attention of critical thinking education in Chinese tertiary education to improve college students' self-cognition and self-reflection, which are meaningful to build college students' critical thinking ability not only in EFL instruction but also in other disciplines. This study of critical thinking is meaningful not only for Chinese universities but also the Asian, African and European ones. Critical thinking might be helpful for the cultivation of higher thinking level and creativity in tertiary education.

Last but not least, from the aspect of online computer-assisted instruction (CAI) and computer-assisted language learning (CALL), the study of Qzone weblog will be explored in terms of ESP, which aims to highlight student-centered learning and computer-assisted instruction in ESP instruction. The study of online features of Qzone weblog has potential significance for further application in the field of computer-assisted language instruction. It may enlighten further studies in similar areas such as instruction pedagogy and evaluation.

Definitions of Key Terms

1) **Thinking Stage** refers to the level of thinking status. From the aspect of thinkers, Paul and Elder (2002) categorized the six thinking stages: unreflective

thinker, challenged thinker, beginning thinker, practicing thinker, advanced thinker and master thinker. Thinkers can be developed from lower-order thinking stages to higher-order thinking stages by teaching and practice activities. From the aspect of thinking skills, Krathwohl et al. (2001) argued six thinking stages such as remembering, understanding, applying, analyzing, evaluating, and creating. The former three are low-order thinking skills, while the last three are higher-order thinking skills and critical thinking skills.

2) **Critical Thinking** refers to the thinking and reasoning skills of mental reasoning activities by effectively analyzing, evaluating and creating arguments and truth claims. Critical thinking belongs to higher-order thinking skill.

3) **Critical Peer Feedback (CPF)** refers to a kind of higher-order assessment with the critical thinking skills of analysis, evaluation and creation by using the cognition foundation of knowledge and its application aiming to scaffold peers and at the same time construct self-cognition of knowledge.

4) **Business English Writing (BEW)** is a variety of English writing which contains writing styles of business letter, international trade correspondence, memo, business report, business contract, etc. It is one of compulsory courses of Business English curriculum in the discipline of Business English in China. Business English Writing covers specific language characteristics such as accuracy, clarity, simplicity, readability of language, special registers, goals, real time communication, and politeness (Chen, 2010; Bilbow, 2004; Trauth & Kazzazi, 2000; Jiang, 2016) .

5) **Qzone Weblog** is a kind of weblog combined with an instant messaging

software - QQ, developed by Tencent company in China in 2005. It is one of the most popular weblogs in China with many specific features such as instant message notice, half-opened weblog, individual private weblog and various decoration functions. Qzone has about 800 million users in China by the year of 2014.

6) **Online Feature** refers to the characteristics or special function of an online software for efficient communication or fulfilling the needs of application.

7) **University (College) of Applied Science**, a term based on Chinese education reform in *National Medium and Long-term Plan for Education Reform and Development (2010)*, refers to a university or college which focuses on the cultivation and instruction of applied scientific skills and practices in Chinese higher education. Chinese Ministry of Education enlisted 600 universities and colleges transforming from teaching-and-research-style to applied science in 2013, which aimed to promote the development of vocational and technical education. The 600 universities (colleges) set up the *Association of Universities (Colleges) of Applied Science (AUAS)* in 2013 to enhance the transformation and education reform.

Chapter Summary

This chapter discussed the study background and problems, research objectives, research questions, theoretical framework of this study, conceptual framework, the rationale of the study, and the significance of this study from four aspects. The relative concepts and terms were defined for comprehensive understanding of the study. The end of this chapter gave a summarized outline of the whole chapter.

CHAPTER 2 LITERATURE REVIEW

A literature review is a comprehensive and objective summary and critical analysis of relevant previous research literature on the topics being studied, aiming to bring the reader up-to-date with current literature on a topic and form the basis for another goal (Cronin, Ryan & Coughlan, 2008). This chapter illustrates the relevant literature reviews of feedback, peer feedback, critical thinking, Business English Writing and Qzone weblog researches in instruction. The last section of this chapter is the summary.

Feedback, Critical Thinking and Critical Feedback

Feedback. The term “feedback” is derived from cybernetics, which is concerned with the control of systems - that is, “with issues of regulation, order, and stability that arise in the context of complex systems and processes” (Wiener, 1954, p. 187). A widely acceptable definition of “feedback” in instructional context is that: “Feedback is all post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance.” (Narciss, 2008, p. 127) Nelson and Schunn (2009) found the nature of feedback including “summarization”, “specificity”, “explanations”, “scope”, “affective language”, and “their influence on writing performance”.

“Feedback” is a widely used concept in technological and scientific fields such as education, electronics, psychology, biology, medicine, and economics, etc. In

education, the classification of feedback varies according to different criterion. According to the efficiency study of feedback, it is classified as “positive feedback” and “negative feedback”, “explicit feedback” and “implicit feedback”. In light of the feedback forms, there are “written feedback” and “oral feedback”, “direct feedback” and “indirect feedback”, and “electronic feedback”. The source of feedback is a crucial factor for the efficiency of feedback. In organizational contexts, five sources can be distinguished including the formal organization, the supervisor, the coworkers, the task, and one’s own self (Andrews & Kacmar, 2001). In the instructional context, there are also at least five feedback sources, namely teacher, peer, parents, book or computer-based environment, and the task (Hattie & Timperley, 2007).

Some researchers have different ways of classifying feedback. Olson and Raffeld (1987) categorized three types of feedback as “surface level”, “clarification level”, and “content level”. Caulk (1994) divided it into six categories: a) form; b) reorganization - to change the order of words, phrases, sentences, and paragraphs for reasons not due to form; c) more information - to write more detailed information about one aspect of the paper; e) write less - to write less information about one aspect of the paper; f) clarity - to make clear the unclear statements of a particular sentence, point, or paragraph; and g) style - the most effective and particular sentence or passage for a particular writing task.

Konold and Miller (2005) found that feedback plays a critical role in learning, and “written feedback” from the teacher improves the performance of all students. Feedback needs to be specific, appropriate, high quality, timely, accurate,

constructive, outcome-focused, encouraging, positive, understandable and focused on what is done correctly and what needs to improve (Konold & Miller, 2005). Guénette (2007) explored that the higher-achieving students seem to respond positively and benefit from teacher feedback, while lower-achieving students respond poorly and constantly, and need to be encouraged to comprehend the teacher's comments. Some researches even criticized that feedback may not play a significant role in student writing due to teachers' usage of vague and "rubber stamp" comments as well as over reliance on grammar correction (Paulus, 1999).

Teacher, Mentor and Peer Feedback.

Teacher Feedback. In instruction context, feedback is regarded as the responsibility of teachers (Nicol & Macfarlane-Dick, 2006). It is believed that teacher is a reliable source of knowledge, who can provide guidance and direction for the study. Students prefer teacher feedback because teachers can guide them to the correct answer. Teachers are also more likely to identify mistakes, errors and misconceptions (Nicol & Macfarlane-Dick, 2006).

There are two types of teacher feedback: feedback on form and feedback on content. In feedback on form, teachers tend to correct errors pertaining to language uses. Williams (2009) identified three types of teacher feedback. The first is where the teacher overtly marks and corrects student's writing. The second is where the teacher indicates the place and type of errors, and the last one is where the teacher merely underlines specific places at a sentence to indicate the presence of errors.

Ferris and Roberts (2001) suggested three variables on form or linguistic features of teacher feedback: syntactic form, the presence or absence of hedges in the comment, and its specificity (text-specific or generic).

In the contents of teacher feedback, teachers focus on getting the students to put their thought clearly in writing, so that the message can be clearly understood by the reader. The teacher feedback comments are usually written in the margins or at the end of the student's written work (Bardine, Bardine, & Deegan, 2000).

Teacher feedback is regarded as the most efficient one, which needs to be provided not only at the end of an activity, but also at the onset of a similar, subsequent activity (Keller, 1987). Teachers are regarded as the efficient supervisors and authorities in feedback assessment. Another kind of teacher neglected in feedback feedback is expert worker or mentor in the apprentice training. Some researchers recognized it and regarded this kind of teaching supervision activity as mentoring, or clinical supervision.

Mentor Feedback. Learning has two parties: the teacher (known as supervisor, mentor, and coach) and the student (known as trainee, mentee, mentoree, coachee, and protégé) (Norhasni, 2006). "Mentor" is the name of a person in Greek mythology. Ulysses left his son Telemachus under the tutelage of his old friend Mentor who was a wise and trusted adviser and counselor (Clutterbuck, 1991).

A mentor is identified as someone who teaches the students in a personal and close long-term relationship that allows critical concentration on the task performance (Brown & Krager, 1985; Kirkham, 1993). Before the 1990s, most

authors used the word “supervisor” in reference to a mentor at schools with the meaning of someone who directs, oversees and watches over students so as to maintain order, but increasingly, refers to mentor young people entering the teaching profession (Abiddin, 2006).

Nowadays, “mentor” is used by academics, politicians, sports people, actors and other performers to describe the person they chose as a role model or someone who had significant early influence on their professional careers. Brooks and Sikes (1997) regarded mentoring as a discrete, self-contained relationship and defined “mentor” as a skilled craftsman of apprenticeship, a trainer, a reflective coach, a critical friend or a co-enquirer in the reflective practitioner tradition. The term of “mentor” is synonymous with a wise, faithful guardian or a teacher, who is typically older, of greater experience and senior in the world and has knowledge and skills to pass on (Carter & Lewis, 1994).

According to Parsloe (1992), a good mentor is: a) a good motivator; b) a high performer; c) able to show that a responsibility for mentoring is part of the owner occupied job description; d) able to establish a good and professional relationship, sympathetic, accessible and knowledgeable about the candidate’s area of interest; e) sufficiently senior to be in touch with the corporate structure, sharing the company’s values and able to give the candidate access to resources and information; f) a good teacher, able to advise and instruct without interfering; and g) a good negotiator. The qualities and skills that a mentor possesses are vital to the effectiveness of the relationship, and the qualities of a mentee are also influenced by the qualities, skills

and characteristics of the linked mentor (Carter & Lewis, 1994).

It has been argued that mentoring is the most effective way to transfer skills and knowledge quickly and inspire loyalty in new employees to co-operate in an organization (Robinson, 1991). It is a popular approach in business education. In a recent survey of Fortune 500 companies, 96 percent of executives identified mentoring as an important developmental tool, and 75 percent of them believed that it played a key role in their career success (Heinz, 2003).

Mentor feedback is a new topic for the vocational and technique instruction in higher education, which borrows the traditional mentoring method to supervise the skill and technique learning in vocational and technique colleges. In Business English Writing, the students need the mentoring not only in classrooms but also work places.

Peer Feedback. Peer feedback is referred under different names such as peer response, peer review, peer editing, and peer evaluation (Bijami, 2013). Liu and Hansen (2002, p. 1) defined it as “use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other’s drafts in both written and oral formats in the process of writing.”

Peer feedback emphasizes the activity of peer involvement in learning. There are two activities in it: a) Peers give their assessment to others; and b) Peers receive assessment from others. The rationale of peer feedback can be explained by

Vygotsk's ZPD theory. Thereby, peer interaction is cardinal to the improvement of students' learning, because it allows students to construct knowledge through social sharing and interaction (Lin, Liu & Yusan., 2001).

There are arguments on the positive and negative effects of peer feedback. Mory (2003) discussed four perspectives on how feedback supports learning: a) an incentive for increasing response rate and/or accuracy; b) a reinforcer that automatically connects responses to prior stimuli (focused on correct responses); c) Feedback can be considered as information that learners can use to validate or change a previous response; d) Feedback can be regarded as the provision of scaffold to help students construct internal schemata and analyze their learning processes.

Peer feedback can generate more comments on the contents, organization, and vocabulary (Paulus, 1999). In addition, peer feedback has many advantages such as developing critical thinking, learner autonomy and social interaction among students (Yang, Badger & Yu, 2006). The practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills (Lundstrom & Baker, 2009).

Students who engage in peer feedback, have a more positive attitude toward writing. Students whose works are peer evaluated as compared to teacher evaluation, are more likely to share their writings, read classmates' papers and offer advice, and rewrite. Students believe that their writings are improved (Katstra, Tollefson, & Gilbert, 1987). Lange (2011) found that students gave peer feedback without constraints, and explored their ideas without fear of criticism from the teacher.

In details, Nicol and Macfarlane-Dick (2006) articulated that peer feedback enhanced students' sense of self-control over their learning for five reasons: a) Students who have just recently learned the material, are often able to explain the concept in a more accessible way to struggling students; b) Peer discussion promotes alternative perspectives to problems; c) When students comment on each other's work, they develop a detachment to the work and can then assess their own work better; d) Peer discussion can encourage students to be persistent; e) It is sometimes easier for students to accept criticism from a peer.

The major criticism of peer feedback is that although students express positive attitudes toward the usage of peer feedback, they tend to significantly favor teacher feedback (Yang, Badger & Yu, 2006; Zhang, 1995). In addition, peers write less in feedback because they know their teacher has the background to interpret the explanation with more details (Wallace, 2004). Saito and Fujita (2004) found that there are a number of biases associated with peer feedback such as friendship, reference, purposes (development vs. grading), feedback (effects of negative feedback on future performance), and collusive (lack of differentiation) bias.

Another issue is that most peer feedback focus on products rather than the processes of writing, and many students in L2 contexts focus on sentence-level errors rather than the contents and ideas (Storch, 2005). There is also accumulating evidence that students' emotional state can mediate the impact of feedback on their performance (Shute, 2008).

Self-efficacy or students' belief regarding their capability to execute actions

necessary to achieve designated outcomes, has a stronger effect on academic performance than other motivational beliefs. Self-efficacy has significant influence on self-management behaviors and self-regulated learning processes such as self-observation, self-judgment and self-reaction (Dembo, 2000; Pintrich & Schunk, 2002). Wang and Wu (2008) explored the social cognitive model to understand the factors of self-efficacy in web-based learning. They found that the personal influence of self-efficacy, the behavioral influence of feedback behaviors and learning strategies are the main factors to the effectiveness of learning.

There were a lot of studies on the form, content, effect, perception, advantages and disadvantages of peer feedback. One of the research gaps is how to improve the quality of peer feedback and improve the ability of peer feedback.

Perceptions, Process, Contents and Factors of Peer Feedback. Peer Feedback holds the four theoretical framework including social constructivism, sociocultural theory, Vygotsky's Zone of Proximal Development, and interaction in second language acquisition (Topping, 1998; Hyland & Hyland, 2006; Lai, 2016). These theories emphasize the role of "peer" in different perspectives. For the perception of peer feedback, peer feedback is identified as a valuable approach in higher education (Lai, 2016). Some researchers believed that peer feedback could promote in-depth learning, the development of professional practice and self-praise skills (Morris, 2001; Hyland & Hyland, 2006; Lai, 2016). However, some pointed out drawbacks of peer feedback such as high cost of organizing and supervising peer feedback processes, students' lack of trust in peer feedback, low efficiency and

time-consuming (Hovardas, Tsivitanidou & Zacharia., 2014; Llado et al., 2014; McGarr & Clifford, 2013).

Recent studies indicated that peer feedback can be associated with a larger degree of student autonomy (Yang, Badger, & Yu, 2006). The self-efficacy of students and knowledge foundation is the basement of peer feedback.

Although broad studies of effectiveness of peer feedback were conducted in different settings and participants on the contents, forms and errors analysis of peer feedback, the positive and high-qualified performance (or result) of peer feedback could not be generated automatically. The generation of positive results and high-qualified performance of peer feedback, like teachers and experts, depends on the peers' psychometrical and cognitive processes of thinking (Kluger & DeNisi, 1996; Narciss, 2008; Poulos & Mahony, 2008). The systematical, logical and comprehensive critical thinking process is a crucial strategy to improve the quality of effective peer feedback, but it still is a gap in the study of peer feedback.

On the study of the process of peer feedback, Topping (1998) identified the processes of "explaining", "simplifying", "clarifying", "summarizing", "reorganizing" and "cognitive restructuring". Most researchers study the activity process of peer feedback such as error correction, first peer feedback, revision, second peer feedback and third peer feedback (Hyland & Hyland, 2006; Liang & Tsai, 2016). However, there is no study on the mental or psychological process of peer feedback.

Feedback content and feedback form are the main recognized types of

feedback. Strijbos, Narciss, and Dunnebier (2010) summarized two types of feedback: simple feedback type providing outcome-related information, and elaborated feedback type providing additional information besides outcome-related information. Simple feedback components are “knowledge of performance”, “knowledge of result”, and “knowledge of the correct response”. An elaborated feedback component is dependent on the elaborated information provided, which might address: a) knowledge on task constraints (provides information on task rules, task constraints and task requirements); b) knowledge about concepts (provides information on conceptual knowledge); c) knowledge about mistakes (provides information on errors or mistakes); d) knowledge on how to proceed (know how) (provides information on procedural knowledge); and e) knowledge on meta-cognition. The knowledge of feedback is crucial for the effectiveness of feedback.

The question of which feedback content is the most efficient (i.e., which has the most beneficial effects on performance), has received much attention in previous feedback research. Several authors emphasized the “mindful processing” of feedback as a critical factor for feedback efficiency (Kluger & DeNisi, 1996; Narciss, 2008; Poulos & Mahony, 2008). Unfortunately, the results of a large number of feedback researches are mixed. Only some studies support the common sense assumption that elaborated and specific feedback affects performance more positively than concise general feedback (Hattie & Timperley, 2007; Mory, 2003; Narciss, 2008; Shute, 2008).

About the factors of peer feedback, Ilgen, Fisher, and Taylor (1979) considered

expertise as one of the most important factors for feedback acceptance. Expertise of the feedback source is expected to depend on such factors as training, experience, competence level, and familiarity with the task domain (Birnbaum & Stegner, 1979). Ellis (2003) recognized four types of factors for individual differences in learning - ability (intelligence, working memory, and language aptitude), propensities (learning style, motivation, anxiety, personality, and willingness to communication), learner cognitions (learner belief) and learner actions (learning strategies). Allen and Katayama (2016) summarized a range of potential factors which can influence peer feedback process such as the use of first/ or second language, language proficiency of peers, gender, the language of the reviewer, learner's motives, and shared cultural background.

According to the sociocultural theory, culture factors are crucial in peer feedback. Yu, Lee and Mak (2016) studied the “collectivism and group harmony”, “face-saving theory”, an “power distance” factors among Chinese undergraduates, and identified that there are not effective in small group peer feedback.

Online Feedback. With the development of information communication technology (ICT) and mobile-assisted language learning (MALL), online teaching and learning become popular in language teaching and learning. Online feedback has been studied by many online communication platforms such as Web 2.0, SWORD, Facebook, Blackboard, and weblogs like Sina and Qzone in China (Siraj, 2012; DeWitt, Siraj, & Alias, 2014).

The advantages of online feedback is prominent. Chen (2014) summarized the

advantages of online feedback from the perspective of L2 learning such as boosting learning motivation, autonomy, positive attitudes, linguistic awareness, content organization, intellectual exchanges, linguistic ownership, self-expressions, and a sense of community. Online feedback is also studied from the perspective of synchronous feedback through online instant communication (IM) software like QQ, Wechat and Skype, etc. The online writing can receive asynchronous feedback when the Internet is available at any time and place.

Furthermore, online feedback enables students to continuously communicate with peers and teachers to reflect on and revise their writings (Yang & Tsai, 2010). Online feedback can increase the willingness of engagement in collaborative learning and self-autonomy. Teachers can monitor the progress of their students assignments, online participation and communication. In addition, teachers can automatically assign students to review more heterogeneous or homogeneous works based on background features such as gender, achievement, and preferences (Lu & Law, 2012). However, Many disadvantages were argued such as time-consuming, lack of supervision, high-ranked technology requirement, and informal feedback (Lu & Law, 2012).

There are advantages and disadvantages of online feedback. However, what online features are more helpful in online feedback, is not only an IT issue but also a practical question in instruction. It is meaningful to identify efficient online features and apply to online feedback. The most commonly used online feedback methods are text, audio, video, image, and hyperlinks, etc.

Therefore, with the ample use of Internet, computer and smartphone, online feedback will be one of the most popular way to offer feedback not only in the field of education but also in other fields. More technological forms of online communication and software will be invented. The research gap is to explore what and how online features will be more helpful for online feedback at online technological education.

Critical Thinking in Education and Critical Peer Feedback

Critical Thinking in Education. Thinking is a natural process, which is often biased, distorted, partial, uninformed, and potentially prejudiced (Scriven and Paul, 2004). Critical thinking is a vital and necessary skill, which helps thinkers to deal with mental and spiritual questions and which can be used to evaluate learning, program and avoiding social problems (Duron, Limbach & Waugh, 2006).

Critical thinking studies the thinking and reasoning skills of mental reasoning activities, needed to effectively identify, analyze and evaluate arguments and truth claims; to discover and overcome personal preconceptions and biases; to formulate and present convincing reasons in support of conclusions; to make reasonable, intelligent decisions about what to believe and what to do (Bassham, 2009).

Critical thinking has become a focus in education since 1960s. In America, critical thinking is a major goal of American higher education to cultivate students' critical thinking skills (Behar-Horenstein & Niu, 2011). Critical thinking is advocated in modern university education and will become a survival need, an

external imperative for every nation and for every individual who must survive on his or her own talents, abilities, and traits (Willsen, 1993). However, many educators also realized students' incapability of critical thinking (Fahim & Eslamdoost, 2014).

Actually, most people living their entire life as unreflective thinkers, require commitment of daily practices to develop as thinkers (Paul & Elder, 2002). Paul and Elder (2002) categorized the six stages of thinkers (see Figure 2.1). These six stages are: a) the unreflective thinker (We are unaware of significant problems in our thinking); b) the challenged thinker (We become aware of problems in our thinking); c) the beginning thinker (We try to improve, but without regular practice); d) the practicing thinker (We recognize the necessary of regular practice); e) the advanced thinker (We advance in accordance with our practice); f) the master thinker (Skilled and insightful thinking becomes second nature).

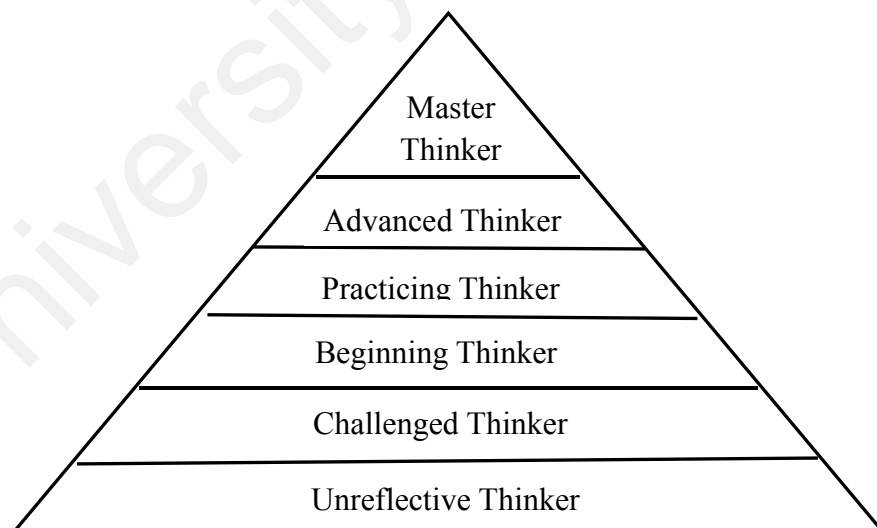


Figure 2.1. Development Stages of Critical Thinking (Paul and Elder, 2002)

One of the purposes of higher education is to develop unreflective thinkers to higher thinkers through the teachings of critical thinking. With the teachings of

critical thinking, some students can be developed into beginning thinkers, some reach the practicing thinkers, some even higher to advanced thinkers.

Critical thinking has many definitions, as well as supposed synonyms, such as critical decision making, critical analysis, critical awareness, critical reflection, and critical reasoning (Riddell, 2007). While these are elements of the critical thinking process, it is not a definition. Critical thinking requires an explanation rather than a definition.

Critical thinking is originated with two primary academic disciplines: philosophy and psychology (Lewis & Smith, 1993). Sternberg (1986) also argued the third critical thinking strand within the field of education. In 1964, Watson and Glaser defined “critical thinking” as “the ability to think critically”, involving three things: a) an attitude of being disposed to consider in a thoughtful way to the problems and subjects that come within the range of one’s experiences; b) knowledge of the methods of logical inquiry and reasoning; and c) some skills in applying those methods.

The National Council for Excellence in Critical Thinking (1987) defined critical thinking as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (The Critical Thinking Community, 2014). Facione (2001) defined it as “purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of

the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based". In addition, a critical thinker is able to deduce consequences from what he knows, and how to make use of information to solve problems, and to seek relevant sources of information to inform himself. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking (Lau & Chan, 2014).

From the perspectives of cognitive psychology and education, critical thinking can be explained as:

- 1) Critical thinking is a higher-order thinking with the activities of analyzing, evaluating and creating (Bloom et al., 1956);
- 2) Critical thinking is influenced by individual background, previous experience, and previous knowledge (Bloom et al., 1956);
- 3) Critical thinking is not a linear process, but one flows back and forth (Boyd & Fales, 1983; Shields, 1995);
- 4) Critical thinking is a process of thinking based on the cognition of knowledge, comprehension and application (Bloom et al., 1956);
- 5) Critical thinking ability and skills can be cultivated by teaching and practicing activities (Adams, 1999; Fahim & Eslamdoost, 2014).

Duron, Limbach and Waugh (2006) addressed the five-step model to teach students towards critical thinking: 1) determine learning objectives; 2) teach through questioning; 3) practice before you assess; 4) review, refine, and improve; 5) provide feedback and assessment of learning. They believed that the five-step model could be

implemented in any teaching or training setting to help students gain critical thinking skills in their learning.

However, Bloom's Taxonomy of cognitive domain is one of the most widely cited sources for education practitioners when it comes to teaching and assessing higher-order thinking skills (Lai, 2011). The cumulative hierarchical framework consists of six categories, in which each requires achievement of the prior skill or ability before the next, more complex one. Bloom's Taxonomy provides the measurement tool for critical thinking (Forehand, 2005).

Reichenbach (2001), the famous psychologist, borrowed the six cognitive levels from Bloom's Taxonomy of cognitive domain in education objectives to critical thinking (Bloom, Engelhart, Frust, Hill & Krathwohl, 1956). Reichenbach (2001) believed that critical thinking also follows the six-step model of Bloom's Taxonomy: knowledge, application, analysis, synthesis, and evaluation. This philosophy of six-step model of critical thinking has an influential effect in the study of critical thinking skills.

In 2001, Bloom and his colleagues revised the original taxonomy of cognitive domain and argued the Revised Bloom's Taxonomy of cognitive domain including six verbs: 1) remembering - retrieving, recognizing, and recalling relevant knowledge from long-term memory; 2) understanding - constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining; 3) applying - carrying out or using a procedure through executing, or implementing; 4) analyzing - breaking

material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing; 5) evaluating - making judgments based on criteria and standards through checking and critiquing; 6) creating - putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing (Krathwohl et al., 2001) .

In the Revised Bloom's Taxonomy, Krathwohl and his colleagues (2001) addressed that the levels of remembering, understanding and applying are lower-order thinking skills (LOTS). While the other three - analyzing, evaluating and creating, are higher-order thinking skills (HOTS) (see Figure 2.2). In education, the levels of thinking skills can be developed from lower-order thinking to higher-order thinking by teaching and practicing activities. It is widely accepted that the three higher-order thinking skills are represented as critical thinking (Kennedy, Fisher, & Ennis, 1991).

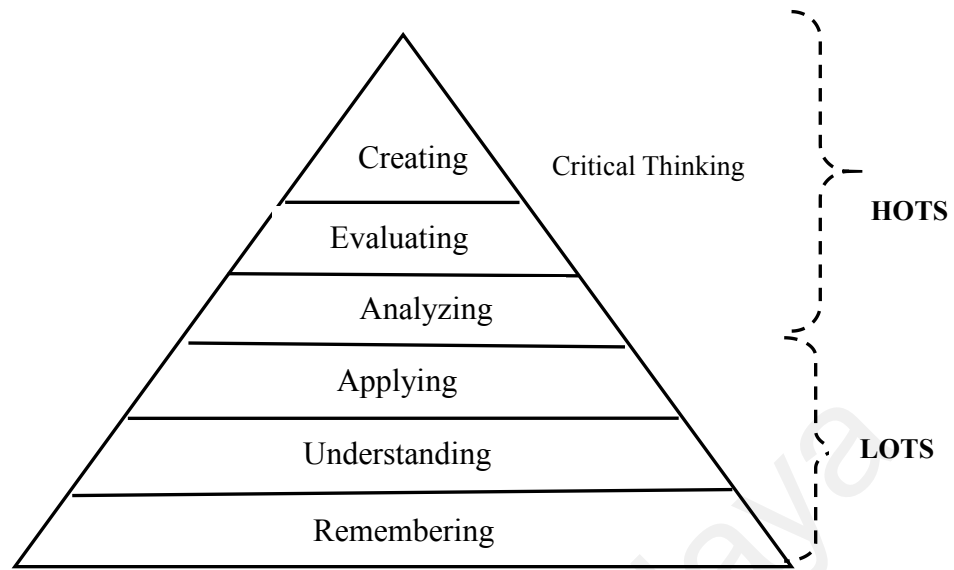


Figure 2.2. Stages of Revised Bloom's Taxonomy (Krathwohl et al., 2001)

The Revised Bloom's Taxonomy becomes more scientific and offers an even more powerful tool for planning teaching plan and assessment (Forehand, 2005). It is more closely linked with problem solving skills, creative and critical thinking, and more recently, technology integration (Forehand, 2005).

The Revised Bloom's Taxonomy offers a new mechanism to develop critical thinking in the research of education. The key words of cognitive domain in the Revised Bloom's Taxonomy imply many researches in instruction such as writing, reading and assessment, etc. Especially in writing, these key words are used for critical feedback.

In addition, Paul-Elder Model (2001) of critical thinking also offers a specific method to analyze and evaluate critical thinking. This method provides a framework to identify "Elements of Thought", which can be applied to a set of "Universal Intellectual Standards" with the goal of developing "Intellectual Traits". "Universal

Intellectual Standards” have been widely used as rubrics for assessment, which include: clarity, accuracy, relevance, precision, logicalness, breadth, significance, completeness, fairness, depth. Paul and Elder (2010, 2012) used them in the assessment and teaching of reading, listening and writing. Thereby, Leist, Woolwine and Bays (2012) selected six dimensions from “Intellectual Standards” (clarity, accuracy, relevance, precision, logical, and depth) as the rubric to assess the undergraduates’ critical reading skills. They used numbers 1 (lowest) through 4 (highest) as a rating scale of the rubric to assess students’ written performance. “Universal Intellectual Standards” provide a significant methods to assess critical reading, listening and writing skills.

In Chinese language, “Critical” is translated as “批判”, which has two meanings: 1) to criticize and point out the shortcomings and weaknesses of (wrong) thoughts or actions; 2) to analyze and evaluate whether it is right or wrong (Wu, Zhang & Wu, 2015). However, critical thinking is seldom studied in modern and contemporary China because of the Great Cultural Revolution (Wu et al., 2015). During the Great Cultural Revolution, “critical” was regarded to “unreasonably criticize the ancient thoughts and judge the intellectuals to prisons” (Wu et al., 2015, p.13-14). This caused long-term negative effects and even fears when people mentioned the term of “critical” in China. After Chinese reform and opening-up, negative effects of “critical” in the academic world are gradually faded away, but there are still few studies of critical thinking in research and education (Wu et al., 2015; Bao, 2014). Therefore, there is an academic gap to study critical thinking in

peer feedback and writing in this study.

Writing, Critical Thinking and Peer Feedback. The writing skills develop with the other basic language skills such as the individual's common sense, vocabulary, orthographic knowledge and social knowledge, etc. The abilities to produce texts, language awareness, vocabulary knowledge and the thinking skills are the major components of writing (Bayat, 2014). Thinking skills are particularly important among these components. Among the thinking skills, critical thinking plays a significant role in enabling the writing to put forward by the writer in the text to be well-grounded.

Critical thinking aims to evaluate the clarity of opposing situations or ideas as distinction from the other kinds of thinking. Critical thinking acts as a result of a combination of knowledge, skills and attitudes. The contents of critical thinking include recognizing the problem, finding evidence for the arguments, acquiring knowledge regarding the accuracy of evidence, and turning this process into an attitude and using it (Bayat, 2014). Watson and Glaser (1964) divided critical thinking into five dimensions such as inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. Writing is a process of critical thinking and creating.

Many scholars mentioned the use of “critical thinking” to facilitate the quality of feedback from the perspective of constructivism and cognition in education. According to the empirical study of peer feedback, many students noted that, if they develop the capacity of feedback by critical thinking, this will help them to make

more helpful reviews to their peer's writings and more objective judgments on their own works (Hyland & Hyland, 2006; Jerry, 2012; Nicol, Thomson & Breslin, 2014).

However, the critical thinking study in peer feedback is limited without a list of scientific studies on the disciplines and skills. According to the literature review, Li (2007) mentioned critical features of formative peer feedback, but she did not further explore the contents of "critical features". Ruggiero (2012) studied the strategy of critical reading and critical listening, but he also did not study how to be "critical". Yu et al. (2015) argued to use critical thinking to increase the cognitive ability of peer feedback, but their research focused on the quantitative research on the predictive effect of online peer feedback. Krueger (2010) articulated stressing levels of critical thinking and using writing as a mechanism to develop writing qualification.

Feedback is a post-response of analyzing and evaluating to the writers' writing. Critical thinking has close relationship with feedback. Many researches believed that feedback and critical thinking have the similar thinking process in analyzing and evaluating. In education, feedback can improve the ability of critical thinking (Duron, Limbach & Waugh, 2006; Ertmer et al., 2007). While critical thinking can offer the mechanism of mental process in feedback. However, there is a limited study on critical thinking and feedback in education.

Critical Peer Feedback and Writing. About the study of critical peer feedback, Pearlman (2007), based on the critical pedagogy, studied to transcend peer feedback through critical collaborative assessment, and articulated the importance of

critical peer collaborative learning process. Li (2007) explored the effects of critical assessment training on quality of peer feedback and quality of students' final projects in peer assessment, but did not discuss the definition and method of "critical assessment". Cox et al. (2013) reviewed the "ideal preceptor qualities" in peer assessment, one of which is to encourage critical thinking and problem solving. Ruggiero (2012) conducted an empirical study of critical reading and critical writing, but he did not define what is "critical" in reading and writing. Forster (2007) studied "critical feedback" to improve academic writing, but he did not further even define "critical feedback" and the mechanism of "critical feedback". "Critical feedback" is still a vague definition in his writing. Therefore, there are few definite definition of "critical" and "critical feedback" in education.

Most of the studies concerning with "critical" are based on the individual experiences - the perspective of empiricism. Zhao (1996) studied the effects of anonymity on critical feedback in computer-mediated collaborative learning and defined "critical feedback" based on the foundation of "evolutionary epistemology".

Critical feedback is an essential mechanism in the process of learning. It helps the learner to realize the inadequacies of his present knowledge. It points out to the learner which theories she currently holds are no longer effective. It is through critical feedback that the learner feels the need to reconsider his existent knowledge and to construct better theories. It is also through critical feedback that the learner finds out which part of her present knowledge has limitations so that she knows where to invest her effort. (Zhao, 1996, p. 13)

This definition of critical feedback emphasizes that the mechanism of critical feedback is essential to knowledge growth, and the existed knowledge needs reconsideration to construct better theories. Zhao (1996) emphasized the construction process of knowledge growth and individual role in learning, and anonymous

assessment to reduce the factors of peer feedback in computer-mediated platform.

In this study, “critical peer feedback” is different from the term “peer feedback” in “critical”. “Critical” refers to a deep and comprehensive judgment which comes from the concept of “critical thinking” in education. Based on the previous explanation of critical thinking in education, critical peer feedback is constructed as a constructive learning method, based on the purposes of: 1) emphasizing the constructive process of language acquisition; 2) highlighting the individual mental and psychometrical development in higher education; 3) summarizing the effectiveness of peer feedback and advocating a systematical and comprehensive process of feedback; 4) exploring effective methods to improve the quality of peer feedback.

Business English and Business English Writing

This section discussed the literature review of Business English, Business English teaching methods, and Business English Writing.

Business English. Business English studies are categorized into three approaches: a) linguistics approach - a variety of ESP; b) pragmatics approach - a special genre in society; and c) education approach - a discipline or major in higher education (Zhang, 2008; Chen, 2010; Zheng, 2012; Wang, 2014; Jiang, 2016). Business English is always classified into the scope of English for Specific Purpose (ESP) (Ellis & Johnson, 2002; Zhang, 2007). As other varieties of ESP such as Legal English and Scientific English, Business English shares the common important

elements and implies the definition of a specific language corpus and emphasizes on particular kinds of communication in a specific context. However, Business English distinguishes itself from other styles as it mainly concerns with economic affairs internationally. Ellis and Johnson (2002, p.15) argued that “Business English differs from other varieties of ESP which is a mix of specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more effectively, and albeit in business situations).”

From the approach of pragmatic approach, “Business is an activity conducted by organizations of paid people working together to produce and market goods and services for profit” (Sorrels, 1984). “English” is a variety of language whose main function is for people to transact meanings through written or oral messages. Therefore, Business English can be defined as people communicate in business activities by the use of English in oral or written form for the pursuit of profit.

As for business activity, it roughly involves two categories. One is direct for making profit, which includes different international business trading steps such as company presentation, inquiry, offer, negotiation, order, transport, payment, complaint and adjustment, promotion, advertisement, etc; the other is indirect, which helps to make profit including commodity brand designing, invitations and other private or informal communication for keeping business relationship, etc.

In China, Business English is studied as a discipline in higher education, which is controversial with the western researchers (Lin, 2004; Zhang, 2008; Nan & Fan, 2007). Business English is regarded as an integration of foreign language discipline

and other social disciplines such as politics, business, pedagogy and sociology (Nan & Fan, 2007). Hundreds of universities have set up *Business English Discipline* in China since 2007, while some universities or colleges built Business English research approaches under the discipline of *English Language and Literature* (Zhang, 2008).

Business English discipline contains three categories of knowledge: knowledge of business and trade discipline (including economy, management and international business law), business language communication (refers to the application of English in business and trade activities such as negotiation, presentation, and business writing, etc), and business and trade practice (such as business trade, etiquette, culture, etc) (Zhang, 2008; Li & Wang, 2009; Chen, 2010; Wang, 2014; Jiang, 2016).

Business English teaching is not only the language teaching, but also the business skill teaching. It is used to help students to improve their abilities of dealing with business issues. Business English skills include presentation, negotiation, meeting, small talk, telephone, socializing writing, correspondence, report writing, and so on.

Business English Teaching Methods. Business English teaching methods are based on the ESP and TESL (Teaching English as a Second Language) teaching practice, but there are differences. Business English teaching methods mainly include the following four methods: genre-based method, problem-based method (PBL), task-based method, and case method.

1) Genre-based Method

Business English has been regarded as a special genre in the teaching of EOP and EAP since the 1980s. Genre-based method brings teaching reform in Business English Writing. The product approach and process approach have been highlighted, in which the product approach pays attention to the product characteristics of genre, and process approach focuses on the process during writing. The model of process writing generally contains the following steps: pre-writing, composing, revising, evaluation, and finally publishing of product. In process writing, writers have enough freedom to revise and reorganize their writing, and teachers play an important role in feedback during revision and evaluation (Kaur & Poon, 2005).

However, the main limitation of genre-based approach is the tendency to be overly prescriptive, emphasizing the rules of construction of a particular genre above others (Bhatia, 1993). The writers' creativity is stifled, limited to response of changing social context or workplace environment.

2) Problem-based Learning (PBL)

Problem-based learning (PBL) is that the learning starts from a problem, a question or scenario, within which a number of themes or dimensions of learning are present (Cooper, 2013). In most versions of PBL, students will work together in groups with the help of a facilitator, using "problems" or scenarios as a basis for study. Problem-based Business English Writing makes students identify the problems and focuses on the writing for problem-solving. This kind of learning gives students problems to solve like real business situations. PBL can be seen to be

student-centered rather than subject-centered, inquiry-based and interactive, and involving cooperative learning.

3) Task-based Learning (TBL)

Task-based approach focuses on giving students tasks to transact, rather than items to learn, and in this way create a real purpose for learning. It emphasizes the use of language in which the focus is on the outcome of the activity rather than on the language used to achieve the outcome (Nunan, 2004). Business English Writing is based on the genuine tasks in business activities, in which students first analyze the tasks and then use language to fulfill the needs of tasks such as business report writing, negotiation, complain, and transaction, etc. The main advantage of TBL is that language is used for genuine purposes.

4) Case Method

Case method is a technique based on analysis, discussion, and decision-making. The key of case method is a case, which is “a description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person (or persons) in an organization” (Mauffette-Leenders, Erskine, & Leenders, 1997, p. 2).

The flexibility and adaptability are highlighted as the notable advantages of the case method (Jackson, 1998). Case studies narrow the gap between theory and practice by making connections between knowledge and practice, presenting relevant and fresh material, confronting learners with real situations. Case method in Business English Writing is the writing for the purposes of case analysis and discussion to

fulfill the application of case needs. It is widely used in Business English Writing

There are other teaching methods emerging into the Business English classes and be widely researched and practiced such as student-centered method, collaborative leaning, peer learning, communicative teaching method, and situation methods, etc.

Issues in Business English Teaching in China. Currently, Business English teaching has attained many achievements, but there are also many problems. In China, the main issues are the following four aspects.

1) Non-authentic Teaching Materials

There are at least four types of authenticity in language learning and teaching: authenticity of goal, environment, text and task (Candlin & Edelhoff, 1982). In terms of goal authenticity, a need analysis must be made before material design so as to learn authentic needs of learners in target situation. Learning environment shall be simulated and situated as the “real-life”, which shall be made as authentic as the target situation. Furthermore, text authenticity refers to the teaching materials “produced for purposes rather than to teach language, and can be culled from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules” (Nunan, 1988, p. 105). The teaching tasks shall be designed as the authentic business activity in case study. The lack of authenticity in Business English teaching seriously affects the pedagogical practicability and acceptability. The authenticity of Business English teaching is attributed to, for one

side, the company privacy in business activities which prohibit the business materials to be published publicly. The other side is the lack of authentic business environment which needs instructors to construct situations with information and communication technology (ICT) and virtual learning environment (VLE).

2) Insufficient Practices

What Business English differs from General English is that it involves a lot of business practices and procedures. For instance, a basic export-import transaction includes four steps: inquiry, offer, counter-offer and acceptance, each of which constitutes a task (Chen, 2010; Jiang, 2016). The teaching of Business English aims to cultivate learner's competence to fulfill all kinds of tasks in communication such as business negotiations, fax transmission, business meeting, etc. However, current teaching pays much attention to the learning of language, but neglects their performance in authentic business situations. In addition, there are insufficient internships and classroom practices during college study, which cannot connect the theory with practice, and weaken the learners' interests. As a result, graduates tend to be with a higher education degree, but low ability in language performance.

3) Teacher-centered Teaching

Teaching style is made up of a range of behaviors that a teacher comfortably used consistently over time, situation, and content (Elliott, 1996). Teacher-centered teaching is considered as "a style of instruction that is formal, controlled, and autocratic in which the teacher directs how, what, and when students learn" (Dupin-Bryant, 2004, p. 40). While, learner-centered teaching style is "a style of

instruction that is responsive, collaborative, problem-centered, and democratic in which both students and the teacher decide how, what, and when learning occurs” (Dupin-Bryant, 2004, p. 41).

In the teacher-centered learning, students receive information passively, and the role of teacher is to be primary information giver and evaluator (Huba & Freed, 2000). There is no room for student’s individual growth. While the learner-centered language teaching has been advocated in higher education in recent years, teacher-centered teaching style may be still dominant in actual practice (Liu, Qiao & Liu, 2006). Most instructors still use teacher-centered styles in Business English teaching despite the calling for a paradigm shift to the learner-centered one in China.

4) Large Class Teaching

Large class is not definitely defined as how many students in one class is a large class. “There can be no quantitative definition of what constitutes a ‘large’ class, as perceptions of this will vary from context to context” (Hayes, 1997, p. 106-116). It is definite that large class teaching has many disadvantages in language teaching. Most teachers generally agree that a class with 40 or more students is “large” enough (Hayes, 1997). With the enrollment expansion of Chinese university, large class is very common in Chinese universities. In language learning, teachers prefer small class in which teachers can easily control the class and every student can participate in the class with sufficient discussion and performance.

Business English Writing. Writing is “an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for

its intended audience” (Hamp-Lyons, 1995). Similarly, Sperling (1996) argued that “writing, like language in general, [is] a meaning-making activity that is socially and culturally shaped and individually and socially purposeful”. Writing is a purposeful, meaningful activity with target readers and shaped by social, cultural, or individual needs.

Writing involves grammar, vocabulary, rhetorical forms, and even disciplines. Writing is a cultural activity, in which there are a lot of variations in writing patterns such as prose writing, novel writing, and business letter writing. Writing is a cognitive process including planning, translating and revising. One of the important insights brought out in the Hayes-Flower model (1997) is that writing is a recursive and not a linear process: The instruction in the writing process may be more effective than providing models of particular rhetorical forms and asking students to follow these models in their own writing. Writing tends to be “more constrained, more difficult, and less effective” in second language writing than writing in first language: Second-language writers plan less, revise for content less, and write less fluently and inaccurately than first-language writers (Silva, 1993).

Characteristics of Business English Writing. Business English Writing differs from other types of English writing, which is a vocational writing with clear purposes, application fields, targeted readers, and special language and stylistic characteristics. Gartside (1976) outlined the characteristics of business writing as follows: In business writing, the choice of words should be guided by three essential qualities of accuracy, clarity and simplicity.

Hatch (1983) claimed that Business English Writing differs from other forms of English writing in the following four parts: a) Business writing is goal-oriented; b) Business communication takes place in real time; c) The writer, not the audience, is responsible for successful communication; d) A business message should present the writer and his company in a favorable light.

In summary, Business English Writing has the following five characteristics such as appropriate writing tone, reader-oriented writing, a specific register, purposeful writing, and clarity, conciseness and courtesy in pragmatics.

1) Appropriate Writing Tone

According to Guffey (2004), tone, conveyed largely by words in a message, reflects how a receiver feels upon reading or hearing a message. Bilbow (2004) found that the tone in one's writing reflects his/her relationship with the reader and it is imperative that one always use a positive and respectful tone in Business English Writing, which will help him/her build a good relationship with the reader. A positive tone in Business English Writing could be realized by using a number of adaptive techniques including spotlighting audience benefits, cultivating a "you" attitude, sounding conversational but professional, and using inclusive language (Guffey, 2004).

2) Reader-oriented Writing

The well-written business writing has three points of focus - the writer, the message and the reader (Gartside, 1976). Bilbow (2004) claimed that readability is very important for Business English Writing and one way of achieving this is to

adopt the YOU approach and make one's reader feel that the writing is written to them personally. Guffey (2004) also maintained that audience awareness is one of the basics of business communication, which differs from other types of writings because it is audience-oriented, purposeful, and economical. The writer will become more aware of the audience needs by viewing writing as a means of social interaction: One person writes something; Others read it and react (Carino, 1995).

3) A Special Register

Register refers to the manner of speaking or writing specific to a certain function, that is, the characteristics of a certain domain of communication (or of an institution) (Trauth & Kazzazi, 2000). As it has been mentioned above, ESP differs from EGP in that it is a register in its language content and a nature of communicative purposes - general, social and special purposes (Stevens, 1988). A particular register often distinguishes itself from other registers by having a number of distinctive words, by using words or phrases in a particular way, and sometimes by special grammatical construction.

4) Purposeful Writing

Guffey (2004) maintained that sending most of business messages has two main purposes: The primary one is to inform or to persuade, and the other purpose is to promote goodwill. Clear purposes could not only influence the way that the writer writes and determines his/her language in writing but also save the recipients reading time and thus leave a good impression on the partners.

5) Clarity, Conciseness and Courtesy

Special pragmatic functions were widely discussed in Business English writings. The qualities of business writing such as business letters shall obey “3C” pragmatic functions - “clarity”, “conciseness”, “courtesy” (Chen, 2005; Chen, 2010). “Clarity” and “conciseness” are usually closely related to each other. “Courtesy” is very important in business letter writing if any of the other two qualities conflicts with “courtesy”, it is “clarity” or “conciseness” that should be sacrificed. Chen (2005) proposed that the style of Business English Writing should be of “sincerity”, “simplicity” and “clarity”.

Teaching Materials of Business English Writing. The teaching materials of Business English Writing are various according to the different writing contents. Generally, there are four types of Business English Writing teaching materials in China, which present the writing syllabus in higher education. The first is the textbook for Business English majors, and economy and management majors such as *Business English Writing Course* (Yang, 2014), *Advanced Business English Writing* (Wang, 2014), *Business English Writing* (Hu & Che, 2013). The writing contents mainly include business letter, memo, report, agreement, proposal, and resume, etc. The second is the practical writing handbook with various samples of business writing. The third is the textbook compiled based on the business activities such as international trade correspondence, which is the most popular one in Business English Writing curriculum. It is compiled based on the international trade activities such as company introduction, inquiry, offer, counter-offer, order, contract, complain,

and arbitration, etc. *A Basic Course in English Writing* (Li, 2008) is selected as student book in this study. The last is various types of test books for certificates such as BEC (Business English Certificate).

Assessment of Business English Writing. “Assessment” is a generic term for a set of processes that measure the outcome of students’ learning, which involves generating and collecting evidence of a learner’s attainment of knowledge and skills and judging that evidence against defined standards. Brown (2004) defined “assessment” as a set of processes through which we make inference about learners’ learning process, skills, knowledge, and achievement.

The functions of assessment are mainly two aspects - for making judgments of the performance of individuals or the effectiveness of the system and for improving learning (Berry, 2008). Accordingly, there are various types of assessment such as diagnostic assessment to identify the strengths and weakness; formative assessment to plan learning or provide feedback; summative assessment to measure an individual’s attainment and achievement in study; or formative assessment to measure and promote the ability, etc. In one assessment, the principles of reliability, validity, practicability, and equity and fairness are also concerned by assessors.

Business English Writing assessment has the similarities with General English Writing assessment, which has two purposes - for grading and for improving learners. Therefore, formative assessment and summative assessment are functioned. There are six types of assessment for Business English Writing such as 1) holistic scoring, 2) primary trait scoring, 3) analytic scoring, 4) revision analysis, 5) error analysis, and 6)

feedback assessment. The first three types of assessment are summarized as summative assessments, and the later three are formative assessments.

1) **Holistic scoring** is a sorting or ranking procedure and is not designed to offer correction, feedback, or diagnosis. This is implicit and inherent in the nature of “holism”. In holistic scoring, each reader of a piece of writing reads the text rather quickly and assigns the text a single score for its writing quality. This may be done wholly subjectively, or be reference to a scoring guide or rubric, in which case it is often known as “focused holistic scoring” (Fulcher & Davidson, 2007). This scoring can not identify the strengths and weaknesses of writing, and suits for large scale assessment.

2) **Primary trait scoring** is a form of criterion-based assessment in which one trait of the writing (e.g. descriptive, persuasive arguments or organization) is chosen and then evaluated holistically (Wolcott & Legg, 1998). It is praised for “giving a sharper view of the complex of particular skills required to do a given task, and therefore increasing the likelihood that we will be able to identify strengths and weaknesses precisely” (Lloyd-Jones, 1977). But it is also labeled as “reductionist”, as it collapses the multifaceted nature of the writing into a single trait, thus hindering researchers and teachers from assessing the totality of skills that are involved in writing (Wolcott & Legg, 1998).

3) **Analytic scoring** is a procedure in studies investigating feedback and writing quality and known as multiple trait scoring. It is most appropriate when teachers want to compare student’s writing to a standard of excellence. And it gives a

more-in-depth information about the writers' particular strengths and weaknesses (Bacha, 2001; Hamp-Lyons, 1995) and has been fruitfully employed in a number of studies investigating the relationship between feedback and L2 writing (Saito & Fuita, 2004; Blain, 2001). The criticism of analytic scoring is that it is difficult to identify which sub-skills should be included in the scoring rubric.

4) **Revision analysis** is to analyze the changes across drafts and to count the number of changes the writer makes from one drafts to the next (Tuzi, 2004; Hyland, 2000). Revision has "surface changes" and "text-based changes" (Faigley & Witte, 1981). The former is concerned with spelling, grammar and meaning-preserving changes, while the latter is defined as those which affect the contents of the writing. However, a greater number of changes are not necessarily meant a better quality draft.

5) **Error analysis** (EA) is the identification, description and explanation of errors either in spoken form or written form (Teh, 1993). There are two stages in error analysis including errors identification, and errors classification (initial analysis and description of errors), where errors are classified into semantic errors and syntactic errors according to categories or sub-categories. By analyzing the types of errors, students will reveal which item has been incorrectly learned by them through observing, categorizing, and analyzing writing errors.

The denotation of "error" is different from "mistake". "Error" refers to the form of structure that a native speaker seems unacceptable because of the inappropriate use (Klassen, 1991). While "mistake" is committed through

carelessness or temporarily forgotten (Byrne, 1993) and the lack of processing ability which is the ability to perform up to one's competence level (Corder, 1981). In detail, Edge (1989) argued that mistakes are caused by a) the influence of the first language; b) misunderstanding a rule; c) a decision to communicate as best one can; d) lack of concentration; and e) a mixture of these and other factors.

6) **Feedback assessment** is a process through which students learn how well they are achieving and what they need to do to improve their performance. Successful feedback should be two-ways, with learners acting upon the feedback they are given, and students' feedback to teachers about what they are doing and what they believe they need to do next (Bowen, 2013). Teachers use the outcomes of student assessment for both formative and summative purposes, together with feedback from students, as a guide to supervise their learning.

Business English Writing assessment is a vocational assessment, which emphasizes the error analysis, formative feedback, and authentic assessment in instruction. Vocational assessment is "a process of determining an individual's interests, abilities and aptitudes and skills to identify vocational strengths, needs and career potential" (Perry, 2011, p. 45-46). From the perspective of formative assessment, the purpose of vocational assessment is to promote the students' writing abilities and identify vocational strengths. Therefore, the purpose of Business English Writing assessment for learning is also to promote the writing performance.

Qzone Weblog Research in Instruction

Qzone Weblog. Weblog, Blackboard, and Second Life are widely used in CAI. Weblog has been widely used as a tool for collaboration and self-reflection on course contents, peer feedback, and as a resource bank (Dippold, 2009). Weblog or blog application in education has a number of advantages such as a much wider audience of readers and raters, receiving critical feedback, collaborative learning with peers, and showcase for individual artifacts (Wang, 2009; Yu, 2010; Xie, 2010; Du, 2013; Zhu, 2013).

Qzone is a new kind of weblog which is combined with instant message (IM) software QQ, developed by Tencent company at 2005, and QQ has about 848 million active users in April, 2014 (Tencent Company, 2014). QQ and Qzone are the most popular social networking platform in China, and are completely free for users. The English version of QQ named "QQ International" can be downloaded free from Tencent company website (www.imqq.com) for computer and smartphone operational systems. After QQ is downloaded, Qzone account can be registered and Qzone weblog can be designed by users (see Table 3.1).

Characteristics of Qzone Weblog. Qzone weblog is different from Facebook and Sina Blog, which has more powerful specific characteristics. From the aspects of technology, the characteristics of Qzone weblog have the following four parts.

1) Integration of IM and Weblog

Qzone is combined with IM software - QQ, which is developed by Tencent in

China at 2005 (Du, 2013). When a user registers QQ, the QQ system will generate a unique registration number for the user. The QQ registration number can also be used for other *Tencent* software services such as Qzone weblog, Wechat, WebQQ, QQ Music, QQ Player, QQ Games, QQ IE, QQ Mail. All Tencent softwares have versions for computer operating systems such as Windows, Linux and Mac, and smartphone operating systems such as Android, IOS, Window Phone and BlackBerry. With the internationalization of QQ, users can also use their e-mail address to register a QQ account.

Qzone weblog has the function of instant messaging which can notice QQ friends when you upgrade your Qzone weblog. Information upgrading of Qzone weblog can notice your “QQ friends” by the function plates of “instant talk”, “personalized signature”, and “instant emotions”, which is different from other blogs. The Qzone weblog updates will notice the “QQ friends” automatically and synchronologically, which will be highlighted at online devices as long as there is the Internet service.

2) Resource Access and Sharing Needs Permission

Qzone weblog is widely connected with other websites for source sharing such as the social network service (SNS) websites like Sina blog, Tencent blog, and Renren, etc, and service websites like Phoenix, Sina, and Youku, etc. Sharing and visiting Qzone weblog sources need the permission of the Qzone weblog owner (Du, 2013). The visiting authority of Qzone weblog is controlled by the Qzone weblog owner who can decide the permission to visit and share his or her blog information.

But other blogs are totally open to any reader which is difficult to keep the personal privacy such as Sian blog, Renren, and Phoenix, etc..

There are two relationships in the QQ users' "Contact List". One is "Friend" and the other is "Stranger". With the relationship of "Friend", the numbers in contact list have the authority to obtain "friend" information and freely visit each other's Qzone weblog. However, "Stranger" can not visit a person's Qzone weblog unless he or she obtains the owner's warranty and permission.

The instant communication among Qzone weblog "friends" can be conducted by several methods such as QQ Group, QQ friends, QQ instant discussion (ID) group, and QQ mail. The following chart indicates the visiting and instant messaging methods to visit Qzone weblog between QQ "friends" and QQ "strangers", in which the solid line means that they can directly and freely visit each other, but the dashed line means that the visit needs to be applied by strangers. The strangers can apply to be "friends" of Qzone owner, then they can directly visit each other (see Figure 2.2).

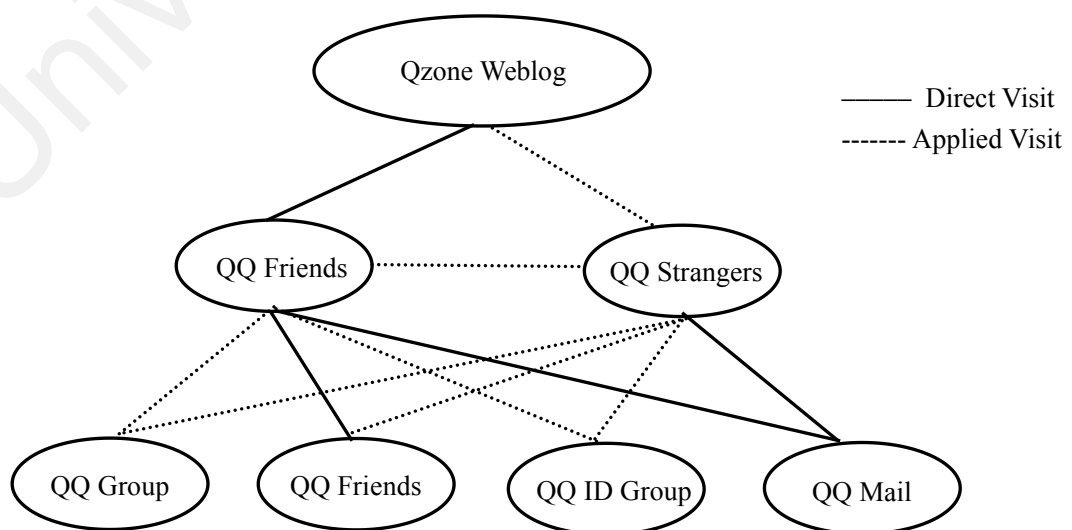


Figure 2.3. Communication Methods of Qzone Members

3) User-friendly Template and Plate Compilation

Qzone weblog is an open blog which can be compiled by users with their preferences and requirements, and offers beautiful free templates and basic plates for any user (Xie, 2010; Du, 2013; Yu, 2010). Qzone weblog also offers lots of template for users to decorate and modify their weblogs, but some templates shall be purchased from Tencent company which has the whole-sale service for months, seasons and years on Qzone weblog. The plates on Qzone weblog can be compiled by users as their requirements such as “weblog”, “album” and “message board”, which offer the developing permissions for other purposes such as learning, teaching, entertainment, personal showcase, business activities and even marketing, etc.

4) Multimedia Weblog with Image, Text, Audio, Video and Flash

Qzone weblog is a multimedia blog in which a blog can be compiled not only with words but also image, audio, video and flash (Xie, 2010; Du, 2013; Yu, 2010). These multimedia resources can be uploaded to and downloaded from Qzone weblogs. There is no limitation of resource storage on Qzone weblogs. Qzone weblog can fulfill the needs of text processing and editing for various purposes (Du, 2013; Yu, 2010).

Qzone Weblog in Computer-assisted Instruction. Many researchers have examined the possibility of using Qzone weblog for English teaching at the college and the school level in China. Qzone weblog was regarded as a potential online communication platform for language learning and teaching.

Wang (2009) conducted an empirical quantitative study of Qzone weblog

application in the course of *English Pedagogy*, and found that Qzone weblog can fulfill the needs of peer feedback instruction, and it can motivate peer feedback, accelerate learning resource sharing, and stimulate the in-depth communication. Xie (2010) studied the application of Qzone weblog in *English-Chinese Translation* course at a vocational and technique college. Du (2013) explored the course design of Business English teaching on QQ platform. Wen and Lai (2012) and Zhu (2013) studied the Qzone weblog application in middle school English teaching. In English writing, Yu (2010) explored the QQ-assisted English writing and integrated Qzone, QQ Friends, QQ Group, and QQ Discussion Group to improve English writing. She designed a Qzone weblog platform to store English writing teaching resources and a platform of learning interaction to emphasize peer feedback and teacher feedback in English writing.

The previous study of Qzone weblog focused on the application of Qzone weblog in different subjects. Although Qzone weblog is regarded as an efficient technological platform for peer feedback in writing teaching, there is no study on what and how online features of Qzone weblog help peers to improve online feedback. In this study, Qzone weblog will be developed as an online feedback platform for teaching of Business English Writing and peer feedback. Online features of Qzone weblog will be explored to study how they help improve peer feedback and Business English writing.

Chapter Summary

This chapter summarized the relative literature in this study from a critical perspective, which aimed to illustrate the concepts and theories, and the previous relevant studies for the further study. Firstly, the previous study of concepts and relations among critical thinking, critical peer feedback and writing in education were presented. The second section explored the study of Business English by three sections: Business English, Business English teaching methods and Business English Writing. The third section introduced QQ and Qzone weblog which offers a technological platform for critical peer feedback in this study. The fourth section was the chapter summary of this chapter. This leads to the choices of research design, data collection methods and data analysis. They will be discussed in Chapter Three.

CHAPTER 3 RESEARCH METHODOLOGY

This chapter first makes a comprehensive introduction of research design. Then, the qualitative research procedure is introduced including research site, participants, time duration, data collection methods and data collection procedure. A qualitative data analysis by QSR NVivo 8.0 and organization of the findings are interpreted. The trustworthiness of this study is also discussed. The last section is the chapter summary.

Research Design

The qualitative research method was employed in this study. Qualitative research is one of the main research methods with the characteristic that focuses on words rather than numbers as data for analysis, especially in social science research. Qualitative analysis is fundamentally case-oriented (Bazeley, 2013). Data are contributed by cases rather than variables in qualitative study. This case study chose Department of Business English at School of Foreign Languages, Xuchang University in the north of China as the research site.

This study was divided into two phases. At the first phase, two workshops were conducted among the case participants. The first workshop aims to cultivate the case participants to grasp the use of Qzone weblog and techniques of online peer feedback through Qzone weblogs. At the second workshop, concepts of critical thinking and critical peer feedback, and critical thinking models and rubrics of

critical peer feedback for Business English Writing were introduced to the case participants to enlighten their cognition of critical thinking in feeding back. However, this case study is conducted at the second phase.

The two workshops were organized and conducted by the researcher and the lecturer of Business English Writing. The lecturer is an eight-year experienced lecturer in the teaching and study of Business English Writing at the research setting. The lecturer conducted the course of Business English Writing and assessed the reliability and validity of the research data. During the two workshops, the researcher acted as trainer to introduce the training contents to the participants. At the first phase, the researcher is the trainer in this training workshops. At the second phase, the researcher is the observer of online critical peer feedback and interviewer of the research questions. The researcher introduced the application of Qzone weblogs, knowledge of critical peer feedback and techniques of critical peer feedback through Qzone weblogs to the case participants based on the training workshop handouts. The training workshop handouts were summarized from the literature review.

At the workshops of Qzone woblog, the researcher highlighted the introduction of Qzone weblog design and skills for peer feedback on Qzone weblog. In addition, the registration, application and installation of QQ and Qzone were also explained step by step in the workshops. The workshop handout of Qzone weblog was distributed to the participants of Qzone weblogs workshop before the training (see Table 3.1). The workshop handout of Qzone weblog was compiled according to the literature review and the researcher's study experiences.

Table 3.1

Workshop Handout for Qzone Weblog in Critical Peer Feedback

Instruction: This handout is used for the design of Qzone weblog for critical peer feedback in Business English Writing. The technology support is available during the whole research. If you have any technology question, please be free to contact the trainer at any time. Thanks!

Training Objectives: 1) Grasp the installation of QQ;

2) Grasp the design techniques of Qzone weblog;

3) Grasp feedback methods on Qzone weblog;

4) Resolve the related problems of Qzone weblogs;

5) Learn the skills to make online peer feedback.

Training Time: 3 hour/ 2 times (Week 1)

Venue: Computer Room A, Department of Business English, School of Foreign Languages, Xuchang University

Trainer: Gao Xianwei

Correspondence: 39414916@qq.com ; 0086-1523778858 (Mobile Phone)

The procedure to use Qzone weblog for online feedback and comment can be illustrated in the following 7 parts: 1) downloading the software QQ; 2) installing the software QQ; 3) registering QQ and applying for QQ account; 4) creating Qzone weblog; 5) designing Qzone weblog; 6) applying to be “friend”; 7) uploading a weblog and learn to make online feedback.

1. Downloading the Software QQ

The participants can surf the QQ website (www.imqq.com) to download the English version software - QQ International, or Chinese versions for the case participants. In this workshop, QQ international was applied for online peer feedback in this study.

The participants can click “download” in the website to download the proper version of QQ according to their operating system. There are 2 versions for computer operating systems: Windows and Mac OSX and 3 versions for smartphone operating systems: Android, iOS and Windows Phone.

2. Installing the Software QQ

After the download of *QQ International*, it shall be installed to computer or smartphone. When installing *QQ International*, there are seven operating languages for choice. The participants shall choose “English” operating language in this study. In this study, the computer system was applied for Qzone weblog design.

After the installation, the icon of *QQ International* will be displayed on your computer desktop in the name of “Tencent QQ”. The icon of Tencent QQ is an image of penguin with black clothes, white belly and red scarf.

3. Registering QQ and Applying for QQ Account

The users need to click “Sign up” to register an account. After clicking “Sign up”, a new web-page will be open for register. The user needs to use his or her email and fill personal information to register an account. After registering an account, the user needs to confirm the

email for register. The user gets a QQ number in the confirming email. The user can use either the email or QQ number to sign in. After signing in, the user can fill the QQ account personal information according to their favorite including individual image and other basic information such as name, address, email, and phone number, etc.

4. Creating Qzone Weblog

After signing in QQ International, the icon of Qzone will be illustrated on the desktop of the computer or smartphone. Clicking “Qzone” and following the guides, the user can create a Qzone weblog.

5. Designing Qzone Weblog

Qzone Weblog design is based on the needs of this research. Qzone weblog templates can be bought from the Tencent company if necessary. The block of “Business English Writing” can be constructed. There are two ways to add blocks in Qzone. One way is to add new templates in “Setting” of “Homepage Layout”, and the other way is to add new categories in “Blog Category” of “Management” to add or delete categories. The second method is easier and more time-saving.

6. Applying to be “Friends”

All of the six participants and researcher can visit each other’s Qzone freely after applying to be “QQ friends”. Otherwise, the user can not access to others’ Qzone. The participants can be “QQ friends” by seeking other participants’ email or QQ number.

The “Discussion Group” of participants was created for instant messaging and communication, whose name is “BEW Discussion Group”. The “Discussion Group” number is 90655493. The participants can search the group by the group number and join the group for instant communication. In the discussion group, they can share learning resources with each other, or upload resources. The resources in sharing can store in the group for re-reading and download anytime. The instant messaging information will be stored in the group for the group members to review who can not join the synchronous discussion.

For an anonymous peer feedback, all of the “Discussion Group” members may use their code number or nickname in discussion and feedback. The code numbers of participants are confidential for the participant. The anonymous peer feedback may increase the reliability of experimental data, and reduce the bias among “friends”.

7. Uploading a Weblog and Learning to Make Feedback

The user can open “Qzone”, try to find the “Logs” in the title line, and use mouse to click “Logs”. The Logs module can be modified with QQ modules or individual preferences. Click the icon of “writing a log” with mouse, a new weblog page will be displayed with the tree main parts - “log title”, “log body” and “answer” (which is at the bottom of the page). The feedback can be conducted at the part of “answer” section. The user can publish their “answer” writing (or feedback) by click the icon of “Submission”. If the user needs to give an anonymous feedback, the user can click the icon of “Anonymous Feedback”. The icon of “Anonymous Feedback” is set at the right of the icon of “Submission”.

This workshop of Qzone weblog for online critical peer feedback was conducted twice in the university computer room. The first workshop highlighted the introduction of Qzone weblog design for peer feedback and peer feedback methods on Qzone weblog. The second workshop focused on the practical exercises of critical peer feedback on Qzone weblog. During the workshops, a discussion group was registered on QQ for instant communication among the case participants, the researcher and the lecturer. The effectiveness of applying Qzone weblog for online feedback was assessed by their Qzone weblog design and their contents and skills of online feedback. The training objective is to teach the case participants grasp the design skills of Qzone weblog and the skills of online feedback. From the assessment, the case participants reached the training objectives for this study.

To ensure the validity of the workshop, the researcher checked every case participant's Qzone weblog and their feedback information in the second workshop. The researcher and the lecturer found that every case participant had grasped the usages of Qzone Weblog and techniques of critical peer feedback. The researcher also emphasized the further technology support for them during the whole study. Each workshop lasted 3 hours. The details of workshop schedule are in the following table (see Table 3.2). The workshops were strictly conducted based on the workshop schedule and the case participants and the lecturer were requested to attend the workshops during the whole workshop training.

Table 3.2
Workshop Schedule in this Study

Workshop	Workshop 1	Workshop 2	Workshop 3	Workshop 4
Content	Qzone Weblog	Qzone Weblog	CPF for BEW	CPF for BEW
Time	6-9 p.m.	6-9 p.m.	6-9 p.m.	6-9 p.m.
Date	7 th Sept, 2015	8 th Sept, 2015	9 th Sept, 2015	11 th Sept, 2015
Place	Computer Room A	Computer Room A	Computer Room A	Computer Room A
Participation	Six case participants and BEW lecturer			
Note	Every participant must be attended.			

In the first workshop of critical peer feedback, the workshop handout of critical peer feedback was sent to the case participants and lecturer one week before the workshop. The workshop handout of critical peer feedback was designed based on the literature review, theoretical framework and conceptual framework of critical peer feedback in this study (see Table 3.3). The researcher introduced the relative concepts to the audience in this study such as peer feedback, critical thinking, Business English, Business English Writing, and critical peer feedback. Three popular models of critical thinking were introduced to the case participants and lecturer such as “Paul-Elder Model” (see Table 3.4), “Reichenbach’s Six Steps Model”, and “Revised Bloom’s Taxonomy” (see Table 3.5). The researcher introduced the three models of critical thinking in order to give a broad understanding of critical thinking. The researcher encouraged the case participants to select a suitable model of critical thinking by their own preference. The case participants were also encouraged to study other models of critical thinking. There is no limitation for the model of critical thinking for critical peer feedback in this study.

Table 3.3

Workshop Handout for Critical Peer feedback

Instruction: This handout is designed for the introduction of Critical Thinking and Critical Peer Feedback in Business English Writing. The theory support is available during the whole research. If you have any question, please be free to contact the trainer at any time. Thanks!

Training Objectives:

- 1) Understand the key concepts of critical thinking, critical peer feedback, peer feedback, thinking stages, process of critical thinking, and process of critical peer feedback;*
- 2) Grasp the process of critical peer feedback in Business English Writing;*
- 3) Grasp the evaluation of critical peer feedback in Business English Writing;*
- 4) Understand the rubrics for CPF in Business English Writing.*

Training Time: 3 hour/ 2 times (Week 1)

Venue: Main Office, School of Foreign Languages, Xuchang University

Trainer: Gao Xianwei

Correspondence: 39414916@qq.com ; 0086-1523778858 (Mobile Phone)

This training contains the concepts of “critical thinking” and “critical peer feedback”, which aims to make the students acknowledge the related concepts and critical peer feedback techniques.

1. Feedback in Writing Assessment

a) **Feedback** is all post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance (Narciss, 2008).

b) The Classification of Feedback

- The participants - students, mentors and teachers (Nicol & Macfarlane-Dick, 2006; Roscoe & Chi, 2007);
- The form and knowledge (Ferris & Roberts, 2001; Bardine et al., 2000; Williams, 2009);
- The surface level, clarification level, and content level (Olson & Raffeld, 1987).
- Positive and negative feedback; explicit and implicit feedback

c) **Peer Feedback** is defined as “use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other’s drafts in both written and oral formats in the process of writing” (Liu & Hansen, 2002, p. 1).

Peer feedback emphasizes the activity of peers or students involvement in learning. There are two activities in it: 1) students give their assessment to others; and 2) students receive assessment from others.

2. Critical Thinking

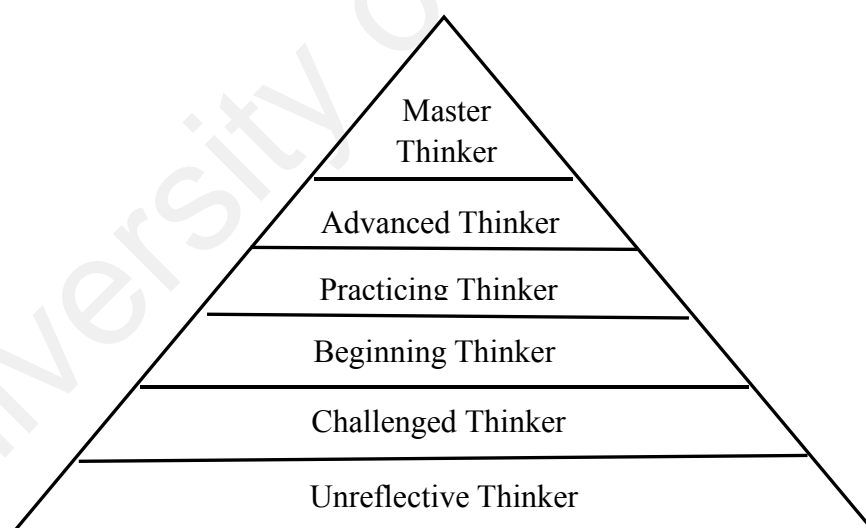
a) **Critical Thinking**, from the perspective of cognitive psychology in education, can be explained as the following five points: a) Critical thinking is a higher-order thinking with the

activities of analyzing, evaluating and creating; b) Critical thinking is influenced by individual background, previous experience, and previous knowledge; c) Critical thinking is not a linear process, but one flows back and forth (Boyd & Fales, 1983; Shields, 1995); d) Critical thinking is a process of thinking based on the cognition of knowledge, comprehension and application; e) Critical thinking ability and skills can be cultivated by teaching and practicing (Adams, 1999; Fahim & Eslamdoost, 2014).

Paul and Elder (2002, p. 46) defined “critical thinking” as “the art of analyzing and evaluating thinking with a view to improve it”, and a “self-directed, self-disciplined, self-monitored, and self-corrective thinking”. Reichenbach (2001, p. 48) held that the main characteristic of critical thinking is reasoning to examine and evaluate own and others’ thoughts and ideas.

b) **Thinking Stage** refers to the level of thinking status. From the aspect of thinkers, Paul and Elder (2002, p. 47-48) insisted on six thinking stages: unreflective thinker, challenged thinker, beginning thinker, practicing thinker, advanced thinker and master thinker. Thinkers can be developed from lower-order thinking stages to higher-order thinking stages by teaching and practice. From the aspect of thinking skills, Krathwohl et al. (2001) argued the six stages: remembering, understanding, applying, analyzing, evaluating, and creating. The former three are low-order thinking skills, while the last three are higher-order thinking skills. The last three are critical thinking skills.

Stages of Development of Critical Thinking (Paul and Elder, 2002)



c) Process of Critical Thinking

① Reichenbach’s Six Steps Model

The characteristics of critical thinking involves reasoning in which we construct and/or evaluate reasons to support beliefs, and reflection - the examination and evaluation of our own and others’ thoughts and ideas (Reichenbach, 2001, p. 48). Reichenbach (2001, p. 48-49) insisted the six steps model of critical thinking: 1) knowledge - the basic level of acquisition of knowledge requires for further study; 2) comprehension - understand the target; 3) application - application of knowledge in real situation; 4) analysis - break down the targets into component parts with form and content; 5) synthesis - involves the ability to put together the

parts you analyzed with other information to create something original; and 6) evaluation - appraise to decide to take a particular action. This philosophy of six steps model of critical thinking has an influential effect in the study of critical thinking field.

② The Revised Bloom's Taxonomy

The Revised Bloom's Taxonomy becomes more scientific and offers a even more powerful tool for planing teaching plan and assessment (Forehand, 2005). It has also been more closely linked with problem solving skills, creative and critical thinking, and more recently, technology integration (Forehand, 2005).

Key Words in Revised Bloom's Taxonomy

Level of RBT	Key Words
Remembering	define, describe, find, identify, label, list, locate, match, name, outline, point to, select, show, state, study, what, when, where, which, who, why
Understanding	compare, conclude, contrast, define, demonstrate, describe, estimate, explain, identify, interpret, paraphrase, predict, retell, rewrite, summarize, understand
Applying	adapt, choose, construct, determine, develop, draw, illustrate, modify, organize, practice, predict, present, produce, select, show, sketch, solve, respond
Analyzing	analyze, ask, classify, compare, contrast, correlate, diagram, differentiate, edit, examine, explain, group, identify, infer, monitor, observe, order, outline, reason, review, select, sequence, sort, survey
Evaluating	assess, choose, compare, conclude, consider, construct, contrast, critique, determine, estimate, evaluate, explain, interpret, justify, prioritize, prove, recommend, relate, summarize, support, test, verify
Creating	arrange, collect, combine, compose, connect, construct, coordinate, create, design, develop, explain, formulate, frame, gather, generate, graph, imagine, incorporate, integrate, interact, invent, judge, make, model, organize, plan, portray, produce, publish, rearrange, refine, reorganize, revise, rewrite, summarize, synthesize, test, write

③ Paul-Elder Model

At Paul-Elder Model (2012), critical thinking is the art of analyzing and evaluating thinking in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. Paul and Elder (2012) believed that critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking, requires rigorous standards of excellence and mindful command of their use, and entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism. Paul and Elder (2012) insisted that critical thinkers routinely apply the intellectual standards to the elements of reasoning in order

to develop intellectual traits (see Table 3.4).

3. Critical Peer Feedback

a) The Definition of Critical Peer Feedback

Critical peer feedback is set up on the concepts of critical thinking and peer feedback, studies peer feedback with the performance of critical thinking skills by clearly and intelligently analyzing, evaluating and creating.

It can be explained as: 1) The higher-order reflective skills conducted by mediators and oneself, focused on the mental process of analysis, evaluation and creation, which is based on the lower-order thinking skills of knowledge, comprehension and application; 2) Critical peer feedback ability can be cultivated by teaching and practicing. In writing, critical peer feedback refers to a kind of higher-order assessment of writing with the critical thinking skills of analysis, evaluation and creation of peers' work by the cognition foundation of writing knowledge, writing task comprehension and their application, which aims to scaffold the peers for their writing and at the same time construct self-cognition of writing ability.

Critical peer feedback is constructed as a constructive learning method, based on the purposes of: 1) emphasizing the constructive process of language acquisition; 2) highlighting the individual mental and psychometrical development in higher education; 3) summarizing the effectiveness study of peer feedback and advocate a systematical and comprehensive process of feedback; 4) exploring the effective methods to improve the quality of peer feedback.

b) Process of Critical Peer Feedback in Business English Writing (An Example)

Critical peer feedback is a process of critical thinking by reasoning and reflection. Based on the Revised Bloom's Taxonomy of six steps model of critical thinking, critical peer feedback can also be proceeded by six steps model for processing writing assessment. Therefore, critical peer feedback in Business English Writing assessment can follow this six steps model: 1) Remembering - retrieving, recognizing, and recalling relevant knowledge from long-term memory about intrinsic and extrinsic requirement, writing knowledge and Business English Writing knowledge, business English knowledge; 2) Understanding - constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining to comprehend the writing tasks and the audience; 3) Applying - carrying out or using a procedure through executing, or implementing to recognize the application of writing skills and knowledge in peer's writing; 4) Analyzing - breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing in the peer's writing; 5) Evaluating - making judgments based on criteria and standards through checking and critiquing; 6) Creating - putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing (Krathwohl et al., 2001, p. 67-68) . The specific content of critical peer feedback is generally summarized at the following table.

In this six steps of critical peer feedback, the first step of "remembering" is the foundation of ideology for Business English Writing; the steps of "understanding" and "applying" are the processes of reading and understanding the writing by usage of "remembering"; the steps of "analyzing" and "evaluating" are the steps for the process of judgment and induction for the "remembering" and "applying". The last step of "creating" is the process of assessment and

summarization (see Table 3.3).

c) Evaluation of Critical Peer Feedback (An Example)

Critical peer feedback needs to be evaluated in order to improve the quality of feedback. In Paul-Elder model, Paul and Elder (2010, 2012) used it in the assessment and teaching of reading, listening and writing. Leist, Woolwine and Bays (2012) selected the six dimensions from the Intellectual Standards (clarity, accuracy, relevance, precision, logical, and depth) as rubric to assess the undergraduate students' critical reading skills. They use numbers 1 (lowest) through 4 (highest) as a rating scale of the rubrics to assess student's written performance. The Universal Intellectual Standards provides a significant methods to assess critical reading, listening and writing skills.

According to Paul-Elder Model, the rubrics for assessing the quality of critical peer feedback in Business English Writing can be designed as the following table, which is modified based on the rubrics for critical reading (Leist, Woolwine & Bays, 2012). This rubric can be used as an example to evaluate the quality of critical peer feedback in Business English Writing (see Table 3.5).

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Table 3.4
Paul-Elder Model of Critical Thinking (Paul & Elder, 2012)

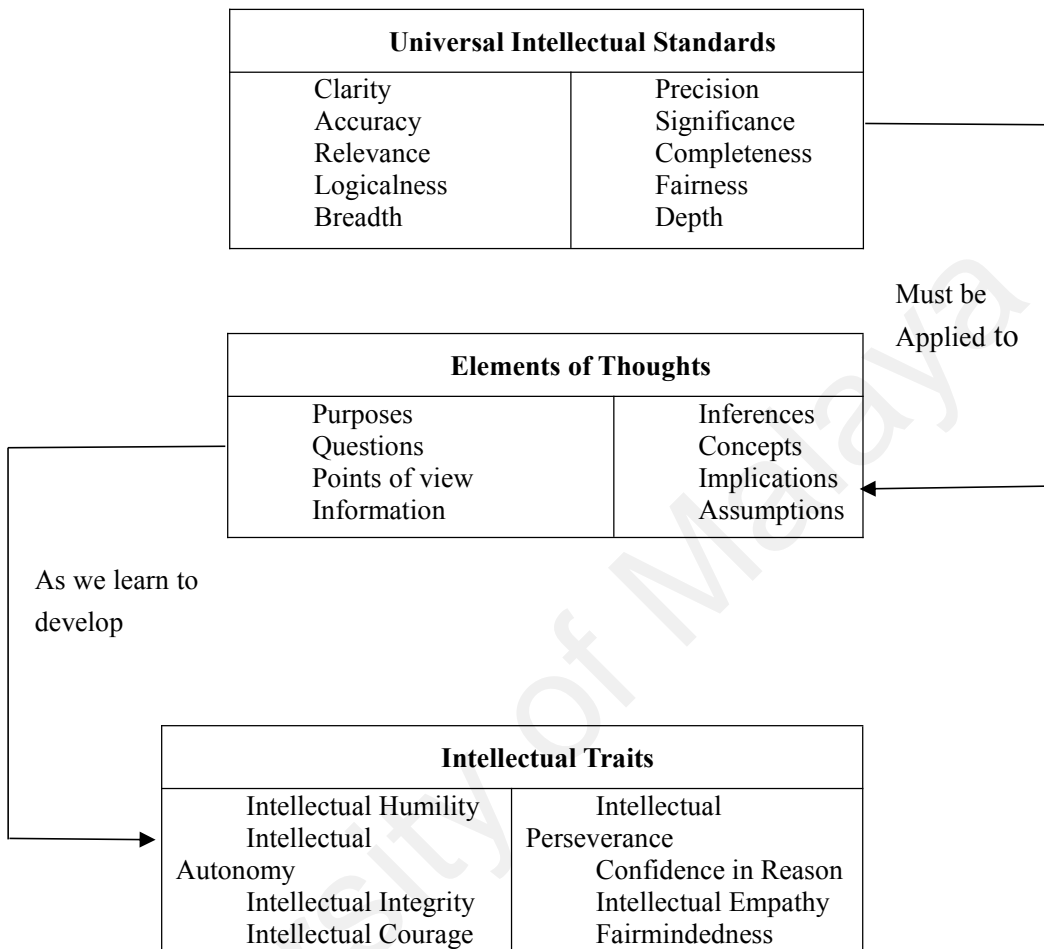


Table 3.5

Revised Bloom's Six-step Model of Critical Peer Feedback in BEW

Steps of CPF	Contents of Critical Peer Feedback on Business English Writing
1.Remembering	<ul style="list-style-type: none"> -Intrinsic Requirement -Critical thinking -Adult learners and assessors -Strong motivation for involvement -Extrinsic Requirement - Free feedback environment (e.g, formative assessment) -Convenient communication platform (e.g, Qzone portfolio, non-face-to-face) -Writing Knowledge -Grammar (e.g., grammaticality) -Mechanics (e.g., spelling, punctuation) -Contents (e.g., clarity, completeness, exemplification, non-English terms' equivalents, avoidance of translation, reasonable length, wordiness) -Organization (e.g., central idea of text, development of paragraphs, use of discourse markers, cohesion, coherence) -Vocabulary -Business English Writing Knowledge - Business writing principles (e.g., clarity, conciseness and courtesy) - Business English writing stylistic features - Syntax -Business English Knowledge -Business English language knowledge (e.g., vocabulary, language characteristics (lexical and syntax)) -International business knowledge (e.g., International Trade Theory; International Trade Practice; Finance; Marketing; International Business Law; Cross-culture communication; International Trade Correspondence)
2.Understanding	<ul style="list-style-type: none"> -Writing tasks (e.g., exploring new customers, inquiry, offer, counter-offer, contract, complaint, arbitration, invitation, business report, etc.) -Audience (e.g., business partner, business customer, inner company staff, manager, etc.)
3. Applying	<ul style="list-style-type: none"> - Writing knowledge - Business English knowledge
4. Analyzing	<ul style="list-style-type: none"> - Form (the grammatical errors) -Lexical categories (e.g., adjective, adverb, verb, preposition, pronoun case/number); capitalization; comma splice; incomplete sentence; subject/verb agreement; infinitive/split infinitive; punctuation; sentence variety; spelling; tenses/ tense shift (Hughes, 2005; Hughes & Heah, 2006) - Contents (BEW criterion) - Writing tasks - Clarity; conciseness; courtesy
5. Evaluating	<ul style="list-style-type: none"> - Summary of BEW in form and content - Feedback on revising reflection. - Scoring (if necessary)
6. Creating	<ul style="list-style-type: none"> - Evaluation on form and content - Suggestive comment on writing - Improvement comment on writing - Rewriting and creating

In the second workshop, the researcher made examples to give critical peer feedback on Business English Writing by Revised Bloom's Taxonomy based on the details in the workshop handout. The example is helpful for the case participants to understand the method and process of critical peer feedback in this study. Each workshop lasted 3 hours.

In order to assess the workshop effectiveness of critical peer feedback, the rubrics were designed in the workshop and case participants were requested to assess other's critical peer feedback by the rubrics form (see Table 3.6). This rubrics form was designed by Leist, Woolwine and Bays (2012) according to Universal Intellectual Standards in Paul-Elder Model for critical reading. This rubrics form was borrowed to evaluate the quality of critical peer feedback in Business English.

Leist, Woolwine and Bays (2012) selected six items from 10 items in Universal Intellectual Standards. The six items are "accuracy", "clarity", "precision", "depth", "relevance" and "logic". Each item has four levels with points from "1 point" to "4 points". In the assessment standard of "accuracy (Identifies main purposes and/or concepts in writing)", the first level with 1 point is assessed as "Highly inaccurate, with wrong or no purposes or concepts states"; 2 point is assessed as "Low accuracy, or either the purpose or the concepts stated inaccurately"; 3 point is assessed as "Some accuracy with the purpose and concepts, but subtle inaccuracies"; and 4 point is assessed as "Complete accuracy with correct purpose and concepts clearly stated".

In the assessment standard of "clarity (Understands the facts, data, or

examples)”, the first level with 1 point is assessed as “No use of the facts, data, or examples”; 2 point is assessed as “Incorrect or minimal use of the facts, data, or examples”; 3 point is assessed as “Some correct use of the facts, data, or examples”; and 4 point is assessed as “Frequent correct use of the facts, data, or examples”.

In the assessment standard of “precision (Identifies and uses the content-specific vocabulary)”, the first level with 1 point is assessed as “Including no content-specific vocabulary”; 2 point is assessed as “Low precision, an attempt to use the content-specific vocabulary, but uses incorrectly or minimally”; 3 point is assessed as “Some precision, does incorporate content-specific vocabulary, may paraphrase correctly”; and 4 point is assessed as “Complete precision with frequent use of content-specific vocabulary, may often paraphrase correctly”.

In the assessment standard of “depth (Demonstrates complexity of understanding)”, the first level with 1 point is assessed as “No understanding of the connections among purpose, concepts, and/or support”; 2 point is assessed as “Limited understanding of the connections among purpose, concepts, and/or support”; 3 point is assessed as “Generally understands the connections among the purpose, concepts, and/or support”; and 4 point is assessed as “Complex understanding of the connections among the purpose, concepts, and support”.

In the assessment standard of “relevance (Identifies or generates conclusion(s) and personal significance based on content)”, the first level with 1 point is assessed as “No relevance of conclusion stated”; 2 point is assessed as “Low relevance, with basic conclusions stated”; 3 point is assessed as “Some relevance with basic

conclusions, but does not personally connect to the concepts”; and 4 point is assessed as “Complete relevance to the passage, explains several conclusions, may include personal connections to these ideas”.

In the assessment standard of “logic (Applies concepts and content to other broad contexts)”, the first level with 1 point is assessed as “No application of contexts”; 2 point is assessed as “Low application of concepts, or incorrect application of concepts”; 3 point is assessed as “Low application of concepts, or incorrect application of concepts”; and 4 point is assessed as “Low application of concepts, or incorrect application of concepts”.

In this assessment of rubrics form, the total mark will be calculated by the points of the six items. The lowest mark is 6 and the highest is 36 points. If the total mark reaches more than 21 points, which implies that the critical peer feedback is critical peer feedback.

Table 3.6

Rubrics for Critical Peer feedback in Business English Writing

Standards and Elements	1	2	3	4	Points
ACCURACY : Identifies main purposes and/or concepts in writing	Highly inaccurate, with wrong or no purposes or concepts states	Low accuracy, or either the purpose or the concepts stated inaccurately	Some accuracy with the purpose and concepts, but subtle inaccuracies	Complete accuracy with correct purpose and concepts clearly stated	
CLARITY: Understands the facts, data, or examples	No use of the facts, data, or examples	Incorrect or minimal use of the facts, data, or examples	Some correct use of the facts, data, or examples	Frequent correct use of the facts, data, or examples	
PRECISION: Identifies and uses the content-specific vocabulary	Including no content-specific vocabulary	Low precision, an attempt to use the content-specific vocabulary, but uses incorrectly or minimally	Some precision, does incorporate content-specific vocabulary, may paraphrase correctly	Complete precision with frequent use of content-specific vocabulary, may often paraphrase correctly	
DEPTH: Demonstrates complexity of understanding	No understanding of the connections among purpose, concepts, and/or support	Limited understanding of the connections among purpose, concepts, and/or support	Generally understands the connections among the purpose, concepts, and/or support	Complex understanding of the connections among the purpose, concepts, and support	
RELEVANCE: Identifies or generates conclusion(s) and personal significance based on content	No relevance of conclusion stated	Low relevance, with basic conclusions stated	Some relevance with basic conclusions, but does not personally connect to the concepts	Complete relevance to the passage, explains several conclusions, may include personal connections to these ideas	
LOGIC: Applies concepts and content to other broad contexts	No application of contexts	Low application of concepts, or incorrect application of concepts	Low application of concepts, or incorrect application of concepts	Low application of concepts, or incorrect application of concepts	
Total:					
Remarks:					

This study was conducted in the course of *Business English Writing* based on its syllabus at Department of Business English, School of Foreign Languages, Xuchang University, which was previously designed by the university for the discipline of Business English before the enrollment of students (see Table 3.7). The researcher did not require any change of the syllabus of Business English Writing and obey the lecturer's previous arrangement and schedule of this course. The contents in the syllabus of Business English Writing have 7 topics such as "Introduction of Business English Writing and Syllabus", "Layout of a Business Letter", "Job Hunting Writing", "Job Hunting Writing", "Office Document Writing", "Publicity", and "Business Academic Writing". The credit value is 4, and the total credit hour is 72. This course will be completed in one semester of 18 weeks, and each week has 4 hours. The final examination is required and count for 70%. The final examination will assess the students' writing ability by two writing tasks - 1) a writing of business letter to build business relationship and 2) a writing of business report. In addition, the writing assignments count for 10%, peer feedback 10%, and attendance and participation 10%. This course of Business English Writing was conducted at the multimedia classroom with computer, projector and internet connection. During the classes, the students' writing assignments and the critical peer feedback were demonstrated to the students through projector. The main teaching method was critical peer feedback with collaborative learning. The coursebook is *International Trade English Correspondence (5th edition)* (Lan, 2007) and published by North East Fiance and Economics University Press in China.

Table 3.7

Syllabus of Business English Writing

1	Course Name: Business English Writing	
2	Code: 04087	
3	Credit Value: 4	
4	Credit Hour: 72	
5	Semester/ Year offered: 1/3	
6	Pre-requisite (if any) : International Trade Theory and Practice	
7	Mode of Delivery: Lecture, Tutorial, discussion, online peer feedback, individual and collaborative writing, individual and collaborative revision.	
8	Assignment System and Breakdown of Marks:	
	Coursework:	30%
	Writing assignment 10%	
	Peer Feedback 10%	
	Attendance 10%	
	Final Examination	
	70%	
9	Policy and Procedure	
	a) Attendance and punctuality: The students shall attend all scheduled classes. More than one unexcused absence will negatively impact their final grade.	
	b) Participation and classroom demeanor: Part of your grade is based on your participation. This means you are expected to be an active contributor to the class, not a passive listener.	
	c) Assignments: All assignments must be ready to be handed in at the beginning of the class period on the due date. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction.	
10	Course Description and Aims	
	Business English Writing is a major course of Business English discipline. This course focuses on the letter writing on international trade and business activities, and try to instruct the writing express, style, business English language, abbreviation and writing skills.	
	The instruction content includes knowledge of Business English Writing, Letter writing like application letter and invitation letter; company writing like memos, notice, and business report; company publicity like company introduction and products description; and academic business writing, etc.	
	The instruction aims of this course means to teach students systematically grasp the business writing style and format, terms and language characteristics, cultivate the communication ability, and business practice ability. The students can fulfill the needs of business activities.	
	Learning Objective	
	This course aims to improve the writing skills in gathering, analyzing, and organizing information, to fulfill the writing requirement for informative and persuasive business documents. The students need to:	

11	<ol style="list-style-type: none"> 1) Write effectively in tone, style, and form in different situations; 2) Conduct efficiently in writing style and format at business activities; 3) Fulfill the writing ability of a variety of business documents including memos, letters, emails, and reports using appropriate headings, layout, and typography; 4) Implement the qualified business writing with the characteristics of correctness, conciseness, coherence, and clarity; 5) Think critically about rhetoric and audience awareness; 6) Grasp the language and styles in academic Business English writing; 7) Grasp the APA format. 		
12	<p style="text-align: center;">Contents</p>	<p style="text-align: center;">Assignment</p>	<p style="text-align: center;">Credit Hour</p>
	<p>Topic 1 Introduction of Business English Writing and Syllabus</p> <ol style="list-style-type: none"> 1) Syllabus of Business English Writing 2) Basics of Business English Writing 3) Business English Style 	<p>1. Understand the syllabus of Business English Writing</p>	<p>3</p>
	<p>Topic 2 Layout of a Business Letter</p> <ol style="list-style-type: none"> 1) Letter structure 2) Letter format 3) Letter writing skills 4) E-mail writing structure, format and basic etiquette 	<p>2. Write a business letter to a customer to introduce your company (Henan Rebecca Hair Product Ltd)</p>	<p>6</p>
	<p>Topic 3 Job Hunting Writing</p> <ol style="list-style-type: none"> 1) Application Letter 2) Resume 	<p>3. Write your application letter to apply a position of salesman in a local foreign trade company</p> <p>A1. Design your resume to apply for sales manager</p>	<p>6</p>
	<p>Topic 4 Job Hunting Writing</p> <ol style="list-style-type: none"> 1) Business Cards 2) Invitations Letters and Cards 3) Ceremonial Speeches 4) Congratulations Letters 5) Letters of Thanks 6) Letters of Sympathy 	<p>4. Design your Business Card</p> <p>A2. Write a congratulation letter to your friends or your business partner</p>	<p>15</p>
<p>Topic 5 Office Document Writing</p> <ol style="list-style-type: none"> 1) Business Memos 2) Notices 3) Schedules & Itineraries 4) Meeting Agendas 5) Meeting Minutes 6) Business Reports 7) Graphics Analysis 8) Questionnaire 	<p>A3. Write a Business Memo to your business partner</p> <p>A4. Write a notice to your office staff</p> <p>A5. Write a Business Report to your manager on the choice of freight agency</p>	<p>15</p>	

	<p>Topic 6 Publicity</p> <p>1) Company Profiles</p> <p>2) Company News</p> <p>3) Products Descriptions</p>	<p>5. Write a new hair product descriptions</p>	<p>6</p>
	<p>Topic 7 Business Academic Writing</p> <p>1) Identifying main points of business excerpts</p> <ul style="list-style-type: none"> - skimming - scanning - inferring - predicting <p>2) Writing article reviews</p> <ul style="list-style-type: none"> - format - tone <p>3) Proper APA format</p> <p>4) Proposal writing</p> <p>5) Abstract, Literature review</p> <p>6) Thesis writing</p>	<p>A6. Write a literature review for your thesis</p> <p>6. Write a research proposal for your degree thesis</p>	<p>15</p>
		<p>Revision</p>	<p>3</p>
		<p>Final Exam</p>	<p>3</p>
		<p>Total Credit Hour</p>	<p>72</p>
13	Main References		
	<p>Li Qingyuan. (2008). <i>A Basic Course in English Writing</i>. Chengdu, PRC: Sichuan University Press.</p> <p>Lan Tian. (2007). <i>International Trade English Correspondence (5th edition)</i>. Dalian, PRC: North East Finance and Economics University Press.</p>		
	Additional References		
	<p>Hu Yingkun & Che Lijuan. (2013). <i>Business English Writing (revised edition)</i>. Beijing, PRC: Foreign Language Education and Research Press.</p> <p>Shi Fanjuan. (2008). <i>100 Topics for Business Writing</i>. Beijing: Foreign Languages Press.</p> <p>Guffey, M. E., Almonte, R., & Kark, A. (2013). <i>Essentials of Business Communication for English Learners (First Canadian Edition)</i>. Nelson Education.</p>		

The second phase is the phase of practicing critical peer feedback in Business English Writing and study the research questions such as perceptions, process, contents and factors of critical peer feedback, and the online features of Qzone weblog influencing critical peer feedback. During the practicing of critical peer feedback in Business English Writing, the data were collected and analyzed by qualitative statistics research software QSR Nvivo 8.0. The research data include in-depth interviews and document collection. In this qualitative research, the researcher employs semi-structured in-depth interviews. The interviews were audio recorded, and then transcribed for data analysis. The documents included the participants' writing assignment artifacts and their critical peer feedback on their Qzone weblogs. The researcher offered no introduction and requirement for anonymous peer feedback in this study. The anonymous online critical peer feedback is optional by the case participants in this study.

In summary, this study contains two phase: 1) workshops and 2) case study. These workshops are the study preparation periods in this study to help students construct the relevant concepts and terms in this study. The proficiency of Qzone and online feedback, and the knowledge of critical peer feedback were also evaluated to ensure the effectiveness of the workshops. The effectiveness of the workshops is the foundation of this study. The second phase contains data collection and data analysis. The findings were concluded after coding and modeling by QSR Nvivo 8.0. At the end of this study, the conclusions, implications and suggestions were explained. The research procedure is illustrated in the following figure (see Figure 3.1).

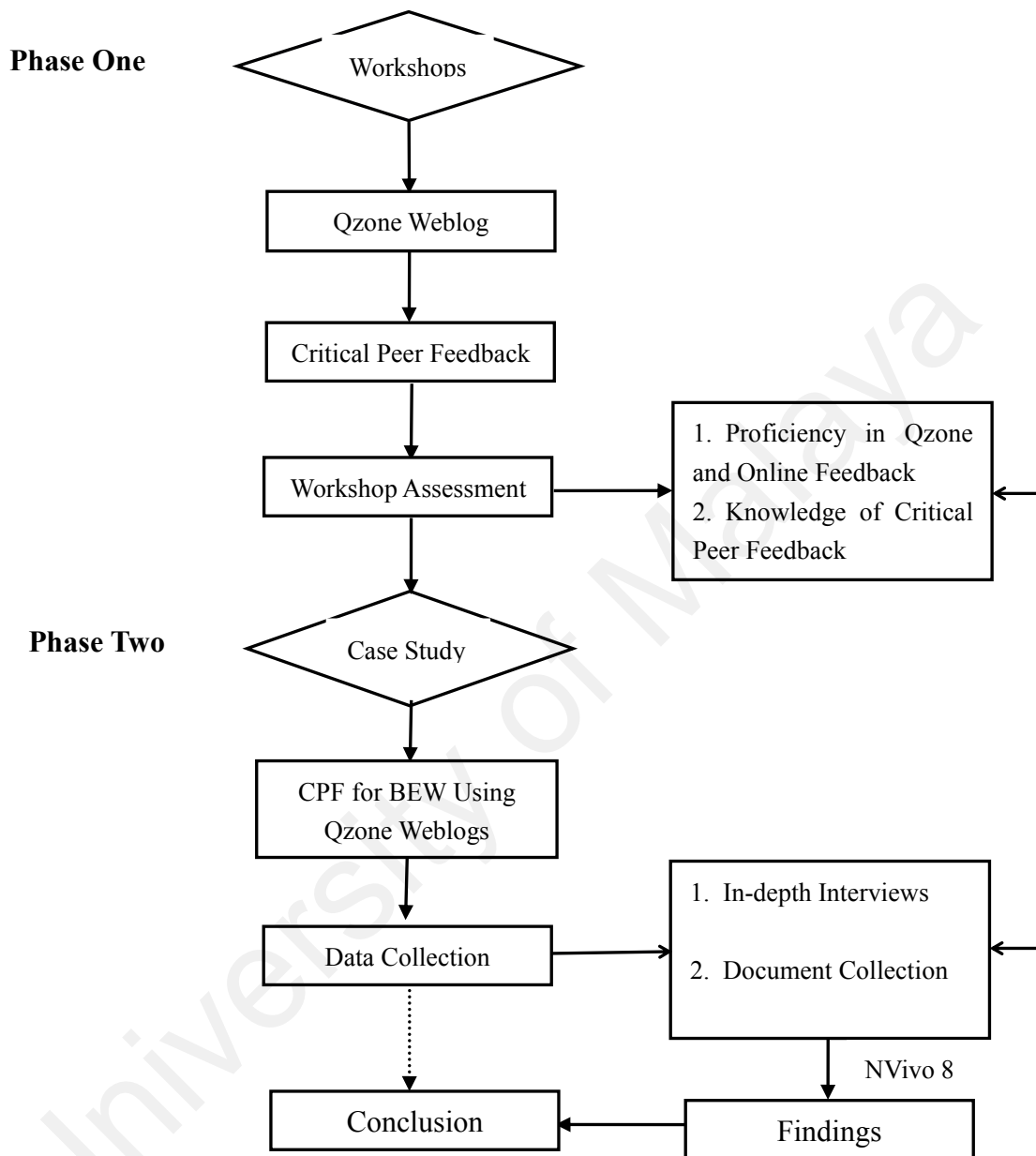


Figure 3.1. Research Procedure of this Study

Research Site

This study is conducted at Department of Business English, School of Foreign Languages, Xuchang University (XCU), which is located at Henan Province in the north of China (see Figure 3.2). Xuchang University is a comprehensive provincial

university with about twenty thousand undergraduates and one thousand and four hundred lecturers and professors. Xuchang University is a representative of the selected 600 universities in the education reform which was selected at the first turn by Chinese Ministry of Education to construct a university of applied science in 2014.



Figure 3.2. The Location Map of the Research Site

Department of Business English, School of Foreign Languages in Xuchang University has twenty years history of Business English program and fifteen years history of degree education in Business English program since 2002. It has excellent professors and lecturers, and has many modern instruction facilities such video room, lab room, negotiation room and lab of international trade practice, etc. Department of Business English has cultivated about 1,000 graduates of Business English majors. The graduates mainly worked at Xuchang City and other cities in Henan Province.

Business English Writing is a compulsory course in Business English program for twenty years. The main courses in Business English program are Business

English Writing, Business English Negotiation, International Trade correspondence, Oral Business English, International Trade, International Business, International Finance, Macro-economy, Micro-economy, and International Marketing.

In addition, Xuchang University is one of the oldest public universities in Henan province. The history of Xuchang University is originated from 1907, the establishment of Xuchang Teachers' learning House. In 1911, it was converted into Xuchang Teachers' School. During the founding of Republic of China (1912-1949), it was named Henan Provincial Xuchang Teachers' School. After the founding of People's Republic of China, it developed rapidly. In 1958, it was approved to be Xuchang Teachers' School. Later, it was renamed as Secondary Teachers' School in 1978. In 2002, it was approved to be a provincial university for degree education. Xuchang University offers more than 59 excellent undergraduate majors to more than 23,000 full-time students.

Xuchang University is located at Xuchang City, Henan Province, a quiet and safe medium-sized city which is about 80 kilometers away from the provincial capital - Zhengzhou. Xuchang is one of the ancient capitals of China. In 220, Cao Cao's son and successor Cao Pi officially declared the city as the capital of the newly established state of Cao Wei. The city was renamed "Xuchang (许昌)", meaning "Xu Rising".

With its Three Kingdoms' culture and pleasant natural environment, Xuchang has been awarded the titles of "Excellent Tourism City", "Garden City", "Clean City" of the state-level. Xuchang is located within two hours by car from the

world-renowned Shaolin Temple and the legendary Luoyang Longmen Caves. Mild climate of Central China provides Xuchang with full four seasons: bright summers, long and warm springs and autumns, and outstanding wintertime. The system of boat-navigated channels gives Xuchang an unique image of beauty.

The library is a major integrated database in our city. The collection of the library consists of 1,840,000 volumes, 168,900 digital books and over 1,800 titles of newspapers, 33,972 magazines and journals in both Chinese and foreign languages. Sports facilities here are in perfect condition such as synthetic turf and natural grass athletic fields, tennis courts and other gymnasiums, stadiums and sport grounds, etc.

Xuchang University has a team of teaching staff with high quality and reasonable structure with more than 1500 staff members, 373 associate professors and professors, 231 doctors in various majors.

In addition, School of Foreign Languages has the major of Business English for bachelor's degree for fifteen years. The curriculum and the syllabus of Business English Writing at Xuchang University are the representatives in the 600 reformed university. This study had been approved by Xuchang University and signed the research agreement with School of Foreign Languages (see Table 3.8), which agreed the researcher to conduct this research among the junior Business English majors at the first semester of 2015 to 2016. The lecturer of Business English Writing also agreed to cooperate with the research to complete this study (see Table 3.9) and sign the consent form (see Appendix C). The lecturer believed that this study might be significant to her teaching and academic research in peer feedback.

During the study of critical peer feedback for Business English Writing through Qzone weblogs, the lecturer agreed to obey the following eight items:

- 1) agree with this study in Business English Writing class;
- 2) develop all-round abilities to teach Business English Writing;
- 3) follow the syllabus of Business English Writing;
- 4) do not to affect or influence the case participants about the study results;
- 5) have an understanding of key terms and concepts in this study;
- 6) can completely attend the training and activities;
- 7) keep the relevant information confidential when it is required;
- 8) discuss with the researcher in time when any problem arises.

The eight items stipulate the lecturer's duty and responsibility in this study. The lecturer agreed to completely obey the rules and keep the class of Business English Writing run naturally in a normal way. The lecturer will objectively treat with the case participants with our individual preference and bias.

Therefore, the research agreement of research site and the research agreement of the lecturer are the premises to smoothly conduct this study. Then, this study also achieved to acquire the agreement of the case participants. These signed agreement forms and consent forms were attached in the appendices of this thesis, which shows the reliability and validity of research plan in this study.

Table 3.8
Research Agreement of this Study

Research Agreement

This agreement is made by and between the researcher and School of Foreign Languages, Xuchang University, whereby School of Foreign Languages agrees the researcher to conduct the PhD research program, named “*Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates*”, at School of Foreign Languages, Xuchang University.

During the research, the researcher shall obey the following terms:

- 1) Follow the rules and regulations of Xuchang University;
- 2) Respect the choice of the participants and lectures;
- 3) Shall not disturb the syllabus of Xuchang University;
- 4) Shall not disturb any education activities;
- 5) Keep relevant individual privacy;
- 6) Use the research data for this research only and keep the research data confidential;
- 7) Communicate with the university if there is any problem.

During the research, School of Foreign Languages, Xuchang University agrees the students and lecturers to attend this study, and offer full support to this study. If there is any problem, it will be settled down with the friendly negotiation between the two parts.

Researcher (Signature _____)

Date:

School of Foreign Languages (Signature _____)

Date:

Table 3.9
Consent Form for Lecturer

Consent Form
Dear Sir/Madame,
This study is one PhD program, named “ <i>Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates</i> ”, at Faculty of Education, University of Malaya. The activity that you are currently taking is to study the mechanism of critical peer feedback for Business English Writing on Qzone weblogs. The data in this study are only used for this study and shall be confidential. Thanks for your support!
Sincerely,
Gao Xianwei (Signature: _____)

During the research, the lecturer shall
1) agree with the researcher to conduct this study in Business English Writing class;
2) develop all-round abilities to teach Business English Writing;
3) follow the syllabus of Business English Writing;
4) do not to affect or influence the case participants about the study results;
5) have an understanding of key terms and concepts in this study;
6) can completely attend the training and activities;
7) keep the relevant information confidential when it is required;
8) discuss with the researcher in time when any problem arises.

I consent that the researcher attend my class and complete this study. I consent to attend the research as required.
Signature of Lecturer _____
Cell Phone: _____ QQ Number: _____ Date: _____

Furthermore, Xuchang city is a manufacturing city with multiple export products such as hair products, construction machinery, and electric products. Its economy is export-oriented with hundreds of international trade companies which offer lots of job opportunities for Business English graduates. Therefore, Business English program in Xuchang University is a popular discipline and its graduates have huge potential markets not only in Xuchang but also the whole country.

Participants

In this study, a junior class was selected in Business English at Department of Business English, School of Foreign Languages, Xuchang University. The course of *Business English Writing* was scheduled at semester 1 of 2015-2016, according to their Instruction Curriculum Plan (2012) for the discipline of Business English.

This case Class 1 had 36 undergraduates who were divided into 6 peer groups in the course of Business English Writing. Each group has 6 students. One group was selected for this case study. In this case group, there are two boys and four girls. These six students are interested in Business English Writing and computer-assisted instruction. They insisted that they can meet the facility requirement of this study. In addition, these six case participants agree to attend this study and fulfill the requirements of consent form (see Table 3.10). The six students agreed to strictly obey the items of the consent form (see Appendix C). In the Appendix C, the personal contact information of the six participants was erased for privacy. Class 2 was selected as contrast class without critical peer feedback.

Table 4.10
Consent Form for Case Participants

Consent Form
Dear Sir/Madame,
This study is one PhD program, named “ <i>Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates</i> ”, at Faculty of Education, University of Malaya. The activity that you are currently taking is to study the mechanism of critical peer feedback for Business English Writing on Qzone weblogs. The data in this study are only used for this study and shall be confidential. Thanks for your support!
Sincerely,
Gao Xianwei (Signature: _____)

During the research, the participant shall
9) develop all-round abilities to apply Business English Writing;
10) understand the teaching contents and assignments;
11) have an understanding of key terms and concepts in this study;
12) can completely attend the training and activities;
13) completely share their Qzone weblogs with other peers;
14) keep the relevant information confidential when it is required;
15) keep the copyright of others’ writings;
16) discuss with the researcher in time when any problem arises.
(Cell phone No.:1523778858 E-mail:pierregao@tom.com QQ: 39414916)

I consent that my writings and comments on my Qzone weblogs to be used as research materials. I consent to attend the research as required.
Signature of Participant: _____
Cell Phone: _____ QQ Number: _____ Date: _____

For the possible anonymity of the case participants, the six case participants were coded as CP1 (Case participant 1), CP2 (Case participant 2), CP3 (Case participant 3), CP4 (Case participant 4), CP5 (Case participant 5), and CP6 (Case participant 6). The case participants may use their code name for anonymous peer feedback which is based on the case participants' option. There is no requirement for them to be anonymous in this research. Their general demographic information can be illustrated in the following table (see Table 3.11).

Table 3.11

Demographic Information of the Participants and their Code Names

Participant s	Code Name	Gender	Age	Major	Grade/ Degree	Work Experience related to BEW
Li	CP1	Male	20	Business English	Junior	1 month
Lu	CP2	Male	20	Business English	Junior	2 month
Wan	CP3	Female	20	Business English	Junior	No
Sun	CP4	Female	20	Business English	Junior	No
Shen	CP5	Female	21	Business English	Junior	No
Yu	CP6	Female	21	Business English	Junior	2 month

Li, 21 years old, is a male junior student fond of international business and wishes to work as an English interpreter or a salesman in an international company after graduation. He comes from Shangcheng county of Xinyang city in Henan province. Besides the major of Business English at School of Foreign Languages, he studies very hard and at the same time has the courses of the second degree of Financial Management at School of Business, Xuchang University. He has one month part-time work experience as an international e-business salesman working on the popular e-business website alibaba.com, and retails hair products like wigs and

mannequins. He insists that Business English Writing is very important in international business communication. He has strong motivation to study Business English Writing.

Lu, a male junior, comes from Xuchang county of Xuchang city in Henan province. He was interested in studying English from high school and is passionate on business now. He chooses the major of Business English because it combines his two interests - English Language and Business. He worked part-time at Skyworth Company (Huizhou, China) as a technical worker on assembly line at one summer vacation. He recognized the hardness of workers on assembly line and the importance of Business English in the international company. He made up his mind to study Business English well. He has the ambition to build his own international trade company retailing hair products.

Wan, a female junior, comes from Xixian county of Xinyang city in Henan province, China. She is good at spoken English and has attended several spoken English contests. She attended the local spoken English training school - Kangke English to practice oral English and study interpretation skills at her summer vacation. She especially attended the selective courses of English-Chinese Interpretation and English-Chinese Translation. She hopes to work as an English interpreter or business negotiator in an international company. During the study of international e-business, she set up an international retailing e-store on aliexpress.com (which is a branch company of alibaba.com for B2C international trade) to sell hair products. She realized the importance of Business English Writing

in the international business communication.

Sun, a female junior, comes from Nanyang city in Henan province, China. She joined many university associations like Youth Volunteers Union, Female Student Union to help the weak, disabled and old individuals. She has a positive character and likes dancing and singing. She is good at oral English and attends the special oral English training in order to work in an international company after her graduation. In her spare time, she works as a saleswoman and after-sales receptionist at local shopping malls.

Shen, a female junior, comes from Yongcheng county of Shangqiu city in Henan province, China. She studied very hard on English and passed TEM-4 (Test for English Majors Band 4), a national middle level English proficiency test for English majors in China. She specially attended the oral English training for a better pronunciation and American English accent. She once got the No. 2 in a university Spoken English address contest held by School of Foreign Languages. She has a strong motivation to improve her spoken English and work at an international company. She takes part-time jobs as saleswoman in shopping malls and tutors pupils on spoken English.

Yu, a female junior, comes from Luoyang city at Henan province, China. She passed the test of TEM-4. She had a two-month work experience on the international trade communication through the e-business website aliexpress.com to sell hair products at Xuchang Beauty Hair Company. She realized the importance of Business English Writing and oral English in international business communication. She

studied very hard and got the first-level scholarship at the term of 2013/2014. She wishes to set up her business on international trade after two-year work experience in this field.

Consent Form stipulates the responsibility and duty of case participants, which is a research contract between researcher and case participants. According to the items of *Consent Form*, the six case participants agreed to obey its requirements. During this research, the case participants agreed to obey the following requirements until the accomplishment of this research.

- 1) To develop all-round abilities to apply Business English Writing;
- 2) To understand the teaching contents and assignment;
- 3) To understand key terms and concepts of this study;
- 4) To completely attend the training and activities;
- 5) To completely share their Qzone weblogs with other peers;
- 6) To keep the relevant information confidential when it is required;
- 7) To keep the copyright of others' writings;
- 8) To discuss with the researcher in time when any problem arises.

Time Span of the Study

The appropriate timing of the research is related to the process and findings, which is an important part of the study. Time span, sometimes called "duration", refers to time periods or the amount of time from when the research starts to when it ends (Maggetti, Gilardi & Radaelli, 2013). Time span needs be suitable for the

collection of study data.

In this study, the time span is one semester, the first semester of 2015 to 2016, according to the syllabus of Business English Writing at Xuchang University (see Table 3.7). Their Business English Writing assignments were uploaded on their Qzone weblogs for online peer feedback. The artifacts of their writing assignments and their critical peer feedback on Qzone weblogs are the outcomes of this course.

According to the research schedule, the data collection was conducted at the first whole semester of 2015 to 2016. During this study, the two workshops both lasted three hours aiming to have sufficient time for training, practicing and student questioning. The three times of in-depth interviews started from week 5 to week 16 which aimed to get credibility after the participants had experienced critical peer feedback on Qzone weblogs in Business English Writing. The document collection started from week 2 to week 16 to collect the participants' writing assignments and online critical peer feedback, which was based on the syllabus of Business English Writing (see Table 3.12)

Table 3.12
Time Span of the Study

Study Activity	Phase One (Week 1)			Phase Two (Week 5-16)		
	Training of Qzone	Training of CF	Interview 1	Interview 2	Interview 3	Document Collecting
Time Span	3 Hours*2	3 Hours*2	Week 5-8	Week 9-13	Week 14-16	Week 2-16
Total Time	One Semester (Week 1 - Week 16) (1/2015-2016)					

Research Data

In this study, two data collection methods are involved including in-depth

interview and document collection.

In-depth Interview Data. Interview is a useful source of qualitative study because it gives the participants' construction of the reality around them and may help to provide important insights into a situation. In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Mack et al., 2005). These in-depth interviews in this study were conducted one-to-one with each of the case participants to collect their perceptions, process, contents and factors of critical peer feedback. Before each of the interview, the case participants were informed to reflect their ideas in-depth.

This interview method followed Cresswell (2007), who recommended six steps as guidelines for actual interview procedures: 1) identify interviewee based on purposeful sampling; 2) choose type of interview considered practical for the study; 3) use an interview protocol; 4) refine interview questions through pilot test; 5) identify conducive place for interview; and 6) obtain consent for interview.

The interview protocol helps the researcher to run an interview without constraining them to a particular format or order. The interview protocol demonstrates the important notes for the interview which can remind interviewer well prepare for the interview and reduce the invalidity of the data. In this study, the interview protocol firstly stipulates the interview tools such as audio recorder, pens and notebooks, and instruction for researcher in interview session (see Table 3.13).

Table 3.13
Interview Protocols

Interview Protocol

Topic:

Critical Peer Feedback for Business English Writing Using Qzone Weblog Among Chinese Undergraduates

Research Objectives:

The five specific research objectives of this study investigate:

- A) the perceptions of Chinese undergraduates on critical peer feedback using Qzone weblogs for Business English Writing;
- B) the process of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates;
- C) the contents of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates;
- D) the factors affecting critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates;
- E) the online features of Qzone weblog affecting critical peer feedback in Business English Writing.

Research Questions:

- RQ1. What are the perceptions of Chinese undergraduates on critical peer feedback using Qzone weblogs for Business English Writing?
- RQ2. What is the process of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates?
- RQ3. What are the contents of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates?
- RQ4. What are the factors affecting critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates?
- RQ5. How do the online features of Qzone weblog affecting critical peer feedback in Business English Writing?

Important Notes:

- 1. Materials need to bring along
 - Two digital recorders
 - Interview Protocols for participants
 - Small Notebook
 - Two pens or pencils
- 2. Instruction for researcher in interview session
 - The questions given only serve as a guide. You have to give space for issues/ideas/themes that may emerge during the visit or during observation and during the interviews.
 - Please focus on the response of the research participants to guide you on the follow-up questions during your interviews.
 - Each question must be probed until saturation level (i.e., until no new matters emerge).

The topics that the interviewer wants to study during the interviews have been planned well in the interview protocols. The main questions were designed based on the research questions. The terms of the study were explored among case participants gradually and the interviews begin with the basics. The interview questions are all open-ended questions including direct questions, indirect questions, structuring questions, follow-up questions, probing questions, specifying questions and interpreting questions (Turner, 2010). They are helpful to explore the case participants' ideas of this study. However, the semi-structured interviews have many probing questions, in-hub probing questions, tell-me-more questions and long-probing questions (Bernard & Ryan, 2010).

The interviewer in a semi-structured interview generally will improve the protocol of interview questions. In this study, the three-time interviews were based on three interview protocols for each time and the interview questions were modified with the development of this research and the further findings after the prior interview (see Table 3.14). However, the interview questions will be modified and developed with the development of interview topics. The interview protocols are just the guideline of the interviews.

The interview questions in the interview protocols were designed with six sections containing the questions of background and the five research questions. The six sections of interview questions were coded from "A" to "F". In the first interview protocol for case participants, the items in section were coded from "A1" to "A3". The coding of the sections and the items is the preparation for the interview

transcription and data analysis. The research questions were designed with “background questions” and the five research questions which attempted to make the interview like a talk or conversation about a topic in a comfortable and leisure way. This strategy of interview can lead the case participants probe into their deep understandings and perceptions of the study. Furthermore, the interview questions in the interview protocols were confirmed by the third party and the lecture for reliability and validity.

The interview questions were tried to be asked in semi-structured interviews in a comfortable and relaxed face-to-face environment. A semi-structured interview is an open interview which permits new ideas to be brought up during the interview according to the case participants’ words. The interviews were conducted at the researcher’s office at Department of Business English, School of Foreign Languages, Xuchang University. The interviews were conducted at the after-work and after-class hours. It attempts to imply the case participants that the interview is not a part of university job but a friendly small talk after class in a free and leisure environment about some questions in the study.

During the interview, the case participants were sited face to face with the interviewer - the researcher. The record player was prepared for record, and the hard copy of interview protocol were handed out to the case participants before the interviews. It aims to reduce the worry and mystery of the interviews. The interviewer had been well prepared for the interview questions. The interview questions are asked in a natural and logic order and will be modified or created

following the flow of the interview. The interviewer was required not to read or look at the interview questions during the interviews.

During the interviews, the case participants were allowed to use both English and Mandarin Chinese, which was based on the case participants' preference. However, the case participants chose their native language - Mandarin Chinese as their inter-language in interviews. After each of the interviews, the audio records of the interviews were transcribed by the third party. The interview transcripts were confirmed by the case participants and the lecturer to ensure the accuracy and completeness (see Table 3.15). They signed the confirmation form after the confirmation of the hard copies (see Appendix D). The interview transcripts were translated from Chinese into English by the third party for data analysis and description in the findings. The translation of transcripts were confirmed by the case participants and lecturer after the confirmation of the hard copies (see Table 3.16). They signed the confirmation form after the confirmation of the hard copy translations (see Appendix E). The interview transcripts and their Chinese-English translation were conducted by the third party and confirmed by interviewers and lecturer, which ensured the reliability and validity of the research data. The transcripts and their translations were confidential and only used for this study in order to protect the case participants.

In conclusion, the process for in-depth interviews followed the three processes:

a) planing, refers to plan the time, place and questions of interviews, and then the name order of the case participants; b) developing an interview protocol - the rules

that guide the administration and implementation of the interviews. Interview instructions need to be prepared to ensure consistency between interviews, and thus increase the reliability of the findings; c) collecting data, which adopts the audio record to record the whole interviews, and transcribe them.

University of Malaya

Table 3.14

Interview Protocols for Case Participants

<p style="text-align: center;">Interview Protocol for Undergraduates (1) <i>(First Round Interview)</i></p> <p><i>Instruction: This is an outline for the semi-structured interview for Chinese undergraduates in the study of “Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates”. These interviews will be conducted at School of Foreign Languages, Xuchang University.</i></p> <p>A. Background</p> <p>A1. Could you tell me how you use your Qzone weblog? A2. Could you tell me how you use Qzone weblog as a learning instrument? A3. Tell me a little bit about your study: - Could you tell me why you choose the major of Business English? - Could you tell me what your career orientation in the future is? - Could you tell me what your English level is ? - Could you tell me how Business English Writing affects your job orientation in your future? - Could you tell me how do you improve your Business English Writing?</p> <p>B. Interview Questions Related to Research Questions 1</p> <p>B1. Could you tell me how you understand critical thinking? B2. Could you tell me how you understand critical peer feedback? B3. Could you tell me how you use critical peer feedback in Business English Writing? B4. Could you tell me what difficulties you have at your critical peer feedback? B5. Could you tell me how critical peer feedback improves your quality of feedback in Business English Writing?</p> <p>C. Interview Questions Related to Research Question 2</p> <p>C1. Could you tell me what your process of critical thinking in Business English Writing is? C2. Could you tell me what your process of critical peer feedback in Business English Writing is?</p> <p>D. Interview Questions Related to Research Question 3</p> <p>D1. Could you tell me what the advantages and disadvantages of critical peer feedback in Business English Writing are? D2. Could you tell me what the contents of critical peer feedback in Business English Writing are?</p>

D3. Could you tell me how does critical peer feedback improve your Business English Writing?

E. Interview Questions Related to Research Question 4

E1. Could you tell me what the factors affecting critical peer feedback in Business English Writing are?

E2. Could you tell me what is the cultural factor affecting your critical peer feedback in Business English Writing?

E3. Could you tell me what is your study strategy in Business English Writing?

E4. Could you tell me what is the teacher's pedagogy in Business English Writing?

F. Interview Questions Related to Research Question 5

F1. Could you tell me how you understand Qzone weblog?

F2. Could you tell me what do you think of Qzone weblog for online critical peer feedback in Business English Writing?

F3. Could you tell me what are the advantages or disadvantages for Qzone weblog in critical peer feedback?

F4. Could you tell me what are your problems on Qzone weblog for online critical peer feedback in Business English Writing?

F5. Could you tell me what are the problems of critical peer feedback for Business English Writing on Qzone weblog?

F6. Could you tell me whether you feedback on time? If not, Why don't you feedback on time?

F7. Could you tell me what are online features of Qzone weblog affecting your critical peer feedback?

F8. Could you tell me some suggestions for Qzone weblog in critical peer feedback?

Interview Protocol for Undergraduates (2)

(Second Round Interview)

Instruction: This is an outline for the semi-structured interview for Chinese undergraduates in the study of "Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates". These interviews will be conducted at School of Foreign Languages, Xuchang University.

A. Background

A1. Could you tell me how you think of the training workshops?

A2. Could you tell me how you understand feedback in writing instruction?

A3. Could you tell me how you understand peer feedback in writing instruction?

A4. Could you tell me if you have ever trained or taught how to give feedback before this study?

B. Interview Questions Related to Research Question 1

B1. Could you tell me how you understand critical thinking?

B2. Could you tell me how you understand critical peer feedback?

B3. Could you tell me how critical peer feedback affects your quality of peer feedback in Business English Writing?

B4. Could you tell me what are the problems in critical peer feedback?

B5. Could you tell me how many time you spend in giving critical peer feedback?

B6. Could you tell me whether critical peer feedback improves your quality of peer feedback?

If the answer of B6 is yes, please ask the following questions:

B7. Could you tell me how critical peer feedback improves your quality of feedback in Business English Writing?

B8. Could you tell me how critical peer feedback improves your quality of feedback in Business English Writing?

B9. Could you tell me what are your suggestions for critical peer feedback to improve Business English Writing?

C. Interview Questions Related to Research Question 2

C1. Could you tell me what is your process of critical peer feedback for Business English Writing?

C2. Could you tell me whether you think your feedback quality is improved? And how?

C3. Could you tell me whether you can tell me what are the advantages and disadvantages of critical peer feedback in Business English Writing?

C4. Could you tell me whether you revise or rewrite your writing based on your peer's feedback?

D. Interview Questions Related to Research Question 3

D1. Can you tell me what are your contents of critical peer feedback for Business English Writing?

E. Interview Questions Related to Research Question 4

E1. Could you tell me what factors do affect your critical peer feedback?

E2. Could you tell me what is the cultural factor for critical peer feedback in in Business English Writing?

E3. Could you tell me what is your study strategy in Business English Writing?

E4. Could you tell me what is the teacher's pedagogy in Business English Writing?

F. Interview Questions Related to Research Question 5

F1. Could you tell me what do you think of Qzone weblog for online critical peer feedback in Business English Writing?

F2. Could you tell me what are your problems on Qzone weblog for online critical peer feedback in Business English Writing?

F3. Which kinds of online critical peer feedback you like most?

F4. Could you tell me what are your techniques for giving online critical peer feedback in

Business English Writing?

F5. Could you tell me what are your technical difficulties with computer or smartphone in giving your feedback?

F6. Could you tell me where do you give your critical peer feedback on Qzone weblog?

F7. Could you tell me how many time do you spend on critical peer feedback on Qzone weblog?

F8. Could you tell me how does Qzone weblog affect your critical peer feedback?

F9. Could you tell me what are Qzone online features affecting your critical peer feedback?

F10. Could you tell me what are the advantages and disadvantages of Qzone weblog in critical peer feedback?

F11. Could you tell me your suggestions for Qzone weblog in critical peer feedback?

Interview Protocol for Undergraduates (3)

(Third Round Interview)

Instruction: This is an outline for the semi-structured interview for Chinese undergraduates in the study of "Critical Peer Feedback for Business English Writing Using Qzone Weblog Among Chinese Undergraduates". These interviews will be conducted at School of Foreign Languages, Xuchang University.

A. Interview Questions Related to Research Question 1

A1. Could you tell me how critical peer feedback affects your quality of peer feedback in Business English Writing?

A2. Could you tell me whether you revise or edit your writing after critical peer feedback?

A3. Can you tell me what are the difficulties at your critical peer feedback?

A4. Can you tell me what is your attitude or believe on critical peer feedback to improve Business English Writing?

A5. Could you tell me whether critical peer feedback improves your quality of peer feedback?

If the answer of A5 is yes, please ask the following questions:

A6. Can you tell me how critical peer feedback improves your quality of feedback in Business English Writing?

A7. Can you tell me how critical peer feedback improves your quality of feedback in Business English Writing?

A8. Can you tell me what have you learn from this study? And what's your biggest gain in this study?

A9. Would you like to give some suggestions for critical peer feedback to improve the quality of Business English Writing on Qzone weblog?

B. Interview Questions Related to Research Question 2

B1. Do you think your critical peer feedback is helpful to improve the quality of your peers' writing?

B2. Can you tell me what are the advantages and disadvantages of critical peer feedback in Business English Writing?

B3. Do you think how does critical peer feedback improve your quality of Business English Writing?

B4. Can you tell me what are the problems of critical peer feedback for Business English Writing?

B5. Can you tell me what are the contents of critical peer feedback for Business English Writing?

C. Interview Questions Related to Research Question 3

C1. Can you tell me what is your process of critical peer feedback for Business English Writing?

C2. Can you tell me what is your process of critical thinking for Business English Writing?

D. Interview Questions Related to Research Question 4

D1. Can you tell me how do you understand Business English Writing?

D2. Can you tell me how is your study of Business English Writing at the class nowadays?

D3. Can you tell me how is the teaching of Business English Writing at your class?

D4. Can you tell me what are the factors affecting your critical peer feedback in Business English Writing?

D5. Can you tell me what is your motivation of learning Business English Writing?

E. Interview Questions Related to Research Question 5

E1. Could you tell me whether the Internet environment affects your critical peer feedback? And how?

E2. Can you tell me where do you give your critical peer feedback on Qzone weblog?

E3. Could you tell me whether you give feedback on time? If not, Why don't you feedback on time?

E4. Can you tell me why does someone miss to give their critical peer feedback?

E5. Can you tell me how long is acceptable for asynchronous feedback?

E6. Can you tell me how do online features of Qzone weblog affect your critical peer feedback?

E7. Can you tell me what are your suggestions for Qzone weblog in critical peer feedback?

Table 3.15
Confirmation Form for Interview Transcripts

Confirmation Form of Interview Transcripts

Dear Participants and Lecturer,

Thank you for your insightful responses in the interviews for the study on “*Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates*”. The interview records had been transcribed into texts for this study. Please confirm the accuracy and completeness of your interviews which had been printed at your sight.

If the interview transcripts are your words and language, please sign your name in the following table. Your interview transcripts will be only used in this study.

Thank you for your support!

Participants Correctness	Interview Transcript 1	Interview Transcript 2	Interview Transcript 3	Signature	Date
CP1					
CP2					
CP3					
CP4					
CP5					
CP6					
Lecturer					
Third Party					

Your sincerely,

Gao Xianwei

Signature: _____

Date: _____

Table 3.16

Confirmation Form for Interview Transcript Translation

Confirmation Form of Interview Transcript Translation

Dear Participants and Lecturer,

Thank you for your insightful responses in the interviews for the study on “*Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates*”. The interview records had been translated from Chinese into English for data analysis in this study. Please confirm the accuracy and completeness of your interview translations which had been printed at your sight.

If the interview translations are your words and language, please sign your name in the following table. Your interview translations will be only used in this study.

Thank you for your support!

Participants Correctness	Interview Transcript 1	Interview Transcript 2	Interview Transcript 3	Signature	Date
CP1					
CP2					
CP3					
CP4					
CP5					
CP6					
Lecturer					
Third Party					

Your sincerely,

Gao Xianwei

Signature: _____

Date: _____

Document Data. “Data collecting” refers to “the compiling and accumulating of objects (documents, artifacts, and archival records) related to the study topic” (Yin, 2011, p. 147). The outcomes of critical peer feedback were collected based on the each writing assignments on Qzone weblogs, which were given by the case participants. There are two kinds of document data in this study: writing assignments and artifacts of critical peer feedback.

Data of Writing Assignments. The writing assignments are based on the syllabus of Business English Writing (see Table 3.17). There are six writing assignments for each case participants. The re-writings after reviewing peers’ critical peer feedback were also collected to study effectiveness of critical peer feedback. The documents collection started based on the time span of this study from week 2 to week 16. The writing works and their critical peer feedback were required to be conserved on their Qzone weblogs for five years. The conservation of documents and audio records was also concerned with the ethical in this research.

Table 3.17

Business English Writing Assignments in this Study

No	Topic	Business English Writing Assignments
1	Topic 3 Job Hunting	A1. Design your resume for job application
2	Topic 4 Business Communication Letter	A2. Write a congratulation letter to your friends or your business partner
3	Topic 5 Office Document Writing	A3. Write a Business Memo to your business partner A4. Write a notice to your office staff A5. Write a Business Report to your manager on the choice of freight agency
4	Topic 7 Business Academic Writing	A6. Write a literature review for your thesis

Data of Artifacts of Critical Peer Feedback. The data of artifacts of critical peer feedback refers to the outcomes of critical peer feedback in Business English Writing on Qzone weblogs among the case participants. After the submission of Business English Writing assignments, the six case participants offered their critical peer feedback on their peers' Qzone weblog. These feedback was stored on the Qzone weblogs for data collection. The data were collected through two methods: 1) collecting data from each Business English writing assignment; 2) collecting data from each case participants.

First, the data from each Business English writing assignment were downloaded and collected in a document file. The data were used to compare the whole outcomes of critical peer feedback in a writing among peers and judge their quality of critical peer feedback, compare critical peer feedback in the same writing assignment among the six case participants, and study the effectiveness of critical peer feedback to improve the quality of Business English writing.

Second, the data from each case participants were collected wholly on other peers' Qzone weblogs during this study. The data were used to study one peer's contents of critical peer feedback, process of critical peer feedback, language characters of his critical peer feedback, quality of his critical peer feedback, and development of his critical peer feedback.

Research Data Collection

In this study, the training of Qzone weblog and critical peer feedback is the first step, which is the preparation stage of this study. The training workshops were conducted at the beginning (week one) of the study. These workshops aim to cultivate the participants to grasp the use of Qzone weblog and online peer feedback techniques, and concepts of critical thinking and critical peer feedback. In the first phase of the study, the six undergraduates participated in the training workshops. The workshop language was English, however, mandarin Chinese was mediated in the explanation of main concepts and key works. The use of mediator in workshops aims to eliminate the fuzziness and ambiguity of concepts. The technology support of Qzone weblog and interpretation of critical peer feedback were available for the case participants during the whole study.

The second phase is the study of critical peer feedback through Qzone weblogs which follows the teaching process of *Business English Writing* course. According to the study design, the case participants were required to upload their writing assignments on their Qzone weblogs, and finish their feedback within one week duration.

During the study of critical peer feedback, data collection by interviews and document analysis were simultaneously conducted. In-depth interviews were conducted three times with each participant, which needed to be transcribed before the data analysis. The three-time interviews aimed for a reliable and continuous data, and a comparative data of critical peer feedback in different section of the study,

which were conducted based on the three different interview protocols. Document analysis needs the systematical study of the critical peer feedback in texts. The six times of Business English Writing assignments for data collection have been scheduled on the *Business English Writing Syllabus* (see Table 3.7). They are coded as “A1” to “A6” in the syllabus. The case participants’ artifacts of critical peer feedback for each writing assignment were categorized for data analysis (see Table 3.18).

Table 3.18
Type and Quantity of Research Data

Types of Data	Origination	Contents of Data	Quantity
In-depth Interview	6 Case Participants	Transcripts of Audio records	6*3
Document Data	6 Case Participants	Artifacts of Business English Writing Assignments	6*6
		Artifacts of Critical Peer Feedback	≥ 5*6

Qualitative Data Analysis

Data analysis in this qualitative study refers to the process of systematical data research, data collection and categorization of research materials that the researcher accumulates to aim to come up with the findings. In qualitative study, findings are grounded in the enormous qualitative data. Scientific and detailed data analyses are needed to comprehend, analyze, evaluate and categorize the raw data.

In this study, the qualitative data analysis was based on the three kinds of data including in-depth interviews and artifacts of Business English Writing assignments

and artifacts of critical peer feedback. The data analysis was conducted during the interview transcribing and document collection. During the data analysis process, the computer-assisted qualitative data analysis software QSR NVivo 8.0 was used to code and categorize the data sources. The research data are all text data with interview transcripts, artifacts of Business English Writing assignments and artifacts of critical peer feedback, therefore, it is easy and controllable to do data analysis through QSR NVivo. The previous version of QSR NVivo 8.0, but not the newest version of QSR NVivo 11.0 was adopted in this study, because QSR NVivo 8.0 has potential functions for text data analysis. There is no requirement to use advance version of NVivo 11.0 to analyze audio, video or picture data in this study. In addition, the use of QSR NVivo 8.0 reduced the researcher's study budget.

The use of QSR NVivo has the five principal features for data analysis such as data management, ideas management, query data, and modeling from data and reporting from the data (Bazeley, 2007). By the use of QSR NVivo 8.0, a new project titled "Critical Peer Feedback to Improve Business English Writing on Qzone Weblog", shortened as "CPF to improve BEW on Qzone", was created. The "sources" are mainly "internal sources" including three folders such as "BEW Artifacts", "CPF Artifacts" and "Interviews". The first folder of "BEW Artifacts" includes the 6 case participants' writing assignments, which are titled "CP1-BEW", "CP2-BEW", "CP3-BEW", "CP4-BEW", "CP5-BEW", and "CP6-BEW". The second folder is "CPF Artifacts" which collects the each case participant's CPF in one document, titled "CPF Artifacts-CP1", "CPF Artifacts-CP2", "CPF

Artifacts-CP3”, “CPF Artifacts-CP4”, “CPF Artifacts-CP5”, and “CPF Artifacts-CP6”. The other folder in “CPF Artifacts” collects each peer’s critical peer feedback in one documents, titled “CP1- CPF”, “CP2- CPF”, “CP3- CPF”, “CP4- CPF”, “CP5- CPF”, and “CP6- CPF”. The “Interviews” folder contains the sources of interviews from the 6 case participants, titled “Interview CP1”, “Interview CP2”, “Interview CP3”, “Interview CP4”, “Interview CP5”, and “Interview CP6”.

After the import of the internal sources in each folder and document, the data was read through many times for certain words, phrases, patterns of behavior, participants’ way of thinking, and events which are repeated or enhanced (Bogdan & Biklen, 2003). In the proceeding of free coding, the sources were reading detailed, slowly, reflectively by line-to-line coding to identify concepts and thinking about all of their possible meanings in both free codes and memos (Bazeley, 2007). Three turns of the data sources coding were conducted. At the first turn, the raw data sources were coded as “Free Nodes” which were widely coded based on the research conceptual framework and the new exploring findings during coding. After free coding into “Free Nodes” in QSR NVivo 8.0, these “Free Nodes” were checked and ensured for validity and reliability by the data examiners - the third party, case participants and the lecturer. According to their suggestions of the data examiners, “Free Nodes” were re-coded and modified. After the re-coding and modification, the “Free Nodes” were re-examined by the data examiners. The “Free Nodes” were finally completed with the confirmation of the data examiners and the researcher in this study. There are totally 116 items in “Free Nodes” in this study.

At the second turn of coding, the “Free Nodes” were organized as “Tree Nodes” according to the themes of the “Free Nodes”. The themes of the “Free Nodes” were concerned various aspects of this study which illustrated the whole study in a wide micro-way. During the “Tree Node” analysis, the source data were re-coded to supplement the “Tree Nodes”. At last turn of coding, the “Free Nodes” were connected into “Tree Nodes”. After categorizing “Tree Nodes” in QSR NVivo 8.0, these “Tree Nodes” were checked and ensured for validity and reliability by the data examiners - the third party, case participants and the lecturer. According to their suggestions of the data examiners, “Tree Nodes” were re-categorized and modified. After the re-categorization and modification, the “Free Nodes” were re-examined by the data examiners. The “Tree Nodes” were finally completed with the confirmation of the data examiners and the researcher in this study. There are totally 416 items in “Tree Nodes” in this study.

Data analysis is a crucial step for the next step of findings and conclusion. By QSR NVivo 8.0 data analysis, the source data were clearly and definitely categorized. The findings emerged from the nodes. The last step was to conclude the findings. The data analysis specifically follows the five research questions and the scientific process of QSR NVivo 8.0 (see Table 3.19). The findings of the five research questions were categorized by the “Free Nodes” and “Tree Nodes”.

Table 3.19
Method and Contents of Data Analysis in this Study

Research Questions	Method of Data Analysis	Contents of Data Analysis
RQ1: Perception of CPF for BEW on Qzone weblogs	NVivo 8.0	- Categorize interview data into themes and sub-themes - Study the perception of CPF for BEW - Explore the perception of Qzone weblog for CPF - Explore the issues of CPF for BEW on Qzone weblogs ...
RQ2: Process of CPF for BEW on Qzone weblogs	NVivo 8.0	- Study the interview transcripts - Categorize interview data into themes and sub-themes - Compare the CPF artifacts - Study the process of CPF ...
RQ3: Contents of CPF for BEW on Qzone weblogs	NVivo 8.0	- Study and compare CPF artifacts - Categorize interview data into themes and sub-themes - Explore the contents of CPF ...
RQ 4: Factors of CPF for BEW on Qzone weblogs	NVivo 8.0	- Study and compare interview transcripts - Categorize interview data into themes and sub-themes - Study the factors affecting critical peer feedback for BEW on Qzone weblogs ...
RQ5: Online Features of Qzone weblogs for CPF	NVivo 8.0	- Study and compare CPF artifacts - Categorize interview data into themes and sub-themes - Categorize the online features of Qzone Weblog for CPF into themes and sub-themes - Explore the online features of Qzone weblog for CPF - Explore the strengths and weakness of Qzone weblog for CPF ...

In order to visualize and illustrate the “Tree Nodes” in the findings, “Models” were categorized by QSR NVivo 8.0 with “circles” of “Tree Nodes” in “Circular” layouts. The “Circular” layout clearly illustrated the relationships among “Tree Nodes” and “Models”. 13 “Models” were categorized and illustrated in this study at Chapter 4. These 13 “Models” at Chapter 4 increased the readability of the findings and illustrated the relationship of findings in a visualized way.

In order to increase the academic interrelationship, relevant new literature was re-studied and categorized into “Memos”. The “Memos” were concerned and

described in the writing of findings.

In the description of the findings, a finding theme was firstly described, and then its “Model” was followed, and then the data sources was quoted, and finally explanations and discussions were explored. This kind of description method was adopted in the writing of Chapter 4. In the quotation of research data, the interview data were illustrated with interlanguage Chinese and their English translation for trustworthiness. The findings in Chapter 4 and the conclusions in Chapter 5 were assessed for validity and reliability by data examiners and the lecture.

Trustworthiness

Each academic research is concerned with validity and reliability in an ethical manner. In this qualitative study, “the ethical concerns of trustworthiness can be ensured by the four criterion of credibility, transferability, dependability, and confirmability” (Lincoln & Guba, 1985, p. 124-128).

Credibility refers to the internal validity which deals with the question of how research measures and tests match reality (Lincoln & Guba, 1985). In this study, the researcher conducted several methods by Shenton (2004) to ensure the credibility of this study. The credibility of this study is mainly concerned with the design of research methods, the member check of the interview data and the triangulation of research data. The design of research methods detailed the sample, setting, time span, data collection methods and data analysis methods. The researcher has a comprehensive understanding of the case participants about their learning

background, language proficiency, study methods, and learning objectives. The researcher constructed trust with the case participants. This study obtained the agreement of the research site - Xuchang University (see Appendix A). The case participants were ensured to sign a research consent form (see Table 3.10), which stipulated their duty and responsibility in this study (see Appendix B). After the interview transcriptions, the case participants were required to check their interview transcriptions and their translation (see Table 3.15 & Table 3.16), and then sign the confirmation form (see Appendix D & Appendix E). Member check is related to the accuracy and completeness of the interview dialogues, interview transcription and data analysis through QSR NVivo 8.0 by third party and the lecturer of Business English Writing in this study.

For the triangulation of research, there are three types of source data: the interview transcripts, the writing artifacts, and the artifacts of critical peer feedback. These three types of data come from six different case participants for comparing and cross-checking data. In data analysis and description of findings, these three types of data were investigated for triangulating analysis.

For the transferability of this study, the external validity is not pursuing generalization and publication. However, the findings and conclusion could be recommendations for the population and situation under similar setting. The dependability of this study refers that the same research findings and conclusion methods can be obtained if the research is repeated.

Confirmability is concerned with the objectivity of the study. In this study, the

case participants shall demonstrate their loyalty and objectiveness to the study. Amid the writing activities, the case participants shall accomplish their writing assignments with their true writing and knowledge performance. The researcher shall be objective in interviews without preference-oriented leading, and be objective to the interview transcripts. And in documents collecting, the documents was collected from the six case participants' Qzone weblogs which were required to store online for ten years. At the section of data analysis, the NVivo free nodes were checked by university colleagues with 10% each (i.e., 12 out of 116). The transcription and translation of interview data, the coding of "Free Nodes" and "Tree Nodes" were also confirmed by the data examiners for confirmability.

Classification of the Findings

After the data analysis, the next step is to report the findings. The report of the finding was illustrated based on the five research questions. The findings were strictly concluded from the data and the data were scientifically illustrated the truth of research questions. Each one was interpreted with the case participants' words and languages. This kind of example illustration is a strong evidence of the findings.

The findings of the five research questions were completed in the part of findings. The findings were illustrated with the five research questions and the relevant factors were explored to dig the truth hiding in the data. The perceptions, process, contents and factors of critical peer feedback to improve Business English Writing were clarified in the findings. The online features were categorized. The

quality of critical peer feedback through Qzone weblogs on Business English Writing was identified by analyses of interview transcripts and document data. The source data were categorized and clustered by QSR NVivo 8.0 to demonstrate the research questions. These codes were used as examples to illustrate the five research questions. The description of the findings was confirmed by the data examiner, six case participants and the lecturer.

After the study of the findings, the research conclusion, implication and recommendation were concluded in the last chapter about this study. The research conclusion is one of the key parts in this study. The implication for policy makers, researchers and learners were discussed. The recommendations for further research on the topics of how to improve the quality of peer feedback and the use of Qzone weblogs for formative assessment were discussed.

Chapter Summary

This chapter introduced the research methodology of this study. This chapter gave an introduction of research procedure, explained the setting, participants, time duration, data collection procedures and data analysis methods. The data collection methods in qualitative research were explained in details. The qualitative data analysis methods were enhanced and the trustworthiness of this study was concerned. Classification of findings was illustrated how to report the findings. The last section gave a summary of this chapter. The findings was presented and discussed in the next chapter.

CHAPTER 4 FINDINGS AND DISCUSSION

This chapter explores the findings in this study and answers the five research questions. At first, the qualitative data analysis by QSR NVivo 8.0 is reviewed. The five research questions are discussed and concluded in this chapter. The relevant findings of critical peer feedback for Business English Writing on Qzone weblogs among Chinese undergraduates are interpreted including perceptions, process, contents, factors, and online features of Qzone weblog.

Overview of Data Analysis by QSR NVivo 8.0

In order to carry out scientific data analysis in this study, the qualitative social science research software QSR NVivo 8.0 was used to analyze the research data. A new project named “CPF to improve BEW through Qzone weblog” was built in QSR NVivo 8.0. Three types of data sources including interviews, Business English Writing artifacts, and artifacts of critical peer feedback, were imported into the source folder of “Internals”, which were collected for one semester duration (1/2015-2016) at the research site of School of Foreign Languages, Xuchang University, China (see Figure 4.1). The eighteen interviews were transcribed by the researcher. The completeness and accuracy of the transcripts were confirmed by the data examiners. The quoted interview data for description in the findings were translated from Chinese to English. A sample of Business English Writing and critical peer feedback was attached as Appendix F. One of interview transcriptions as

a sample was attached as Appendix G.

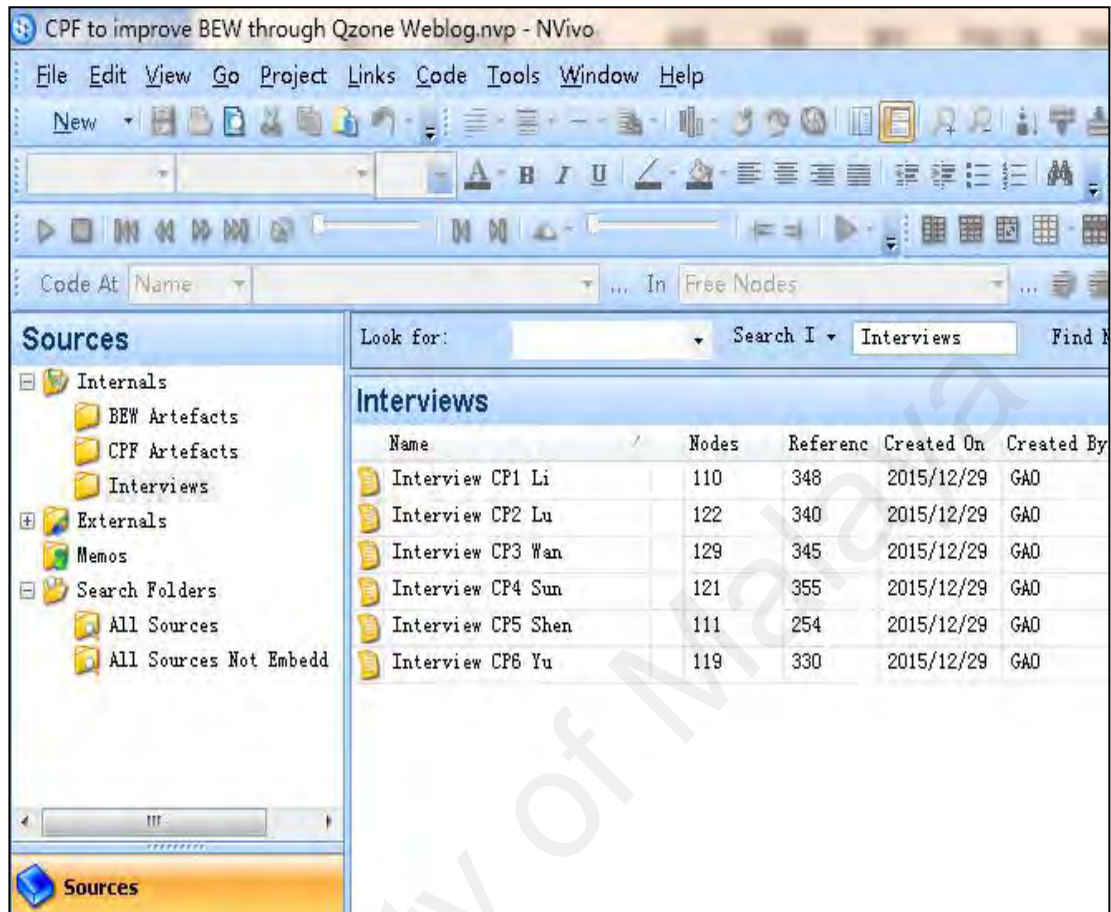


Figure 4.1. Data Sources of this Study in QSR NVivo 8.0

During the data analysis by QSR NVivo 8.0, content analysis was conducted to code the data by themes, terms and concepts with words and sentences into “Free Nodes”. Then thematic analysis was conducted to group “Free Nodes” into “Tree Nodes”. In this study, 116 items of “Free Nodes” were coded (see Figure 4.2). These “Free Nodes” were further categorized into six “Tree Nodes” including a tree node of research questions and five main findings - the peers’ perceptions of this study, process and contents of critical peer feedback in Business English Writing, factors, and online features of Qzone weblog (see Figure 4.3). A sample of free nodes about “perception of CPF” was attached as Appendix H. During the process of categorizing “Tree Nodes”, the sources were re-analyzed to check completeness and accuracy.

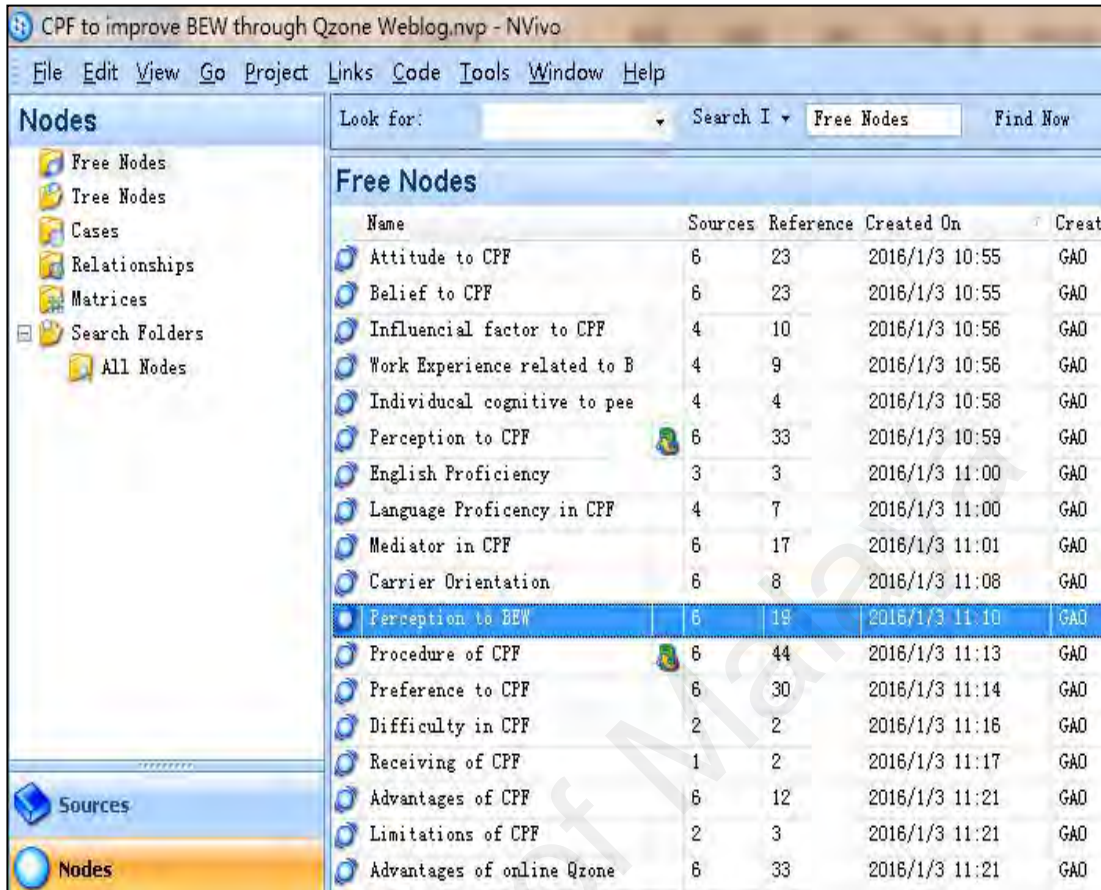


Figure 4.2. Free Nodes of this Study in QSR NVivo 8.0

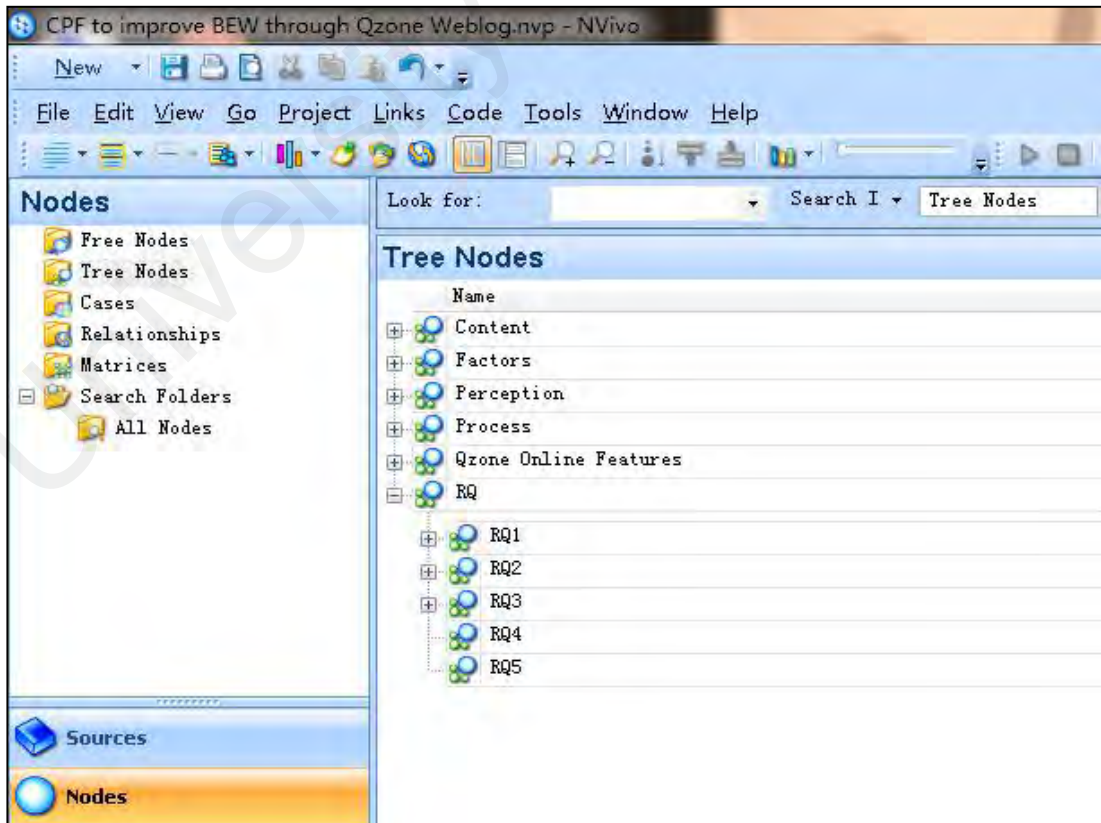


Figure 4.3. Tree Nodes of this Study in QSR NVivo 8.0

In order to display the nodes by figure illustration, these “Tree Nodes” were categorized into relevant “Models” with circular layouts. These “Models” were displayed as figures in the description of the findings (see Figure 4.4). Before the writing of this chapter, the literature was re-reviewed to organize concepts with “Memos”. In the process of findings writing, the qualitative data of sources were quoted to describe the findings by texts, figures and tables. Textual data quotations are direct evidences to support the research findings.

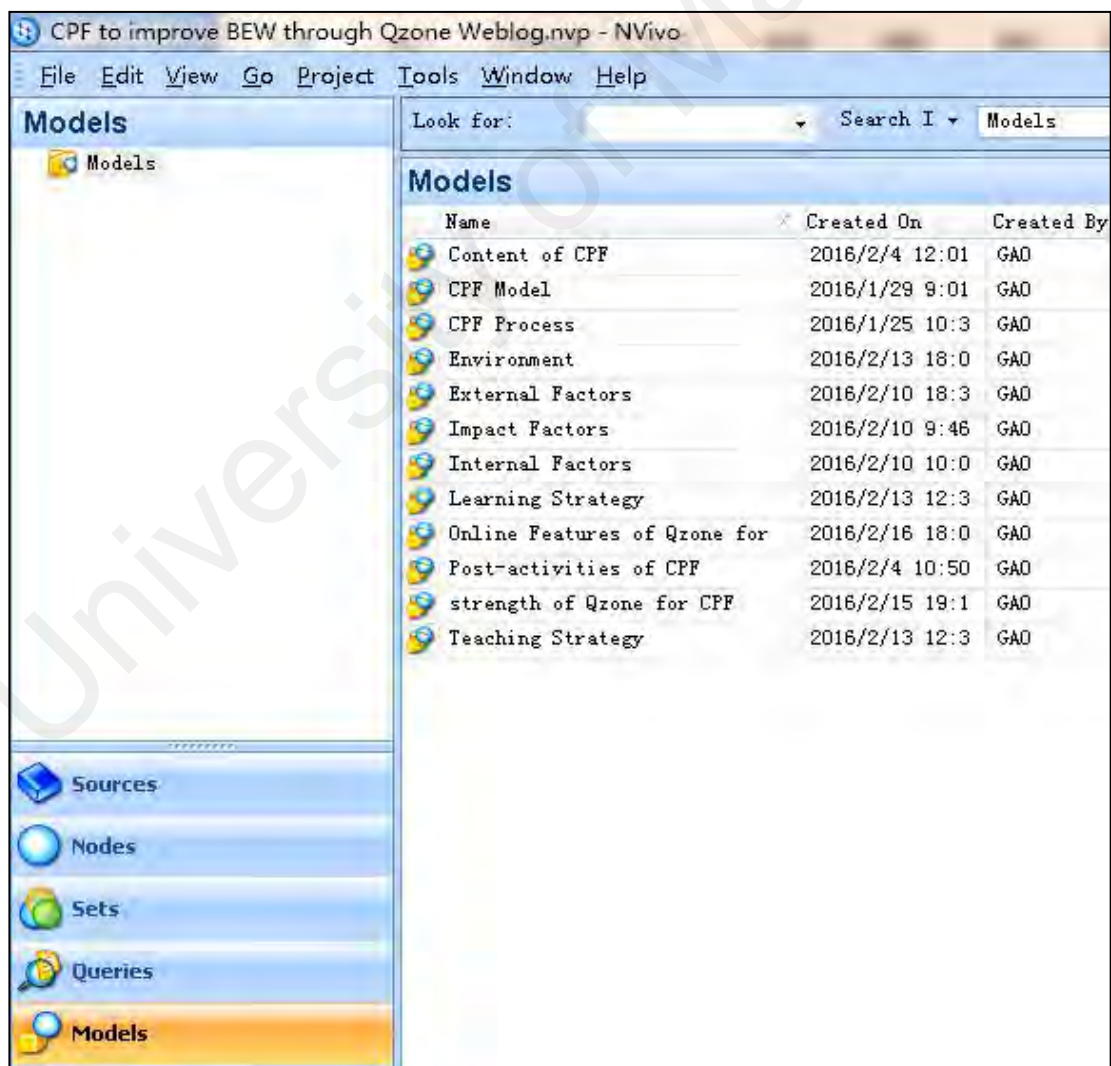


Figure 4.4. Models of this Study in QSR NVivo 8.0

Research Findings

In this study, the concept of “critical thinking” was investigated with “peer feedback” in order to improve peer feedback for Business English Writing in a TEFL environment. The concept of “Critical Peer Feedback” was explored among a case of six Chinese undergraduates in order to improve the quality of peer feedback. In this section, the main findings were described including the case participants’ perceptions of this study, process and contents of critical peer feedback, factors affecting critical peer feedback to improve Business English Writing, and online features of Qzone weblog for critical peer feedback to improve Business English Writing.

The following five parts of findings were explored to answer the five research questions: 1) What are the perceptions of Chinese undergraduates on critical peer feedback using Qzone weblogs for Business English Writing? 2) What is the process of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates? 3) What are the contents of critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates? 4) What are the factors affecting critical peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates? 5) How do the online features of Qzone weblogs affect critical peer feedback in Business English Writing?

Perceptions of Chinese Undergraduates on Critical Peer Feedback Using Qzone Weblogs for Business English Writing. In psychology, “perception” refers to “the organization, identification, and interpretation of sensory information in order to represent and understand the environment” (Schacter, 2011, p. 120). In this study,

“perception” refers to the understanding and identification of a concept or a proposition in the environment of this study. “Critical peer feedback” is a new concept in peer feedback, so it is necessary to study the case participants’ perceptions of this concept and their overall understandings of this study. Based on the data analysis by QSR NVivo 8.0, the perceptions of this study were categorized into three parts - perceptions of critical peer feedback to improve Business English Writing, Qzone weblog for critical peer feedback, and issues that existed in critical peer feedback through Qzone weblogs to improve Business English Writing among Chinese undergraduates.

Perceptions of Chinese Undergraduates on Critical Peer Feedback for Business English Writing. The case participants’ perceptions of critical peer feedback to improve the quality of peer feedback and the quality of Business English Writing through Qzone weblogs were categorized by QSR NVivo 8.0 into the following five parts: 1) Critical peer feedback provides a strategy for higher-order peer feedback; 2) The case participants use the Revised Bloom’s Taxonomy for critical peer feedback in Business English Writing; 3) The case participants emphasize “creating” in critical peer feedback for Business English Writing; 4) Critical Peer feedback improves the quality of peer feedback; 5) Critical peer feedback improves the quality of Business English Writing.

1) Providing a Strategy for Higher-order Peer Feedback

The case participants stated that critical peer feedback provides them a higher-order strategy of peer feedback to improve their Business English writings.

Example 1:

现在, 我认为我们的反馈是批判性反馈。也许都是, 高阶的, 嗯, 综合的, 并且是有逻辑的反馈, 不是语法错误。原来都是纠错, 找语法、拼写错误。现在大家都是大三的学生了, 学了这么多年的英语, 十多年了, 没有那么多语法错误了。通过批判性同伴反馈, 我们开始从内容、格式和写作技巧等方面提意见。我想我们的批判性反馈能力肯定提高了。我们知道哪些方面可以反馈。【……】我们的(反馈)能力(通过批判性同伴反馈)都变得更增强了。

Now, I think our feedback is critical peer feedback. All may be higher-level, you know, comprehensive and logic feedback, but not grammar errors. In the past, all of our feedback are about the writing errors of grammar and spelling mistakes. Now, we are junior students, we have learned English for so many years, more than 10 years. There are no so many errors in our writings. By critical peer feedback, we begin to make feedback on writing content, style and writing skills, and so on. I think our ability of critical peer feedback has improved, and we know which aspects can be reflected in feedback. [...] Our ability (of peer feedback) also becomes more powerful (by critical peer feedback). (Interview Transcript /CP6 /11 Dec., 2015)

In example 1, CP6 indicated that her peer feedback is critical peer feedback and she recognized what aspects can be reflected in her peer feedback. She argued that critical peer feedback is higher-order peer feedback. The other five case participants also strongly believed that critical peer feedback offers them a strategy for higher-order peer feedback in Business English Writing.

However, the six case participants agreed that they mainly focused on error correction of grammar, spelling and punctuation in their prior peer feedback, and they had no knowledge of how to provide a higher-order peer feedback except error correction. They regarded error correction as a lower-order peer feedback in writing assessment, which is more acceptable for primary and middle school EFL teachers and students. Except error correction, they had no definite concept and cognition of the contents, form and skills of peer feedback in higher-level writing such as Business English Writing.

Example 2:

（在同伴反馈中）就是找错。我们老师从来没有教过（怎么进行同伴反馈）。老师在课堂上，都会说让我们找错或者找（写作）问题。具体是什么我们也不清楚（什么错误和问题）。具体啥也不知道（什么是同伴反馈）。好像也没有看过有关（同伴反馈）的东西（可以学习）。知道一点，也是课堂是自己总结的一点个人认识吧。

It is to find where are errors (during peer feedback). Our lecturers never taught us (how to give peer feedback). During the class, our lecturers will ask us to find out (writing) errors or problems. We have no idea about (What kind of writing errors or problems). We know nothing (about peer feedback). It seems that we never read about the relevant knowledge (about peer feedback). If we know something, it may be concluded by our-self. (Interview Transcript/CP2/04, Jan., 2015)

Example 3:

现在，（在同伴反馈中）还是找错。大多数是语法错误，这是非常低级的反馈。【……】在这之前，就是找语法错误。初高中主要关注语法。渐渐的，我们发现这太“low”了，试着找些更有建设性的。可能会好些。

Nowadays, it is still looking for the errors (in peer feedback). And most of errors are grammar errors, which is very low level in feedback. [...] Before this, it's grammar error, because we all focused on grammar in senior middle school. Gradually, we found it's too "low" level, and we tried to find more constructive ideas. That would be better. (Interview Transcript/CP6/23, Oct., 2015)

In examples 2 and 3, the case participants CP2 and CP6 stated definitely that they had never been taught how to give peer feedback and what aspects can be reflected in peer feedback before this study. The other four case participants also agreed that they had never been taught how to give feedback. The case participants revealed that they never learned how to provide peer feedback in class. There is a knowledge gap of peer feedback among them.

The six case participants believed that their English proficiency has reached a vantage or higher level as junior undergraduates of Business English major. They believed that error correction is not suitable to their needs of peer feedback in

collaborative university learning, because there are few errors of grammar, spelling and punctuation in their vantage or higher-level Business English Writing. They also believed that higher-level writing needs higher-order peer feedback, but not error correction. They also stated that the quality of peer feedback is critical to the improvement of EFL writing. They agreed that Business English Writing is a higher-level professional writing which has specific lexicon, register, style and audiences. However, they still did not recognize what kinds of higher-order thinking may scaffold them for higher-level and efficient peer feedback.

Example 4:

(对于同伴反馈) 就是改错, 咋用这个词, 咋用那个语法。以前都没学过。同学们都很反感, 也没有兴趣, 毕竟找不出什么, 好像也没有啥用。【……】现在, 我们的英语应该是中级, 甚至是高级水平了。商务英语写作应该是一种高级英语写作。我们到哪里去找那么多语法错误啊? 所以, 要是找不到(语法错误), 我也不知道(在同伴反馈中)咋弄。

(For peer feedback,) It is to correct the errors, how to use this word or how to use that grammar. We never learned it before. We feel disgust about this, no interest. After all, we can not find anything. It seems no help for us. [...] Now, our English is in a vantage, even higher level. Business English writing is an advanced writing for us. Where can we find so many errors? So I have no idea what to do, if I can not find more errors (in peer feedback). (Interview Transcript/CP5/30, Dec., 2015)

Example 5:

就是纠错。我们老师也从来没有教过我们咋做同伴反馈。但是, 现在, 我们写作中错误越来越少了。纠错在同伴反馈中的有效性越来越低。我们必须找到新的东西进行反馈, 比如写作任务、句子顺序、或者写作逻辑等, 但具体也不太清楚。

It is to find errors. Our lecturers never taught us how to make peer feedback. But now, there are few errors in our writing. The efficiency of peer feedback is quite low with error correction. We must find something new in peer feedback such as writing tasks, writing sentence order, or writing logic, but exactly we are not sure about it. (Interview Transcript/CP6/30, Dec., 2015)

In the examples of 4 and 5, the case participants CP5 and CP6 echoed that

their English is at a higher level as junior undergraduates majoring Business English. They had no knowledge about how to make “efficient peer feedback” except error correction. During the teaching of Business English Writing in this study, the lecturer still used the traditional methods of peer feedback - error correction, in which she asked the students to look for errors in grammar, spelling and punctuation in Business English writings. All case participants indicated that error correction has low effectiveness for higher-level Business English writing.

In summary, the case participants believed that critical peer feedback is a strategy for high-order peer feedback with critical thinking skills. Business English Writing is a higher-level writing, and it needs higher-order peer feedback in collaborative learning. Error correction is regarded as lower-order feedback in Business English Writing.

2) Using Revised Bloom’s Taxonomy for Critical Peer Feedback

In this study, three models of critical thinking including Reichenbach’s Six-steps Model (2005), Revised Bloom’s Taxonomy (2012) and Paul-Elder Model (2010), were presented to the case participants for critical peer feedback at the workshops (see Table 3.3). The case participants were encouraged to study other models and explore their own model of critical thinking in order to explore a more reasonable and applicable model to practice critical peer feedback.

Among these three models of critical thinking, all case participants stated that the Revised Bloom’s Taxonomy is a “reasonable, easy and clear” model to conduct critical peer feedback. This model is more acceptable and easier for beginners of

critical peer feedback. In the Revised Bloom's Taxonomy, the first three steps of "remembering, understanding and applying" are the processes of lower-order thinking. While the last three steps of "analyzing, evaluating, and creating" are critical thinking skills which are more appropriate for critical peer feedback to evaluate Business English Writing.

The key words of "analyzing", "evaluating" and "creating" in the Revised Bloom's Taxonomy, are frequently presented in interview transcripts and artifacts of critical peer feedback. The critical thinking skills of "analyzing, evaluating, and creating" are their process to understand and reflect their peers' writings. The key word "analyzing" is used to "analyze, classify, compare, contrast, identify, explain, interpret, reason and summarize" the Business English Writing tasks. The use of "evaluating" is to "assess, critique, recommend, test and verify" the quality of the writing. The use of "creating" is to "refine, improve, reorganize, revise, rewrite, summarize" the writing for higher requirements (Krathwlhl et al., 2001, p. 67-68).

Example 6:

我认为最近的两次批判性同伴反馈对我很有帮助，特别是在写作过程中。我们知道可以哪里可以反馈了，怎么去反馈了，不再仅仅是纠错了。【……】有了批判性同伴反馈，最起码我们发现了很多问题，然后去分析、综合、评价，甚至重写。（有了批判性同伴反馈）好多了。

I think the last two times of critical thinking have certain kind of help, especially in the process of writing. We know which parts to feedback and how to feedback. Our peer feedback is not just error correction. [...] But with critical peer feedback, we can find many problems and then analyze, summarize, evaluate, and rewrite it. It is much better (with critical peer feedback). (Interview Transcript/CP1/23 Oct., 2015)

在同伴反馈中，批判性思维就是一个从低级思维到高级思维发展的过程。批判性同伴反馈属于高级阶段的同伴反馈。我通常都是读读

题目，然后试着分析、评价，然后创新。有种综合分析的感觉。

Critical thinking is a process from lower-order thinking to higher-order thinking in peer feedback. For critical peer feedback, it belongs to higher-order critical thinking. I will read the title, understand it, then try to analyze, evaluate and make a creation. It is a comprehensive feeling. (Interview Transcript/CP2/08 Dec., 2015)

我意识到我们的批判性思维更多关注创新和逻辑性思维【……】我认为这是有逻辑的综合处理问题的过程。只有通过这个逻辑的过程，你才能更好的有条理的理解问题，从而解决问题。

I recognized that “critical thinking” pays much attention to creation, and logical thinking. [...] I think it is a logic and comprehensive process of dealing with a question. Only by this logic process, you can understand the question better and then deal with it. (Interview Transcript/CP3/09 Dec., 2015)

批判性思维就是记忆、应用、分析和做结论的过程【……】但是，中国真的是缺乏批判性思维。我们看问题都很简单，都是表面现象，好像也没有过多想过这个事情。

Critical thinking is a process of remembering, applying, analyzing, and concluding. [...] However, there is a lack of critical thinking education in China. In our view, we simply see something. It is just the face and surface phenomenon. It seems that we never think about it more. (Interview Transcript/CP4/09 Dec., 2015)

从我的观点看，批判性思维就是综合理解、分析和推理的过程。通过这个过程，我们能够更好的理解一个东西，从而发现其中的问题。平时去分析一个东西，好像也是这个方法吧。也没别的啦。

From my point of view, critical thinking is a comprehensive understanding, analyzing, and reasoning process. By this process, we can better understand a question and find the problems. Usually, we deal with things like this. There is no other way. Nothing more. (Interview Transcript/CP6/11 Dec., 2015)

In example 6 excerpted from the first-turn interviews, the five case participants commonly had a surface cognition of critical thinking skills of “understanding”, “applying”, “analyzing”, “evaluating” and “creating”, which were based on the Revised Bloom’s Taxonomy. According to the word frequency query of interview data by QSR NVivo 8.0, these six key words of “remembering”, “understanding”, “applying”, “analyzing”, “evaluating” and “creating” are highlighted in top 100

words. This word frequency query implies that the six key words in Revised Bloom's Taxonomy are frequently mentioned by the six case participants. In addition, all the six case participants agreed that critical thinking skills of the Revised Bloom's Taxonomy are more acceptable for critical peer feedback. However, CP5 obtained the Revised Bloom's Taxonomy at her second interview.

All case participants also believed that Paul-Elder Model (2012) presents an intellectual standard not only for critical thinking, but for the evaluating standards of Business English Writing. A successful Business English Writing shall meet the standards of "clarity, accuracy, logic, and completeness" (Chen, 2005; Chen, 2010). Business English writers shall have the intellectual traits of "autonomy, integrity, courage, and perseverance" (Paul & Elder, 2009). However, these six case participants admitted that Paul-Elder Model is more difficult to grasp and put into practice within a short time for beginners of critical peer feedback. In the interviews and artifacts of critical peer feedback, the six case participants seldom mentioned Paul-Elder Model and its key words.

3) Emphasizing "Creating" in Critical Peer Feedback for Business English Writing

In the Revised Bloom's Taxonomy, "creating" is defined as "putting elements together to form a coherent or functional whole", and "recognizing elements into a new pattern or structure through generating, planning, or producing" (Krathwohl et al., 2001, p. 67-68). In the practice of critical peer feedback, the case participants stated that their main activities are not only of "evaluating coherence and logic",

“recognizing writing structure”, and “re-editing, rewriting”, but also highlighting the “re-creating” of sentence patterns, wording, and the organization of writing concepts and structures in Business English writings.

In critical peer feedback for Business English Writing, the case participants understood “creating” as “creativity” to select more suitable and correct words, more logically sentences, and more sensible and reasonable writing structures, etc. The six case participants also emphasized other “creative” factors for a successful Business English writing such as the aspect of pragmatics like more flexible expressions for audience’s acceptance, politeness, cooperation and possibility of success marketing.

Example 7:

跟以前相比（同伴反馈），我觉得不仅仅是注意到了以前学过的基础知识。这些都是基础的东西。自从学了批判性思维，我感觉创新非常重要。不能老是老一套的写作了，按部就班。总要写些吸引人的东西。我想，我的创新（商务英语写作）能力提高了很多。我也学到了很多。反正用语言也表达不出来。

Compared with the prior study (of peer feedback), I feel that we not only pay attention to the learning of basic knowledge of language. These are the fundamental ones. After the learning of critical peer feedback, I also feel that the creativity is also very important. I can’t write in the old way with no changes and creativity. We must write something new to attract the readers. I think my creativity in Business English Writing is greatly improved. I learned a lot in this study (of critical peer feedback to improve Business English writing). Anyway, I can not speak out what they are.(Interview Transcript/CP1/23 Oct., 2015)

在这个研究中，我最大的收获不仅仅是单词或句子表达，而是创新。我的思维达到了一某个新的高度。对我很有用。商务英语写作中，创新也很重要啊。可以让写作变的更丰富多彩，可以吸引客户啊。现在，想找个客户真不容易，竞争太激烈。不创新，就没有出路啊。

My biggest harvest in this study is not the accumulation of words and sentence patterns, but creativity. My thinking stage reaches a new extent of height, which is very helpful for me. In Business English Writing, creativity is also needed. It can make your writing more colorful and attractive to the potential customers. Nowadays, it is not easy to find a

customer. The competition is too fierce. There is no way out without creation. (Interview Transcript/CP2/23 Oct., 2015)

(在批判性同伴反馈中)，我也比较注重“创新”。大家都按照课本的模版写，千篇一律，大都一样，开头，句子，段落和结尾。这样很没有意思，估计也达不到应有的效果。记得一次写客户开发信，大家都是写“Establishing New Business Relationship”这样的主题，估计百分百没有人看这样的信件，直接当垃圾邮件删除了，或者屏蔽了。各方面都要创新，我往往会提创新方面的意见。

(During critical peer feedback in this study), I also paid more attention to “creating”. All of us write according to our textbook, and all writings are the same beginning, sentence structure, paragraph and closing. This kind of writing is boring and can not reach the effect of business writing. I remembered once that we wrote a letter with topic of “Establishing New Business Relationship”. All of our reference in the email is “Establishing New Business Relationship”. I definitely believe that no one will read this letter. The letter will be deleted or even shielded directly. So all aspects need creation. I usually give some feedback on the creation. (Interview Transcript/CP3/09 Oct., 2015)

现在（国际贸易）竞争这么激烈，不动动脑子肯定不行，你写的邮件直接都当垃圾邮件删除了。所以我们必须创新，这方面的技巧也在不断发展，例如你写邮件，怎么让收信人阅读呢？这个也有技巧，例如图片不要发附件，每人看附件，浪费时间，还有可能病毒；主题一般都是低价吸引人等。所以在写作的时候，我们必须注意创新。如果我有好的方法，我都会在（批判性同伴）反馈中给（同学们）提出来。

Nowadays, the competition of international trade is very severe. We can not use our head and be clever otherwise our email will be deleted as trash directly without reading. So we must create our writing. In the aspects of creation, there are also a lot of skills. For example, how to persuade your email receiver read your email? There are a lot of skills. Do not have attachments for pictures (or offer). No one download attachments (because of wasting time or virus in attachments). Use low price to attract the reader. So during the writing, we must pay attention to creation. If there are good skills or methods, I will tell (my classmates) (during critical peer feedback). (Interview Transcript/CP4/09 Oct., 2015)

自己的作文看不出毛病，认为写的可好。但是，读了别人的作文，发现毛病太多了，太老套，句子很生硬，并且商务英语写作中的套句和范句也都没有用上。所以，商务英语写作也必须创新，否则，写出来的东西自己都懒得读，别人更不愿意去读了。因此，就达不到商务沟通的目的。（批判性同伴）反馈时，我尽量给（同伴）提一些这方面的问题，让他们着重去创新，写的有新意些吧。

We can't find problems in our own writings and look it very good. But after we read other's writings, we can find many problems, old-style writings, and inflexible sentences. We even do not use the model sentences right. So Business English writings also must be creative. Otherwise, we ourselves do not want to read our own writings, and how can we persuade our customers to read. So we can not read the objectives of business writing. During (critical peer) feedback, I will try my best to give feedback on this aspects and push them to create the writings and make the writings with new ideas. (Interview Transcript/CP5/23 Oct., 2015)

在商务英语批判性同伴反馈中，我们都意识到了“写作创新”的重要性。这也跟我们的时代步伐相一致，建立创新性社会。不创新，就没有出路。不创新，写出来的文章也每人读。所以，（在批判性同伴反馈中），我都会提一些写作“创新”的思路，如何写吸引读者、如何写句子更通顺、更符合西方读者的文化，更容易被接受等。During critical peer feedback in Business English Writing, all of us realized the importance of “writing creativity”. This idea follows the same step with the social development - to built a creative society. No creativity, no way out. No writing creativity, no one is willing to read our writings. So, (during critical peer feedback), I always give some feedback on “creating” writing about how to attract the readers, how to write smooth sentences, how to cater for the western readers' culture and how to be easier to be accepted, etc. (Interview Transcript/CP6/23 Oct., 2015)

In example 7, CP1 emphasized the importance of “creativity” in Business English Writing. CP2 articulated that his “biggest harvest” in this study is the “creativity” in Business English Writing. CP3 gave an example about the importance of creative writing in Business English Writing. CP4, CP5, and CP6 all echoed that their “writing creation” is very important in Business English Writing during critical peer feedback. They also tried to improve their peers' writings from the perspective of “creativity” like wording, sentence, logic, cohesion and communicating skills. The six case participants believed that their Business English writing becomes more creative with new ideas of organization and improved expression through critical peer feedback. They argued that although some points

are difficult in creativity such as wording and sentence structure which are based on their language proficiency and writing performance. They believed that they can improve a lot in creativity with critical peer feedback.

Example 8:

- 1) I think the conclusion shall be creative and has your own opinions in business report. Otherwise, how can your leader make decision based on your report? Please tell us clearly your conclusion in this writing. (CPF Artifacts/2015-12-16/CP1)
- 2) Resume writing shall write your special character and abilities to cater for this position. You want to get this kind of position, tell the interviewer your potential advantages. (CPF Artifacts/2015-09-15/CP2)
- 3) It is interesting to design your own business card. But you design shall be eye-catching and attractive. Please add something new and creative design on it. (CPF Artifacts/2015-09-22/CP3)
- 4) I like your writing about this congratulation letter. Your language in this congratulation letter shall be more formal and creative to cater for the western culture. In other word, you shall directly express your congratulation with more touching language. Your language can be improved. (CPF Artifacts/2015-10-17/CP4)
- 5) Your research proposal about the cultivation of Business English talents is very close to our field. I wish you can collect data and really find some suggestions to our university. It is a creative writing and meaningful. (CPF Artifacts/2015-12-17/CP5)
- 6) This writing is good with creative ideas to study the Youtube marketing in hair product international trade. It is a new idea for me. I wish it is useful for my job. (CPF Artifacts/2015-12-20/CP6)

In the example 8, the six case participants all argued the “creating” in Business English Writing is very important and they tried to give critical peer feedback on “creating” writing.

Therefore, the case participants believed that “creating” or “creativity” in critical peer feedback is very important for Business English Writing, and they paid much attention to provide critical peer feedback in the aspect of “creating”. They also regarded “creating” as an important content for successful Business English

writing. The “creating” were discussed at wording, sentence structure, logic, cohesion and communicating skills in this study.

4) Improving the Quality of Peer Feedback

The six case participants believed that the quality of peer feedback had improved in the aspects of contents and process through critical peer feedback. The case participants argued that their prior skill of peer feedback is error correction for grammar, spelling and punctuation. With the study of critical peer feedback, they strongly believed that this study of “critical peer feedback” provides them a new strategy for peer feedback with critical thinking skills. Through critical peer feedback for Business English Writing, they found that they could provide higher-order peer feedback from the aspect of critical thinking including “analyzing, evaluating and creating”. They strongly agreed with the Revised Bloom’s Taxonomy Model of critical thinking. The critical thinking skills of “analyzing”, “evaluating” and “creating” are higher-order thinking which provide them helpful skills to improve the quality of peer feedback.

Example 9:

在某种程度上，我们的反馈是批判性反馈。我们是按照批判性思维方式进行反馈的。我们的反馈能力都提高了。【……】通过批判性同伴反馈，我们相互反馈，相互学习，相互找写作弱点。当然，我们也找到了同伴的优势。互帮互助，我们的反馈质量肯定提高了。

【……】在写作活动中，我们的批判性同伴反馈能力也提高了很多。

In certain extent, our feedback is critical peer feedback. We make our peer feedback according to the skills of critical thinking. Our ability of feedback has improved. [...] By critical peer feedback, our group members feedback to each other. We learn from each other, and look for each other’s weaknesses in our Business English writings. We also find our peers’ strengths. We have improved our quality of peer feedback by mutual complement and scaffolding. [...] In our writing activities, we can

use this method to make our ability of critical peer feedback improve greatly. (Interview Transcript/CP1/23, Oct., 2015)

跟以前的反馈相比，（反馈质量）肯定提高了。以前的反馈，就是语法纠错。现在，我们首先关注的是先做的综合方面，句子是不是通顺连贯，有没有创新来吸引客户，并且让我们的客户把东西读完。（我们的同伴反馈）越来越具体和高级了。

Compared with the prior peer feedback, it (the quality of peer feedback) has improved. In the prior peer feedback, it is error correction of grammar. Now, our critical peer feedback first focuses on the integration of writing, the smoothness of sentences, cohesion, and the creation whether it attracts my reading interests and motivates me to finish the reading. It (our peer feedback) becomes more and more specific and advanced. (Interview Transcript/CP3/09, Oct., 2015)

当然，根据批判性思维，你跟你的同伴进行反馈，你也会注意到（写作中的）一些问题。你就不会去犯同样的错误了。如果没有批判性同伴反馈，你就意识不到这一点。我们可以给一个综合的评价了。自己的能力毕竟有限嘛。别的同伴可以帮助你，然后你去修改。然后，你就可以提高很快了。因为几个人的思维肯定能超过一个人啊。三个臭皮匠顶个诸葛亮嘛。

Certainly, you give feedback to your classmates based on critical thinking, and you will also pay attention to it (the writing). You will not make the same mistake next time. If we don't use critical peer feedback, you can not recognize it by yourself. We can give a more comprehensive feedback on it. An individual has limited ability on it. Other peers give you this feedback, you will revise it. Then you will have a big improvement. Because the thinking from one person can not go beyond many persons. (Interview Transcript/CP6/23, Oct., 2015)

In example 9, CP1 argued that his quality of peer feedback had improved with critical peer feedback through collaborative learning. The students can provide feedback for each other and learn from them. CP3 indicated that she focused on the integration of the writing in peer feedback, not only error correction, but also sentence, cohesion, and creation of writing. CP6 illustrated the function of critical peer feedback in the process of peer feedback, and how critical peer feedback scaffolds her to improve the quality of peer feedback. CP1, CP3 and CP6 clearly agreed that critical peer feedback had improved the quality of peer feedback.

Example 10:

- A) First, the writing shall be aligned, because it looks in a mess. Second, I think the telephone number and email address shall be put in the end. When you contact, you can find the information at the first sight. At last, if you can add your own contact information, your resume will become more attractive and eye-catching.
- B) I want to make a correction, the contact information can be written anywhere, if only it is eye-catching.
- C) First, you do not finish it (your writing tasks). Second, it may be same with the composition that the lecturer gives our (us). In my opinion, you should add something different.
- D) First, there only is (is only) one person. You should not write the “cc”. Second, you need not add the name of the company in the first paragraph. Third, I think the third sentence is useless. Finally, you should be polite in the end.
- E) I think conclusion is too simple. You can add your ideas according to the result the part of finding, i (I) just feel you directly write the information, do not (but) deal with the information.
- F) Others are good. The information is detailed. It is worth learning.

(CPF Artifacts-CP3/CP3)

Example 11:

- A) The form is correct, and I can catch what you want to say. But the third sentence is not very clear, and some information in the body can be deleted. You need to write this closely based on our writing tasks.
- B) First, there is only one person, you should not write the cc. Second, you need not add the name of the company in the first paragraph. Third, there shall have a date in letter writing.
- C) In your first sentence, he will take charge of the sales in northeastern America, which doesn't mean he works there. What do you think? You need clearly write his last job and his next job in this company. You also need to write the importance of his position. This is to show respect to him and also warn the staff that they must attend this welcoming party.
- D) You did not mention the time of information, I think, if you mentioned it, it would be better. You just referred to the school Walt Dowling studied, but not in details. I think your writing shall be more formal. Your language can be improved after reading some sample writings. Other part is good, and some are outstanding.
- E) From what you wrote, I have a more clearly understanding to our writing tasks of “Business Report”, and I think you did a good job, it is brief and to the point.
- F) I think it is good that your writing analyzes the advantages and

disadvantages of the two selected company. However, recommendation may be more specific.

(CPF Artifacts-CP4)

Example 12:

- A) You used “first” and “second”. It is very clear, it is easy to understand. The writing looks logic and in order.
- B) I think recommendation should be written about your ideas according to your investigation. Business report writing shall be concise, brief and specific, otherwise it is not helpful to the leaders.
- C) Correct format, appropriate words, wonderful! The conclusion can be more detailed. Although, it is one of the most important parts in Business Report writing.
- D) About the findings, you can explain how to choose from the two companies. Or you can frankly make suggestions to your boss. All in all, you know more than your boss about this. Others are very good.
- E) The verb “congratulate” shall be used correctly like “congratulate sb. on sth.” and “congratulate sb. for (doing) sth.”. The whole passage is wonderful. But I think the last sentence does not match very well with the passage.
- F) I think everything is good except the last sentence. You should do it politely. I think it it very important to be polite and considerable in business communication. Ok?

(CPF Artifacts-CP6)

The three examples 10, 11 and 12 listed some critical peer feedback from the case participants on their writing assignments. The data shown that CP3, CP4 and CP6 seldom provides error corrections and always logically provides their feedback on style, writing tasks, and syntax, etc. Although their contents of critical peer feedback needs to be improved, it goes beyond error correction. They have improved the quality of peer feedback in this study.

Therefore, from the data analysis of their interview data and their artifacts of critical peer feedback, the quality of peer feedback has improved to a certain extent among the case participants. But there are still many aspects that need to improve, especially in contents of feedback and feedback language. The case participants also

believed that their abilities of critical peer feedback are improving with more and more practices in Business English Writing. At the same time, the quality of critical peer feedback will improve with more practices of critical peer feedback in Business English Writing.

5) Improving the Quality of Business English Writing

Additionally, the six case participants strongly believed that the quality of peer feedback had improved through critical peer feedback and then the quality of Business English Writing had also improved through critical peer feedback. With critical peer feedback, their Business English writings are with less errors, improved in content and style, and become more attractive especially through feedback on the aspect of “creating”.

Example 13:

我认为我的商务英语写作能力提高了。因为，跟以前的教学相比，无论什么写作，商务英语写作或者基础英语写作，都没有同伴反馈。老师只教写作技巧和方法。通过批判性同伴反馈，我们学的更多了，我们阅读了同学的写作，加深了写作任务，提高了写作水平，也提高了批判性思维能力。【……】通过修改和重写，我的商务英语写作肯定提高了。这毫无疑问啊。

I think my Business English writing has improved. Because, compared with the prior instruction, whatever kinds of writing - Business English writing or basic English writing, there is not peer feedback. The lecturer only teaches writing skills and methods. By critical peer feedback, we can learn more on writing tasks and improve our writing ability and critical thinking ability. [...] After re-editing and rewriting, my Business English writing has definitely improved. There is no doubt about this. (Interview Transcript/CP5/23, Oct., 2015)

In example 13, CP5 stated that the prior teaching of writing did not instruct peer feedback, but only writing skills and methods. With critical peer feedback, she can compare her writings with others and learn more about writing skills and

methods. She further argued that “after re-editing and rewriting, her Business English writing has improved definitely”. In Business English Writing assignments, CP5 has rewritten all her assignments after receiving her peers’ critical peer feedback and then she re-uploaded her re-writings to her Qzone weblogs.

Example 14:

当然了，你给你的同学进行反馈，你也会注意到这些问题。你就不会再去犯同样的问题。如果没有批判性同伴反馈，我们自己也意识不到。我们也给了很多综合反馈。一个人的能力是有限的。别人给你反馈，你就好好修改。肯定有很大的提高。因为几个人的思维肯定能超过一个人啊。三个臭皮匠顶个诸葛亮嘛。我们的商务英语写作能力是综合提高啊。

Certainly, you give feedback to your classmates on their writings, and you will also pay attention to it. You will not make the same mistake again. If we don’t have critical peer feedback, we can not recognize it by ourselves. We can give a more comprehensive feedback on it. An individual has limited ability on it. Other peers give you this feedback, you will revise it. Then you will have a big improvement. Because the thinking from one person can not beyond many persons. Our Business English writings get comprehensive improvements. (Interview Transcript /CP6/23, Oct., 2015)

In example of 14, CP6 admitted that the quality of Business English writing had improved after receiving critical peer feedback. She believed that several peers can be more helpful in critical peer feedback - “the thinking from one person can not beyond many persons.” Critical peer feedback is mutually beneficial. As she provides critical peer feedback for her peers, she also learns from her peers’ feedback. Her peers could scaffold her to point out mistakes and errors. Therefore, she insisted that critical peer feedback facilitate her Business English writing - “Our Business English writings get comprehensive improvements”.

Example 15:

Notice
(*First Writing*)

Dear all staffs:

Please join me in welcoming Mr. Walt Dowling, who before was the assistant of the manager in Parlights company. Mr. Walt Dowling was very humorous in daily life. But he took work very seriously and was working hard. And now, I would like to tell all of you that he will be appointed our newly sales manager of Northeast United States from October 20, 2014. So let's hold a party to celebrate it.

Yours sincerely

HR Department of Strand Lighting company

Notice (*Rewriting 1*)

October 15, 2014

Dear Staff,

Please join us in welcoming Mr. Walt Dowling, who was the assistant of our General Manager in Parlights company. Mr. Walt Dowling is very humorous in daily life. But he takes work very seriously and works very hard. And now, we would like to tell all of you that he is appointed as our new sales manager of Northeast United States from October 20, 2014. So let's hold a party to celebrate it on October 20, 2014, at the second floor of the Sunshine Hotel. For further information, please call us at 543210012.

Yours sincerely,

HR Department of Strand Lighting Company

Notice (*Rewriting 2*)

October 15, 2014

To Sales and HR Department,

A welcome party for Mr. Walt Dowling, will be hold on 6.30 p.m., 20th October, at second floor of Sunshine Hotel. All members in the department of sales and human recources are welcome to attend this welcome party on time.

Mr. Walt Dowling will be our new sales manager of Northeast United States from 20th October, 2014. Mr. Walt Dowling was the assistant of our General Manager in Parlights company. He is very kind, humorous and works very hard.

For further information, please call us at 543210012.

Yours sincerely,

HR Department of Strand Lighting Company

(BEW Artifacts/A5/BEW-CP5)

Example 15 is a notice written by CP5 and her two re-writings. Based on the analysis of the three writings, her rewriting has improved with more specific items such as punctuation, time of notice, contact number, and the schedule of the party like place of the celebration. But the most important is that the third rewriting becomes more logic in sentence order and follows the western writing and thinking style in expressions. The language is also modified. Although her re-writings need further improvement in language and structure, she had made some improvements by critical peer feedback from CP2, CP4 and CP6.

According to the study of the Business English Writing artifacts, CP5 rewrote and re-uploaded all her assignments onto her Qzone weblogs for more critical peer feedback. She stated that she learned much from critical peer feedback. The following example 16 is an example of her writing of congratulation letter and her rewriting. CP5 has improved wording, expression and sentence structure in her rewriting.

Example 16:

Congratulation Letter
(*First Writing*)

Dear Laura,

I am writing to offer my sincerest congratulations on your admission into Harvard University. You will learn the major that you are expecting at Commercial College. To be honest, I like this major, too. As your close and dear friend, I just want you to know how lucky I could share your pride and how happy I am at the good news.

In my opinion, you work very hard all the time. Besides that, you are a very intelligent girl. So now what you received is worthy. I am sure that you will make great progress in your study and gain a bright future in your life.

Best wishes!

Cara

Congratulation Letter
(*Rewriting*)

Dear Laura,

I am writing to offer my sincerest congratulations on your admission into the Harvard University. As your close and dear friend, I just want you to know how lucky I could share your pride and how happy I am at the news.

You always work very hard all the time and you are intelligent. This admission is a reward that you deserve. I am sure that you will make a great progress in your study and gain a bright future in your life. I also wish you can make a great achievement in your school career and I am looking forward to good news from you soon.

Best Wishes!

Cara

(BEW Artifacts/CP5/19 Oct., 2015)

In example 16, the rewriting deleted three sentences - “In my opinion, you work very hard all the time. Besides that, you are a very intelligent girl. So now what you received is worthy.” In the rewriting, it is replaced by one sentence as “You always work very hard all the time and you are intelligent. This admission is a reward that you deserve.” The rewritten sentence is more logic and acceptable in this formal congratulation letter writing. At the end of the letter, a sentence to express hopes was expressed as “I also wish you can make a great achievement in your school career and I am looking forward to good news from you soon.” Therefore, the rewriting becomes more readable and caters for the western language expressions.

Example 17:

Introduction
(*First Writing*)

1Xuchang is one of the world’s largest production bases of hair products. In
2recent years, under the new situation of Global trade and the rapid increase in
3the wig industry, buyer’s purchase has changed greatly, and the simple
4picture display can not meet the demand of consumers. at the same time, due
5to resource competition, price wars and lack of awareness of products brand,

6network promotion form has been unable to meet the needs of the majority of
7businesses, many manufacturers lose their core competencies and future
8development opportunities. At this point, YouTube video marketing as a new
9marketing method, is widely used by many foreign trade enterprises. this new
10marketing mode has brought unlimited development space for Xuchang
11products enterprises. This new marketing mode has brought unlimited
12development space for Xuchang hair product enterprises. It is a long-term
13search engine optimization (SEO), and a long-term drainage method.
14“YouTube video marketing can bring a lot of long-term accurate traffic to
15enterprises, whether it is in site rankings, or product promotion Ekenel”
16(Ekenel & Semela, 2013).

17Studied in Xuchang Longqi hair company, this paper made a deep
18understanding about YouTube video marketing. Combined with the
19background of marketing development of Xuchang hair products, the
20author using the quantitative analysis method, collected the latest source of
21traffic data, and investigated the strategy and effect of YouTube video
22marketing in B2C cross-border trading, find that YouTube video marketing
23has bring many traffics and increased profits for companies. The aim of this
24study is to help more small and medium-sized enterprises to understand and
25use the YouTube video marketing, and help enterprises to bring more orders
26and higher profits.

27The main conclusions are following: In the fierce market competition,
28YouTube video marketing is the main source of traffic of store. In today's
29fierce competition, Whether the enterprises use YouTube video marketing
30determines the performance of network sales.(P. Ameigeiras, 90) But
31recently, the mode of marketing YouTube video is not used for small and
32medium enterprises, enterprises should combine their own ability,
33reasonable use of YouTube video marketing enterprise to bring convenience,
34create the best profit. The study has reference and guide meaning for hair
35product enterprises in marketing and strategic planning.

Introduction (Rewriting)

1Xuchang is one of the world's largest production bases of hair product. In
2recent years, under the new situation of global trade and the rapidly
3increasing in the hair product industry, the purchase power has changed
4greatly. The simple picture display in marketing can not
5meet the demand of consumers. At the same time, due to resource
6competition, price wars and lack of awareness of products brand, network
7promotion form has been unable to meet the needs of the major business.
8Many manufacturers lose their core competition and future development
9opportunities. At this point, YouTube video marketing as a new marketing
10mode is widely used by many foreign trade enterprises. YouTube video

12marketing model is the integration of event marketing, entertainment
13marketing and implantable marketing. It is a long-term SEO, and a
14long-term drainage method. YouTube video marketing can bring a lot of
15long-term accurate traffic to enterprises, whether it is to the site rankings, or
16do product promotion. (Ekenel & Semela, 2013)

17This study makes a deep understanding of YouTube video marketing in
18Xuchang Longqi Hair Company. This thesis combines with the background
19of marketing development of Xuchang hair products, uses quantitative
20analysis method, collects the latest source of traffic data, and investigates
21the strategy and effect of YouTube video marketing in B2C cross-border
22hair products trade, and finds that YouTube video marketing brings many
23traffics and increases profits for companies. This study may help small and
24medium-sized enterprises to break through the traditional marketing model,
25and enter a new marketing field, which will bring more orders and higher
26profits.

27The thesis consists of three chapters. The first chapters gives a brief
28introduction of YouTube video marketing and YouTube video marketing in
29B2C cross-border. The second chapters is about YouTube video marketing
30strategy in Longqi Hair Product Company marketing. The third chapters is
31the effectiveness of YouTube Video Marketing of Longqi Hair Product
32Company.

(BEW Artifacts/A6/BEW-CP2)

This example 17 is an academic writing which requires the case participant to write a short introduction of his research proposal. The research proposal was numbered line by line in order to clearly show the changes after critical peer feedback. The case participant 2 plans to research “The strategy and effect of YouTube video marketing in B2C Hair Product international trade”. According to critical peer feedback, he rewrote his writing and make many changes. The rewriting made some corrections such as improper terms (“hair product industry” instead of “wig industry”; “purchase power” instead of “buyers’ purchase”), grammar expressions like “with the rapidly increasing” and “the needs of the major business”. The rewriting also refined the term “YouTube video marketing model” at line 11 to line 16. It is apparent and obvious that the rewriting definition is more definite in

expression and more readable in grammar. In the second paragraph of rewriting, the sentence order and logic of the research methodology were adjusted and it is more acceptable in grammar and syntax. Although there are still many problems in the rewriting, the rewriting has improved a lot in language, grammar, sentence structure and logic, etc.

Example 18:

Introduction
(First Writing)

1With the development of Chinese social economy, China has made a great
2progress in international trade, but also encountered many challenges.
3Cross-border e-commerce is not only a new form of trade, but also a
4marketing model that more and more enterprises are taking actions. In the era
5of economic globalization, cross-border business has made great
6development. At the same time, the competitions between enterprises are
7becoming more and more fierce. At the same time, the competition between
8enterprises are becoming more and more fierce, the development of
9cross-border e-commerce enterprises has a great demand for business English
10talents. Therefore, at present many colleges and universities need to do a
11good job to improve the quality of education, and improve the ability of
12business English students.

13Hair product economy, as a key industry and star industry plays an
14important supporting role in Xuchang. Hair product economy is mainly
15foreign trade economy. Hair products exported from Xuchang account for
1685% of China (Gao, 11). Xuchang is the industrial belt of hair product. It
17plays an important role in Xuchang economy.

18Xuchang University is the only undergraduate college in Xuchang, and it
19has cultivated many talents for this area. Talents graduated from Xuchang
20University mainly work in Xuchang. Therefore, Xuchang University shall
21take the responsibility of cultivating excellent talents to meet the
22requirements of cross-border e-commerce enterprises and improve the
23growth of Xuchang local economy.

24To in-depth understanding of the current demand status of business English
25students in cross-border business enterprise, this paper explores a training
26program for the cultivation of business English students under the
27background of the current cross-border e-commerce. There are 70 copies of
28the questionnaires, among which 67 companies give feedback, and 62
29copies of the questionnaires are valid. So the effective returns-ratio is 93%.

30According to research contents, the questionnaire survey consists of 12
31questions, including 4 single choice questions, 4 multiple choice questions
32and 4 matrix single topic selection. The author analyzes the research results
33by excel.

34This paper includes three chapters. Chapter one is the analysis of
35cross-border e-commerce status, including the talents demands of
36cross-border e-commerce and cultivation situation of business English
37talents. Chapter two is the analysis of cross-border e-commerce enterprises'
38demands for business English talents, which mainly includes three aspects,
39requirements of professional knowledge, ability structure and certification.
40Chapter three is based on chapter two, and mainly proposes the cultivation
41strategies of business English talents under the background of cross-border
42e-commerce.

43Xuchang University, as the only undergraduate college in Xuchang, should
44take the responsibility to cultivate excellent graduates to meet the
45requirements of cross-border e-commerce enterprises and improve the
46growth of local economy. The author, as one of the graduates in Xuchang
47University, have learned much here and proposed the appropriate
48countermeasures to Xuchang University on the cultivation of Business
49English students. This study can not only help Business English students
50know the demands situation of cross-border e-commerce enterprises, but
51also improve the education quality of Business English in Xuchang
University.

Introduction (Rewriting)

1With the development of Chinese social economy, China has made a great
2progress in international trade, but also encountered many challenges. Cross
3border e-commerce is not only a new form of trade, but also a marketing
4model that more and more enterprises are taking actions. In the era of
5economic globalization, cross-border business has great development. The
6development of cross-border e-commerce enterprises has a great demand for
7business English talents. Therefore, at present many colleges and universities
8need to improve the quality of education, and improve the ability of business
9English talents.

10To understand the current demand status of business English talents in
11cross-border e-commerce enterprise in Xuchang, this study conducted a
12questionnaire survey on the cultivation of business English talents in the
13background of the current cross-border e-commerce. The questionnaire was
14conducted online. The researcher works in Xuchang Beautyhair Fashion
15Company, and has joined many QQ Group about hair product business. The
16researcher invited participants in QQ Group to take the questionnaires. 70
17managers of human resources from hair product companies were invited to

18the questionnaires, among which 67 participants gave feedback, and 62
19copies of the questionnaires are valid. The effective return-ratio is 93%. The
20questionnaire survey consists of 12 questions, including 4 single choice
21questions, 4 multiple choice questions and 4 matrix single topic selections.
22The data were analyzed by Excel.

23This paper is divided into three parts: the first part is the analysis of
24cross-border e-commerce status, including the graduates demands of
25cross-border e-commerce and cultivation situation of Business English
26Students; the second part is the analysis of cross-border e-commerce
27enterprises' demands for business English talents, which mainly includes
28three aspects, requirements of professional knowledge, ability structure and
29certificate; the third part is based on the second part, and mainly proposes
30the cultivation strategies of business English students under the background
31of cross-border e-commerce.

32This study may be significant to the cultivation of business English talents.
33This study can not only help business English talents know the demands
34situation of cross-border e-commerce enterprises, but also improve the
35education quality of Business English in Xuchang University.

(BEW Artifacts/A6/BEW-CP4)

This academic proposal about “Demands and cultivation strategies of Business English graduate in cross-border e-commerce: A case of Xuchang University” was written by CP4. After the study of critical peer feedback, she adjusted the forth sentence structure in the first paragraph from line 7 to line 10 in the first writing. This sentence has grammar problem of hanging structure which needs a conjunctive adverb between the two sub-clauses. The rewriting made it brief and clear in line 5 to line 7. The rewriting deleted the oral expression “to do a good job” at line 10 to line 11 based on CP5’s critical peer feedback of “no oral expression in the academic writing”. The rewriting deleted the second paragraph about the background introduction of the research site which is improper set in this passage. The rewriting also deleted the two sentences in the last paragraph of the first writing. The last paragraph attempts to introduce the significance of this study, but it illogically writes

the background of the research site and his own study experience in the research site. According to the first writing and the rewriting, CP4 made her logic definite in the aspects of paragraph order and organization of ideas. In addition, the rewriting detailed the introduction of research methodology in the second paragraph. Based on critical peer feedback, CP4 reorganized her introduction of academic research plan in a more comprehensive way. The first paragraph focused on the introduction of research background. The second paragraph was the detailed research methodology. The third paragraph is the content of the research, and the last paragraph is the significance of the study. This kind of four paragraph writing logically contains the main parts of an academic research introduction.

Therefore, from data analysis of interview data, the case participants echoed that the quality of Business English Writing has improved through critical peer feedback. From data analysis of the artifacts of Business English writings, the case participants' writings have improved with accurate language, logic expressions and cohesive discourses in the various aspects of Business English Writing.

In addition, the final examination of Business English Writing was designed with two writing tasks. The first writing is an inquiry letter in international trade (40 scores) and the second writing is a writing of business report (60 scores). The final examination scores were compared among the research Class 1, the contrast Class 2 and the case participants to study the effectiveness of Business English Writing with critical peer feedback. According to the results of the final examination of Business English Writing, the result showed that the mean is 85.10 ($M_{36} = 85.10$) at the

research Class 1, 82.55 ($M_{40} = 82.55$) at the research Class 2, and 86.67 ($M_6 = 86.67$) among the six case participants (see Table 4.1). It implies that the mean of the six case participants is higher than Class 1 and Class 2. The findings demonstrated that the writing ability of the case participants is higher than the average of the whole Class 1 and Class 2.

The maximum of Business English Writing examination is 95 in Class 1 and 89 among the six case participants. The minimum of Business English Writing examination is 68 in Class 1 and 83 among the six case participants. The standard deviation (SD) of Business English Writing examination is 5.771 ($SD_{36} = 5.771$) in Class 1 and 2.251 ($SD_6 = 2.251$) among the six case participants. The standard deviation of Class 1 is higher than the six case participants ($SD_{36} > SD_6$). While, the maximum of Business English Writing examination is 90 in Class 2 and 89 among the six case participants. The minimum of Business English Writing examination is 63 in Class 2 and 83 among the six case participants. The standard deviation (SD) of Business English Writing examination is 6.227 ($SD_{40} = 6.227$) in Class 2 and 2.251 ($SD_6 = 2.251$) among the six case participants. The standard deviation of Class 1 is higher than the six case participants ($SD_{40} > SD_6$). It implies that the scores among the six case participants are distributed more closely to the mean and their score distance is smaller than Class 1 and Class 2. The data showed that the writing ability of the six case participants in Business English Writing approaches a similar level and higher than the average of the whole research class and the contrast class.

Table 4.1

Descriptive Analysis of Final Examination in Business English Writing

Statistic	Class 1 (N = 36)	Class 2 (N = 40)	Case Participants (N = 6)
Valid	36	40	6
Mean	85.10	82.55	86.67
Median	86.50	85.50	86.50
Mode	89	86	86
Skewness	-1.150	-1.650	-.643
Kurtosis	1.978	2.520	.306
Minimum	68	63	83
Maximum	95	90	89
Std. Deviation	5.771	6.227	2.251

Therefore, from the descriptive analysis of the final examination in Business English Writing in this study, the findings also revealed that the quality of Business English Writing with critical peer feedback is higher than the average of the research class and the contrast class without critical peer feedback. It implied that critical peer feedback improves the quality of Business English Writing in this study. In summary, from the qualitative data analysis of Business English Writing and the quantitative data of final examination, it found that critical peer feedback had improved the quality of Business English Writing in this study.

Qzone Weblog for Critical Peer Feedback. In this study, Qzone weblog is used as an internet platform for the practice of critical peer feedback for Business English Writing among Chinese undergraduates. By data analyses of QSR NVivo 8.0, Chinese undergraduates' perceptions of Qzone weblogs for critical peer feedback were mainly coded into three aspects - values, strengths and weaknesses of Qzone weblog for critical peer feedback in Business English Writing. The study found that there are many strengths of Qzone weblog for critical peer feedback.

1) Values

With the development of digital devices and Internet, Qzone, QQ, Wechat and Facebook become the daily necessary instruments for instant communication. They are also widely used at online learning. The six case participants indicated that Qzone weblog is a scientific and reasonable platform for online critical peer feedback.

First, the six case participants agreed that Qzone weblog is the most welcome weblog among them. They are used to Qzone weblog and have had the experience of using Qzone weblog for more than two years. According to the automatic QQ statistics of usage experience - QQ age, the case participants of CP5 has six years of Qzone weblog experiences, CP4, five years, CP1, three years, and the other three case participants two years. The case participants admitted that they were familiar with the techniques and skills of using Qzone weblog. In the following example 18, CP1 pointed out that Qzone weblog is a more convenient and efficient tool for critical peer feedback, which can fulfill his whole needs for critical peer feedback.

Example 19:

在QQ空间，我们上传商务英语写作博客，然后相互进行批判性反馈。这非常方便快捷有效。我们对QQ空间都很熟悉。批判性同伴反馈的时候，QQ空间的功能可以满足我们的需要。也没有啥别的需要。这些功能都是天天用的，很熟悉了。关键是反馈的内容，而不是QQ空间这个形式。当然，QQ空间也有它的优势，例如流行广、功能多、使用方便、硬件要求低等。但是现在大人们都喜欢玩微信，我们还是比较喜欢玩QQ和QQ空间。

By Qzone weblog, we upload our Business English writing, provide critical peer feedback for each other. It is very convenient and efficient. We are familiar with the functions of Qzone weblog. The functions of Qzone weblog have fulfilled our needs during the practice of critical peer feedback. We have no other special needs. We are very familiar with the functions of Qzone weblog, and we use it every day. The key point is the content of critical peer feedback, but not the form in Qzone weblog.

Although Qzone has its own advantages such as popularity, multi-functions, convenience and low requirement to hardware, etc. But nowadays many adults like to use Wechat, we, students, still like to play QQ and Qzone weblogs. (Interview Transcript/CP1/23, Oct., 2015)

Second, the case participants have had the experiences of receiving peer comments and commenting peers' writing on Qzone weblog. In their daily use of Qzone weblog, they are accustomed to uploading their writings, emotions, or shared articles on their Qzone weblogs. At the same time, their Qzone weblog friends instantly provide comments for each other. By this function of mutual comments on Qzone weblog, Qzone weblog becomes an instrument for online feedback and comment. This is a foundation for critical peer feedback on Qzone weblogs. The six case participants admitted that Qzone weblog can fulfill their needs for critical peer feedback in Business English Writing in this study.

Third, the six case participants agreed that Qzone weblog is an efficient communication platform for critical peer feedback in large class. Thirty-six students in this case class is considered as a large class. Large class has limitations for face-to-face critical peer feedback. However, Qzone weblog offers a possible portfolio platform for them to store their writing artifacts, share their writing with peers, and then provide their critical peer feedback. In the following example 19, CP1 indicated that Qzone weblog has the advantage for a large class in terms of critical peer feedback in Business English Writing.

Example 20:

一节课就 45 分钟，36 个同学中做批判性同伴反馈，这不太可能。这样的话，一节课效率太低了，也浪费时间。可是，我们可以分组进行网络 QQ 空间反馈，相互阅读彼此的文章，然后网上反馈。这完全可以啊。我们也可以阅读其他组作业，然后想评论就评论一下。读的的越多（批判性同伴

反馈), 学的越多啊。【……】我们对QQ空间太熟悉不过了, 天天用, 每时每刻都离不开, 所以在日常玩儿中, 我们就学习了, 并且也提高了QQ空间的使用效率。

It is impossible for critical peer feedback among 36 students in a 45-minute class. It wastes time and has very low efficiency in one period. However, if we are divided into groups on Qzone weblog, we share our writings with peers and make online comments. This will be possible. We can also read other groups' writings and provide our feedback if we want. We can read more and learn more (by critical peer feedback). [...] We are very familiar with Qzone. We use it every day and we can't be parted even in seconds. So we can learning at the time of playing Qzone. This also improve the efficiency of Qzone in learning. (Interview Transcript/CP1/23, Oct., 2015)

In summary, Qzone weblog has three values for online critical peer feedback: 1)

Qzoneweblog is the most welcome weblog among Chinese undergraduates; 2)

Chinese undergraduates have had the experiences of providing and receiving peer

comments through Qzone weblog; 3) Qzone weblog is an efficient communication

platform for online critical peer feedback in large class.

2) Strengths

The strengths of Qzone weblog were modeled by QSR NVivo 8.0. Strengths of Qzone weblog were coded into the following six nodes such as “popularity of Qzone weblog among students”, “without restraint in place and time”, “mobile learning for CPF”, “instant message transfer”, “convenient technological platform”, and “privacy protection”, etc (see Figure 4.5). These six nodes are widely accepted by the six case participants, and they are also the common technological strengths of computer-assisted instruction (CAI) and computer-assisted language learning (CALL). The strengths of Qzone weblog in this study also implied that Qzone weblog has huge potential not only in critical peer feedback for Business English Writing but also in other teaching methods.

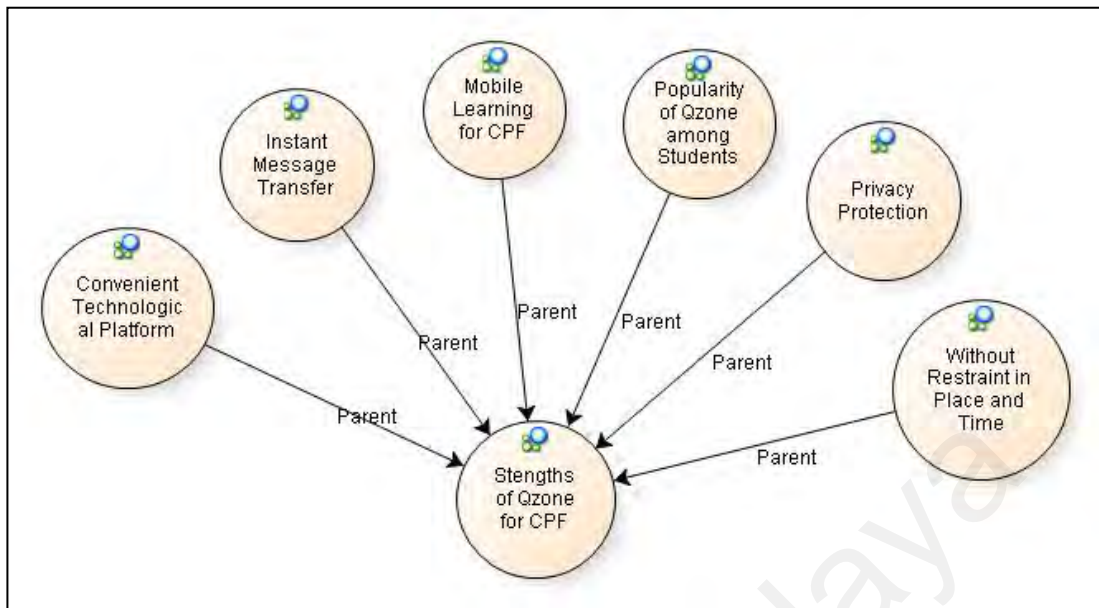


Figure 4.5. Strengths of Qzone weblog for Critical Peer Feedback

The case participants indicated that Qzone weblog is the most popular weblog among them. Each case participants has their own Qzone weblogs and has at least two years of application experiences. Qzone weblog can be accessed without restraint in place and time. There is fast and free internet access for all students on their campus. With the development of portable digital devices such as smartphone and Ipad, mobile learning with Qzone weblog and internet materials become more and more popular and acceptable. Qzone weblog connected with QQ is the most popular IM software among Chinese undergraduates, and a convenient technological platform for instant messaging communication.

Example 21:

QQ 是我们首要的也是最常用的即时交流工具。我们经常用它写 QQ 日志, 转载一些好文章, 发照片等。每一个人都有 QQ 空间。在上面分享日志、文章、照片很有意思。【……】当然也可以用它来学习。阅读的时候, 我们读到一些好的文章和资料, 就转载到我们的 QQ 空间里面, 这样可以随时随地查看, 非常方便。

QQ is our first and most popular instant communication tool. We are used to writing Qzone blogs, rebroadcasting some excellent articles and

uploading our photos. Everyone has Qzone. It is interesting to write blogs and share some articles and photos on it. [...] It also can be used in learning. When we read some good articles and knowledge materials, we used to rebroadcast to our Qzone weblogs. So we can read later any time and any place. This is very convenient. (Interview Transcript/CP1/23, Oct., 2015)

In example 21, CP1 stated the advantages and daily usage of Qzone, which is used for “ writing Qzone blogs, rebroadcasting some excellent articles and uploading our photos”. etc. The case participants also stated that one of the most important strengths of Qzone weblog is privacy protection. Qzone weblog can control its access of weblog readers. Weblog readers must apply for agreement to access Qzone weblogs. After obtaining the agreement, they obtain the permission to browse, read and share the weblogs. In critical peer feedback, Qzone weblog owners can keep their writings out of the unwelcome visitors by rejecting their application. It is good for students to keep their privacy of writing and diminish disturbs from friends out of the learning peer group.

Example 22:

我一在 QQ 空间提交商务英语写作作业，朋友们就会问我为啥上传作业。好像我在炫一样。因为好多朋友都看不懂，他们不是学英语专业的。后来，为了不让他们再见到，我不让他们读了。设置一下访问权限就可以了。这个做起来很简单，因为我能筛选读者。点击一下就可以了。

When I submit my Business English writings on Qzone blogs, my friends will ask me what for. It seems that I show off my writings. They can't understand (my Business English writing), because they are not English majors. Later, I keep them out of reading. I set down the visiting privacy of my Qzone weblogs. It is easy to do that. I can choose who can read my writings. One click is enough for it. (Interview Transcript/CP2/23, Oct., 2015)

Qzone weblog can be used as a digital portfolio to store and share feedback on the Internet by various sources such as text, photo, audio and video. The “comment”

and “reply” functions by text messages on Qzone weblog are suitable for critical peer feedback, which is the reason why the researcher chooses Qzone weblog for critical peer feedback in Business English Writing. Qzone weblog offers a platform for peers to share their writings with each other, access their peers’ writings, and provide their feedback with “comment” and “reply” functions. Therefore, the six strengths of Qzone weblogs show that Qzone weblog is a suitable platform for critical peer feedback among Chinese undergraduates in this study.

3) Weaknesses

By data analyses through QSR NVivo 8.0, the six case participants indicated that there are two main weaknesses of Qzone weblog for critical peer feedback in Business English Writing.

First, there is only a Chinese version of Qzone. It means that Qzone is more suitable for Chinese students. However, there are translation tools for international bloggers such as the Internet explorer’s various language translation tools.

Second, the case participants articulated that the other weakness is the limitation of characters for feedback and blog. According to the technological support from Tencent Company, the number of characters is 5,000 bytes in computer operational systems and 400 bytes in smartphone operational systems for each comment or feedback. However, it is applicable to make several comments or feedback for a writing in the practice of critical peer feedback. There is a limitation of characters of 10,000 bytes in each blog length. However, the case participants indicated that 10,000 bytes of blog length is sufficient for their present Business

English writing. The maximum character of graduation thesis is 5,000 English words in the discipline of Business English.

Issues in Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates. The finding shows that there are eight issues which affect the efficiency of critical peer feedback in teaching activities.

1) Lack of Critical Thinking in EFL Teaching and Learning

In this case study, the research site is School of Foreign Languages, Xuchang University, China. There is no *Critical Thinking* course in their curriculum. However, *Critical Thinking* is not designed in any curriculum in China (Li & Li, 2004). Critical thinking is a new aspect to develop thinking stages of Chinese undergraduates. The six case participants strongly advised that the course of *Critical Thinking* should be scheduled in the university curriculum including the curriculum of Business English. The six case participants realized the importance of “Critical Thinking” to develop their thinking stage in university education. They agreed that they could learn much better with higher orders of critical thinking, and they would attempt to grasp how to learn critically.

Example 23:

我觉得我们最大的问题是无法获得想要学会的东西，还有我们的思维无法更具有批判性和开放性。课堂教学内容上，老师注重的是我们中学就学过的语法、拼写。老师关注的是课堂教学内容、气氛和效果啥的。写作中也不教批判性思维。【……】这种僵化和模式化对批判性思维的培养很不利。课堂上没有批判性思维。【……】我们只是跟着老师的教学步骤，根本不进行自我反思。

I feel the biggest problem is that we can not get what we want to learn, and our thinking can not be enlightened with critical thinking and open mind. For the teaching contents at class, our lecturer always focuses on the grammar and spelling learned at middle school. Our lecture pays

more attention to the teaching content, atmosphere and effectiveness of her teaching. [...] There is no teaching of critical thinking in writing.[...] The requirement of teaching content is fossilized and modeled, which is harmful to critical thinking [...]. At class, there is no critical thinking. We just follow our lecturer's steps of teaching, totally without self-reflection. (Interview Transcript/CP1/23 Oct., 2015)

In example 23, CP1 implied that, in teaching activities, the traditional teacher-centered teaching and content-based teaching should be adjusted. The student-centered and collaborative learning shall be applied in critical peer feedback. The role of lecturer is for enlightening, guiding and supervising, but not only a knowledge presenter on the platform. Critical thinking aspect of teaching shall become a guide to teach students how to think and how to think in higher thinking stages. It also supports students to think critically in class, and the teacher shall offer them enough time to think and reflect critically in class.

CP1 believed that the cultivation of critical thinking ability needs not only the concept of critical thinking but also the practice of critical thinking. The critical thinking ability can be gradually improved with the cultivation and practice of critical thinking activities (Adams, 1999; Fahim & Eslamdoost, 2014). Meanwhile, The six case participants stated that their critical thinking ability is still very poor and needs to be improved with more step-by-step practices.

Therefore, there is the paucity of critical thinking in Chinese tertiary education. There is no conditions for the education of critical thinking in university curriculum. It is suggested that critical thinking shall be designed in university curriculum with the reform of pedagogy such as student-centered teaching and collaborative learning not only in the discipline of Business English but also other disciplines..

2) Construction of Flexible Environment for Critical Peer Feedback

The six case participants articulated that their minds and thinking were restrained in the course of Business English Writing. First, they have been neglected in teacher-centered class. They have no time and right to express their thinking. They are passive listeners and receivers in teacher-centered class. Second, they do not need to think or challenge their mind in class. In teacher-centered class, the lecturer focused on the interpretation of knowledge which had been designed based on their coursebooks. The involvement of the students was either listening to the lecturer's interpretation or reading their coursebooks themselves. Third, They dared not challenge the teacher and interrupt the teaching. Even if there is a student who has an idea and try to discuss with the lecturer, he or she does not dare to interrupt the lecturer. At the end of the class, writing assignments will be assessed by scores. In addition, in the culture of Confucianism in China, the teacher is the authority and regarded as their "respectful and strict parents" who can not be interrupted and challenged (Xiao, 2005). Therefore, all six case participants argued that they need a flexible environment to express their thinking and develop critical peer feedback at university level study.

Example 24:

我们只是跟着老师的教学步骤走，根本不进行自我思考和自我反思。也没有时间思考。老师让我们做课堂反馈时，我们压力很大。非常紧张、害怕，不知道说什么。有时候，大家思想不集中，有的玩手机，看其他课外书。这样就更紧张了。总是没有准备好，还需要自己想一想。我感觉在私下里静静的思考，然后对比、综合、分析，这样更好些。

We follow the lecturer's teaching steps without self-thinking and self-reflection. We have no time to think. There are lots of pressure when

our lecturer ask us to give feedback in class. I have no idea what to say. Sometimes, we are dreaming about playing our cellphone, or reading some irrelevant novels. I am occupied with pressure and timidity. In this conditions, we are more nervous. I am always not ready, and I need to think about it by myself. I feel if I can think in my spare time with comparison, integration and analysis. This will be better. (Interview Transcript/CP3/09 Oct., 2015)

In example 24, CP3 stated that she “follows the steps of teacher-centered teaching in class without individual self-thinking and self-reflection”. She felt anxious with pressure and timidity in face-to-face feedback in class. The case participants also admitted that the teaching strategy should be student-centered for the cultivation of critical thinking. In a student-centered learning environment, students could potentially feel free without restraints of teachers.

Therefore, the case participants argued that flexible environment for critical thinking is vital in critical peer feedback. In flexible environment, students could think freely and critically with critical thinking, brainstorm and challenging discussion. They dare to express their ideas openly without anxiety and pressure. However, the fact is that there lacks flexible environment in the classes of Business English Writing and other Chinese classes (Xiao, 2005).

3) Insufficient Lecturer’s Scaffolding in Critical Peer Feedback

In terms of lecturer’s support for critical peer feedback, it seems that the lecturer follows her prior teaching process and does not give sufficient feedback and efficient scaffolding to each students. Therefore, there is insufficient scaffolding from the lecturer in critical peer feedback.

In this study, critical peer feedback focuses on peer feedback through critical thinking with collaborative learning. However, the case participants argued that they

need the lecturer's scaffolding when they have some unsolvable problems. In example 25, CP5 indicated that the lecturer had higher-level thinking and may be experienced in Business English Writing. CP5 admitted that the lecturer can give them helpful scaffolding and help, but she has no confidence in the effectiveness of her own feedback.

Example 25:

我觉得老师水平肯定比我们高，他跟我们想的不一样，他想得更深，知道的更多。他有教学经验，可以教我们进行更高级的思考。至于同伴，大家水平还不都一样，想得也没什么不同。有时候，真是评论不出来什么的。着急也没有用，还浪费时间和精力。我更喜欢老师给我进行反馈教学。

I think our lecturer has a different mind who is in a higher level than us, and she thinks more profoundly than us, and she knows more than us. The lecturer is more experienced and knowledgeable, who can guide us to a higher order thinking. We (peers) are all at the same level and think similarly. Sometimes, we really can not give useful feedback. It is usually useless to worry about it, and wastes a lot of our time and energy. I prefer the lecturer's critical peer feedback. (Interview Transcript/CP5/23 Oct., 2015)

In many situations, the case participants stated that they need the lecturer's scaffolding and help. First, they have many unsolvable problems in critical peer feedback such as new terms, concepts and technological problems in QQ and Qzone weblog. Second, they are short of self-confidence in critical peer feedback and need lecturer's confirmation and agreement. Last, they are still under the impact of teacher-centered teaching. They can not learn with self-autonomy and need the feeding and guidance of the lecturer.

Example 26:

我还是喜欢老师的反馈。有时候，同学们自己都搞不清楚，怎么给别人反馈和帮助。再说了，同学水平差不多，有些难题，根本解决不了，必须找老师。但是，我们的商务英语写作中，老师让我们进

行批判性同伴反馈，她很少给我反馈。老师应该给我们更多的反馈，这样效果更好些，提高的肯定也快些。我认为虽然批判性同伴反馈很重要，但是老师的反馈也必不可少，两者可以相结合，效果也许更好。这并不冲突。

I prefer our lecturer's critical feedback. Sometimes, our peers can not understand it totally by himself. How can feedback for others and help others? In other word, our classmates are in the similar level. We can not settle down some difficult questions. We must ask help from our lecturer. But during this study of critical peer feedback in Business English Writing, the lecturer asked us to make mutual critical peer feedback, and she gave very few feedback for us. Our lecturer shall give us more critical feedback. In this way, we can promote our writing faster and get better effective. Although critical peer feedback is very important, teacher feedback also is necessary. If critical peer feedback and teacher feedback can be combined together, the effect will be better. The two aspects is not contrary. (Interview Transcript/CP3/23 Oct., 2015)

In example 26, CP3 argued that there is no sufficient scaffolding from the lecturer in this study, and she believed that teacher feedback is necessary during critical peer feedback. Teacher feedback can make up the shortages of critical peer feedback and provides more useful feedback. However, in the class of Business English Writing, the role of lecturer is presenter of knowledge and supervisor of class discipline. In critical peer feedback, with the transformation from teacher-centered teaching to student-centered teaching, the teacher shall also change their role in class and use more time to scaffold students and help their learning by critical feedback.

Therefore, the lecturer's scaffolding is very important for students in critical peer feedback. The lecturer could play the role of instructor, supervisor and guider in critical peer feedback for Business English Writing. In this study, the lecturer supervised the students performance in critical peer feedback on Qzone weblogs, but the lecturer did not provide her feedback and did not scaffold students through online communication.

4) Lack of Supervision with Oversimplified Feedback

In this study, the case participants argued that there is lack of supervision during critical peer feedback. The case participants gradually have little pressure and motivation to provide and reflect critical peer feedback, because there is no sufficient supervision from lecturer and peers.

Example 27:

没有老师监督，有些学生会很散漫，不愿意去想，也不愿意去反馈。为了应付任务，如果他们非常忙的话，他们会在极短的时间内给出反馈，随便写几句，根本不考虑反馈质量。完全只是复制粘贴，凑文字。这是没有任何价值的反馈，纯粹是应付老师。但是这种现象也很普遍。

Without our lecturer's supervision, some students will become very lazy and arbitrary. They don't want to think by themselves and make critical peer feedback. When they are very busy, they will finish feedback in seconds in order to finish the homework. They don't think about the quality of their critical peer feedback. Completely, this is a copy and paste to reach the requirement of words for critical peer feedback. This kind of peer feedback is useless and it is just used to cope with our teacher. This phenomena are very common. (Interview Transcript/CP3/09 Oct., 2015)

Example 28:

在互联网上，没有监督的情况下，批判性的同伴反馈完全靠自觉。有些学生花五分钟，有些花10分钟（完成同伴反馈）。这是非常不利的一面。你不知道你的同伴花了多少时间做出的反馈。这种反馈质量可想而知。再说了，网上好像老师也不好控制。（笑）

Without supervision under the internet situation, critical peer feedback completely depends on our self-autonomy. Some students spend 5 minutes, and some spend 10 minutes (to finish peer feedback). This is a very negative aspect. You don't know how much time your peer spend (on the critical peer feedback). You can imagine the quality of feedback. However, it is very difficult to make supervision online. (smile) (Interview Transcript/CP6/11 Dec., 2015)

In examples 27 and 28, CP3 and CP6 admitted that there is lack of supervision for online critical peer feedback and they have low self-autonomy and low motivation in the practice. Problems emerged in this study such as delayed

assignment upload, delayed critical peer feedback, poor writing assignment and oversimplified feedback. The most serious problem is the oversimplified feedback such as “Good!”, “It is good!”, and “Nice writing!”. These are superficial assessments of writing and not critical peer feedback.

“Simplified language” refers to the “normal language” with problems for special group of people is second language learning (Johnson, 2002). In this study, it refers to the feedback language with problems and reductions. Oversimplified feedback can not fulfill the purposes of scaffolding and self-reflective learning in critical peer feedback.

Example 29:

- A) Excellent ! I’m proud of you.(2015-10-15/CP3)
- B) other are good (2015-11-18/CP3)
- C) i think it is good (2015-11-25/CP3)
- D) Well done! (2015-12-08/CP3)
- E) maybe you can add the method, others are good especially the recommendation (2015-12-08/CP3)
- F) Wonderful. I like it. (2015-12-14/CP3)
- G) OK!!! (2015-12-24/CP3)

(CPF Artifacts-CP4/CP4)

- H) Nothing, it's just a study task.(2015-09-19/CP5)
- I) The sentence is a little difficult. (2015-09-23/CP5)
- J) Cry, so good. (2015-10-09/CP5)
- K) You do it! (2015-10-20/CP5)
- L) Thanks for your advice. (2015-11-08/CP5)
- M) TQ (2015-12-14/CP5)
- N) Thank you. (2015-12-24/CP5)

(CPF Artifacts-CP5/CP5)

- O) You can do better.(2015-09-16/CP6)
- P) Like it (2015-09-24/CP6)
- Q) all are good (2015-10-10/CP6)
- R) perfect! (2015-10-21/CP6)
- S) well done. Where is the date? (2015-11-08/CP6)

T) i like it. You can do better. (2015-12-20/CP6)

(CPF Artifacts-CP6/CP6)

Based on the feedback in example 29, these feedback languages are unacceptable with errors of grammar, spelling and punctuation. This kind of oversimplified feedback language can not scaffold students' writing, but might negatively influence the students' writing. In order to diminish oversimplified feedback, it needs the lecturer's careful supervision, warning and even criticism. Without supervision among Chinese students, peers' writing assignments and critical peer feedback are always delayed or forgotten, and even provide oversimplified feedback.

In this study, the finding reveals that if there is no supervision among these Chinese undergraduate participants, there will be no effectiveness of critical peer feedback. Peer supervision is an efficient way to supervise and evaluate each others' performances during critical peer feedback. The performance of critical peer feedback can be assessed as a part of the final examination score. Punishing policies could also be demonstrated as methods for supervision.

Therefore, it is important to emphasize lecturer supervision and peer supervision, especially at online environment of critical peer feedback. The lecturer shall provide efficient supervision for peers' performance of writing assignments, feedback outcomes and their attendance in critical peer feedback.

5) Lack of Rubrics for Critical Peer Feedback

In this study, the interview data show that the case participants have a strong belief that their peer feedback is critical peer feedback, and the quality of peer

feedback has improved. However, it needs rubrics to assess their critical peer feedback and Business English writings.

In the second workshop of critical thinking and critical peer feedback, Paul-Elder Model of critical thinking was interpreted as a rubric for critical peer feedback (Leist, Woolwine & Bays, 2012). At Universal Intellectual Standards, six dimensions - clarity, accuracy, relevance, precision, logical and depth, are selected as rubrics to assess critical peer feedback in Business English Writing. These six dimensions are rated number 1 (lowest) through 4 (highest) as a rating scale to assess students' critical peer feedback (see Table 3.11).

By these rubrics, the students' performance of critical peer feedback can be assessed in this study. However, in this study, the case participants seldom discuss the use of rubrics to assess their critical peer feedback. The lecturer focused on the instruction of Business English Writing knowledge and writing techniques, and neglected the assessment of critical peer feedback. The researcher did not insist on the use of rubrics to assess the participants' performance of critical peer feedback.

Example 30:

我觉得我的反馈是批判性同伴反馈，我在做同伴反馈时考虑了批判性思维，都是按照批判性思维的逻辑进行的。我不知道这是否是批判性同伴反馈，因为没有有一个标准。如果要对它进行评估的话，我觉得得有一些标准。我对这方面还不太清楚。【……】对了，我们培训过，按照那个标准，应该是批判性同伴反馈了。

I think my feedback is critical peer feedback and I am thinking of critical thinking in peer feedback. There are no standards of critical peer feedback. I do not know whether it is critical peer feedback. If it needs be assessed, I think that there should be some standards. I have no clear about it. [...] I got it! We have a form of rubrics in our (critical peer feedback) workshop. Based on that rubrics, I think my feedback should be critical peer feedback. (Interview Transcript/CP2/8 Dec., 2015)

刚开始大家就是为了完成任务，毕竟也没有（批判性同伴反馈）标准，大家也都不说啥。后来，有的同学反馈的很好，你再随便评就很不好意思了，所以慢慢都变得认真了。虽然有那个标准，但是实施起来也很难，你不能每次都去给对方打分吧。所以说，标准在心中，还可靠大家的自觉。

At the beginning, most of us made critical peer feedback in order to finish our tasks, although there are no rubrics (for critical peer feedback). We all kept silence and say nothing. Later, some students made very good feedback, it is not good for us to give bad feedback, so we became strict and serious gradually. Although there is a rubric (in workshop), it is difficult to imply in our practices. It is impossible to give a mark every time. So the rubrics are in our heart, and it depends our self-discipline to obey it and conduct it. (Interview Transcript/CP5/5 Dec., 2015)

In example 30, CP2 doubted whether his feedback is critical peer feedback, and argued to use “standards” (rubrics) to check critical peer feedback. CP5 also mentioned that rubrics in workshop of critical peer feedback were used to check their critical peer feedback. However, it is difficult to use rubrics to assess their critical peer feedback every time and it depends on their self-discipline.

Therefore, there is lack of rubrics to assess critical peer feedback in this study. In order to improve their effectiveness of critical peer feedback and Business English writing, rubrics shall be designed and conducted in critical peer feedback.

6) Inefficient Peer Communication During Critical Peer Feedback

In this study, critical peer feedback for Business English Writing is provided by students on their Qzone weblogs. From the analyses of critical peer feedback, the data show that there are few communications among the case participants when they provide or receive critical peer feedback. The case participants admitted that they shall communicate with each other and discuss their critical peer feedback to enhance the understanding of critical peer feedback to improve the quality of peer

feedback and the quality of Business English writing.

Example 31:

我们可以互相交流（在做批判性同伴反馈时）！（笑）我不知道。我们从来没做过啊。【……】实际上，在给出批判性同伴反馈后，我希望能够得到反馈，我们可以多讨论，多相互学习……但现在，我们之间没有交流，我觉得。【……】可能是因为我们的反馈太简单了，没有必要进行进一步的交流，或者是因为我们的反馈太差劲或太完美（大笑）。

We can communicate with each other (during critical peer feedback)! (smile) I don't know. We never do that [...]. Actually, I wish to get responses after providing critical peer feedback, more discussion and learning from each other. [...] But now, there is no communication among us, I think...maybe our feedback is too simple which no need for further communication, or our feedback is too poor, or too perfect (laugh). (Interview Transcript/CP2/8 Dec., 2015)

批判性同伴反馈就是一种相互交流和相互学习的方法。我们在相互交流中学到了知识。但是在实际操作中，我们的反馈往往都是针对文章提出一些修改意见，但是没有对同伴的批判性同伴反馈进行进一步的反馈，是肯定还是否定，接不接受等。我认为进一步的交流和辩驳也很重要，通过辩驳我们才能更清楚。所以，这种相互反馈，还是不够的。

Critical peer feedback is a learning process with mutual-communication and collaborative learning. We get knowledge during our communication. But in the practice of critical peer feedback, our feedback is usually to give some suggestions for their writings. There is no comment and feedback to critical peer feedback whether the peer accept or deny the critical peer feedback, whether their attitude is positive or negative. I think further arguments are very important and we can know clearer. So this kind of mutual-communication in critical peer feedback is not enough. (Interview Transcript/CP3/9 Oct., 2015)

In example 31, CP2 stated that he has no conscious to make communication with peers after providing critical peer feedback, but he wishes to get “responses” from peers for his critical peer feedback. CP3 echoed that there is “not enough” mutual-communication in critical peer feedback and she recognized the importance of critical peer feedback. This is also coincident with our theoretical framework of ZPD and SCT.

Through Qzone weblogs, it is convenient to communicate with each other and provide feedback on peers' critical peer feedback. However, there are seldom peer communications in this study. The case participants stated that the reasons may be concluded as lack of motivation, or inefficient critical peer feedback which does not need further discussion. In the study design, the researcher also does not emphasize peer communications to further discuss their critical peer feedback.

Therefore, there is no efficient peer communication in critical peer feedback on Qzone weblogs. The case participants had no idea about effectiveness of his or her critical peer feedback. As the request of the case participants, the further teaching and study shall pay attention to peer communications in order to improve the quality of critical peer feedback and the quality of writing.

7) Ambiguity Between Critical Peer Feedback and Criticism

In this study, "critical" in critical peer feedback is based on "critical thinking" in psychology, and it is easily illustrated as "criticism" or "critique". "Criticism" means to "make a summative judgment, to find faults, or to show disapproval" (Hyland, 2000, p. 44). Carnegie (2010, p. 60) indicated that "criticism is futile and inefficient which can not make people change their attitude, but put them on the defense". Seltzer (1986, p. 148) argued in detail that "criticism is judgmental, negatively evaluative, and accusatory, which makes feedback inefficient and puts people under pressure". "Critical" in "critical peer feedback" in this study has completely different connotations and denotations with "criticism" or "critique",

Some of the case participants misunderstood "critical" as "criticism" in critical

thinking and critical peer feedback at the beginning of this study. In the following example 32, CP3 and CP4 all mentioned the problem of the misunderstanding of “critical” as “criticism” in critical peer feedback.

Example 32:

批判性同伴反馈，给人的感觉就是要去批评，说一些尖锐的问题，否则怎么叫做“批判性”呢？所以，往往容易理解为“批斗”、“挑剔”和“非常严格的提问题”等。这都是浅显的、片面化的认识。
When we talk about critical peer feedback, we feel that it is to criticize and give some very fastidious questions. Otherwise, what is “critical”? So, it is easy to understand it as “criticize”, “fastidious”, and “very strict questions”. All of these understandings are partial and surface level. (Interview Transcript/CP3/09 Oct., 2015)

我喜欢线上反馈，大家谁也看不到谁，很自由方便，好像都是虚拟的一样，但实际上也是真实的反馈。网上反馈应该更真实吧，不受约束，也不用考虑照顾面子。【……】我从不当面评论他人。我不能就她的写作进行批评。批评任何人对我来说都很难。这可能跟我的性格有关。

I like feedback online. We can not see each other face to face. It is very convenient like a virtual communication. But in fact, it is real feedback. I think online feedback is more real without the limitation and we do not need to take care of our peers' face. [...] I never comment others face to face. I can not criticize her writing. It is difficult for me to criticize somebody. This is be related with my personal characters. (Interview Transcript/CP4/08 Dec., 2015)

Upholding the Chinese culture of Confucianism, the case participants stated that they are modest, shy and always think about keeping others' “face” and saving their own “face”. Therefore, they do not dare to give critical peer feedback to “criticize” their peers' writing. All of participants argued that they would never criticize anybody. This is a misunderstanding of “critical” in critical peer feedback.

Therefore, it is important to distinguish “critical” in critical peer feedback from “criticism”, especially among Chinese students. This is a misunderstanding of

“criticism” from “critical” in critical peer feedback. The reason may be that “critical” is translated as “批判” in Chinese, which is usually defined as “criticize” and “fight against” (Wu et al., 2015). This is because of long-term negative effects of “critical” Great Cultural Revolution in China (Wu et al., 2015).

8) Formal Rather than Informal Languages in Critical Peer Feedback

Through the daily IM communication of Qzone, QQ, Wechat and WhatsApp, informal languages are popular among users like acronyms, lexicon chunks, sentence clips, and slang expressions (Hu & Che, 2013). However, for online peer feedback, many researchers argued that formal languages are more concise and understandable for peers to improve their learning (Lin, Liu & Yusan, 2001; Lu & Law, 2012).

Based on data analyses of artifacts of critical peer feedback, the case participants applied informal languages and expressions for critical peer feedback. The six case participants admitted that informal languages could affect precise understanding of critical peer feedback. However, they admitted that they are used to informal languages, this is influenced by their IM communication habits.

Example 33:

A) in my opinion, we, several did not have a better understanding to the 'definition of the report' or how to organise a report, and i think we can reference LUYAOLEIs'. (13:07:30/2015-12-23 /CP5)

B) about the finding ,it's too long,and not very clear. (14:26:11/2015-12-23/CP4)

C) i think the finding has som problems.the imformation is not specific and correct. (12:02:25/2015-12-29/CP6)

(CPF Artifacts-CP3/CP3/ A6)

Example 33 is a particular kind of informal critical peer feedback which has many grammar errors like capitalization of initial letter in a sentence; spelling

mistakes like “som” instead of “some”, “imformation” of “information”, “organise” of “organize”; punctuation errors; and typing without blank space between words.

Therefore, lecturers or educators should check all formal and informal critical peer feedback, and properly deal with their relationships. There are advantages of formal critical peer feedback, and disadvantages of informal critical peer feedback. The lecturers shall advocate the use of formal language in critical peer feedback during the practice of critical peer feedback in Business English Writing. The lecturers shall enhance the supervision of informal critical peer feedback, and reduce the use of acronyms, shorten words, fuzzy expressions, grammar errors in critical peer feedback.

Process of Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates.

Interpretation of the Process of Critical Peer Feedback. This section illustrated the six case participants' process of critical peer feedback for Business English Writing using Qzone weblogs.

1) CP1

CP1 stated that he chose the Revised Bloom's Taxonomy Model of critical thinking for critical peer feedback to “analyze” and “evaluate” his peers' writings and then gave some suggestions on “creating”. About his process of critical peer feedback, he articulated that he would “read the writing for two or three times”, “think comprehensively about the writing”, “analyze the language and writing tasks”,

“give his assessment”, “try to find some suggestions for ‘creating’ of writing”, and then “persuade peers to rewrite it”. When providing written critical peer feedback on Qzone weblogs, he would firstly “praise the writing”, “make error correction”, then “analyze the writing in a comprehensive way”, and finally “give some suggestions on ‘creating’ to make the writing more attractive and logical to readers”. His process of critical peer feedback is clearly illustrated in his interview transcripts.

Example 34:

首先，我总是要对他的写作提出表扬，先赞美优点和长处。然后我会给出我的综合分析、评价和写作创新方面建议。我试着给出独特的观点和评论。我会再进行分析 and 重写。我注意的是创造力，并试图看它是否能够达到写作目的和产生商业利益。【……】有新意的文章，才能吸引客户，获得写作的目的，不然写也是白写。

First, I will praise his writing and try to find out the advantages and the strength. Then, I will give my comprehensive analyses, evaluation and suggestion of creating writing. I try to give my special views and comments. I usually will try to reanalyze it and recompose my writing. I pay much attention to creativity and try to study whether it can reach the writing purposes and can generate business profit. [...] if our writing is dull and meaningless. It can not attract our customers and can not reach the objectives of business writing. Even you write it, it will be useless. (Interview Transcript/CP1/23 Oct., 2015)

同伴的反馈一般都会认真对待，吸取精华，好的反馈会认真接受，并且修改，修改后，把改写稿再上传到QQ空间，再去征求同伴的反馈和认可。

Generally, I will seriously treat with critical peer feedback and accept their good suggestions and feedback, and do some editing. After editing, I will upload my rewriting on my Qzone weblog for further (critical peer) feedback and acceptance.

In example 34, CP1 stated that he will “seriously treat with critical peer feedback and accept their good suggestions and feedback, and do some editing” and “upload his rewriting on Qzone weblog for further (critical peer) feedback and acceptance”. The activities after critical peer feedback are also very

important in critical peer feedback for Business English Writing.

2) CP2

CP2 frankly admitted that he applied the three steps of “analyzing, evaluating and creating” for critical peer feedback based on the Revised Bloom’s Taxonomy of critical thinking skills. From the first interview, he articulated that his critical peer feedback ability was still developing at a low level of “applying” and “analyzing”. He can not reach a higher level at the beginning of the study. CP2 believed that the basic knowledge of Business English writing is the foundation for critical peer feedback and they should grasp the main knowledge of Business English Writing before critical peer feedback.

Example 35:

我采取了修正过的布鲁姆模型的六个步骤。在我看来，批判性同伴反馈是一个逐步的过程。我目前的批判性同伴反馈还是处于低水平的“记忆、理解和应用”。我还没有达到更高层次的“分析、评价和创新”阶段。我把重心放在了写作知识的学习上。我想慢慢的，我会达到批判性同伴反馈的高级阶段。这也是一个学习和成长的过程啊。

I adopt the six steps of Revised Bloom Taxonomy model. As my understanding, critical peer feedback has a step-by-step process. Nowadays, my critical peer feedback is at the low level from “remembering, understanding and applying”. I still can not reach the higher level of “analyzing, evaluating and creating”. I focus on the study of writing knowledge. I think that gradually I can reach the higher level of critical peer feedback. This is a process of learning and growing up. (Interview Transcript/CP2/23 Oct., 2015)

From the second interview, CP2 stated that he followed the three steps of Revised Bloom’s Taxonomy for critical thinking. First, he would read the writing for several times. Second, he would assess the grammar and sentence errors. The third step is to study the relationship between writing themes and logic to figure out

whether there are logic problems, whether the writing fulfills the requirement of writing tasks, and to study the logic and the expression of sentences.

Example 36:

我会先把作文对几遍再给反馈，有一个全面的理解。最基本的看语法和句子错误。然后我会看他或她的写作主题和逻辑，看写作任务和写作内容是否有逻辑问题。最后我会看整体，看句子的逻辑和表达。这是我做批判性同伴反馈的大体步骤。先看语法错误，然后再看更高层次的东西。

I will read a writing several times before feedback and have a comprehensive understanding of the writing. The basic is to assess its errors on grammar and sentences. Then I will check his or her writing theme and its logic, to study whether there are logic problems which refer to the logic of writing tasks and writing content. At last, I will give a comprehensive study, to study the logic of sentences, the expressiveness of the sentences. It is my general steps of critical peer feedback. At first, I focus on the grammar error, and then attempt to reach a higher level. (Interview Transcript/CP2/08 Dec., 2015)

From the third interview, CP2 argued that he would comment the “strengths” of the writing and then point out the “weaknesses”. However, he used to directly point out the “weaknesses” without comments on the “strengths” (praises). He argued that they are adult learners and do not need praise and compliment. He used to read the writing through his smartphone as soon as he gets the synchronous notice of writing update, and then think about it. After he gets back to his dorm, he will open his computer and provide his feedback. He also hopes that he can get responses for his feedback whether it is negative or positive, which is helpful for his further feedback and writing.

Example 37:

我会讨论“优缺点”。但现在我会直接看“缺点”【……】我的步骤是，我用手机先看一遍，想一想，然后再回寝室后打开电脑再进行思考，在电脑上给出评论。有时候对自己的反馈不满意，我会再进行评价。有时候，不满意的评价，我也会删除，然后再评。【……】

我给出反馈，也希望得到回复，不管回复内容好坏。都没有关系，但是你的说点啥啊。【……】对于批判性同伴反馈，我都会虚心接受，毕竟人家认真给我你提出来了，我会认真修改的，有必要的話，再上传到QQ空间。

I will talk about “strengths”, and then “weaknesses”. But now, I will directly go to “weaknesses” [...]. About the steps, I use my phone, read one time and think about it when I go back my dorm after opening my computer. Then I will make comments on computer. Sometimes, I am not satisfied with my feedback, I will delete them and make further feedback again. [...] When I give my feedback, I wish to get reply from peers as well whether they are negative or positive. It does matter. But our peers shall say something. [...] About their critical peer feedback, I will modestly accept and do some correction, after all my peers do a lot to give me critical peer feedback. If necessary, I will submit my rewriting again on Qzone weblos. (Interview Transcript/CP2/04 Jan., 2016)

CP2 also argued that he will accept critical peer feedback and does some correction, and he will submit his writing again on Qzone weblog if necessary.

3) CP3

CP3 stated that she adopted the Revised Bloom's Taxonomy for critical thinking. In her first round of interview, she stated that her critical peer feedback focused on error correction of grammar, stylistics and rhetoric features in Business English Writing. She stated that she confused on the concept of critical peer feedback and did not know how to provide critical peer feedback at the beginning of this study.

But She stated that she studied hard on the basic knowledge of writing.

Example 38:

我拿到一篇作文，首先会先检查语法错误，然后看风格，最后看措辞和修辞，比如排比，看是否有一些特点或跟自己的文章的相似之处。再看是否完成了写作任务，毕竟是老师布置的作业啊。

When I get a writing, I will, first, check grammar problems; second, the style, and third, the wording and rhetoric features like parallelism, and to evaluate whether there are special features, or the same as your own writing but no pattern sentences. I will check whether it finished the writing tasks. After all, it is our homework from our teacher. (Interview Transcript/CP3/09 Oct., 2015)

From the second interview, CP3 stated that she grasped the steps of critical peer feedback from three aspects of “analyzing, evaluating and creating”. She argued that she would try to find out errors firstly, then study the cohesion, and finally try to provide “creative” feedback. She articulated that she paid a lot of attention to the “creating” of Business English writing - the differences from other peers’ writings. At the time of giving critical peer feedback, she would use cohesive words and expressions like “first, second...” and “I think you’d better...”. If other peers have provided feedback on an aspect, she would try her best to give feedback on other aspect. CP3 also stated she would accept critical peer feedback, rewrite and re-upload for more critical peer feedback.

Example 39:

我会先看文章是否有错误，然后看连贯性，最后看创新性，看是否有一些特别的写作手法。最简单的方法是检查语法错误。【……】要进行分析、总体评价才能有创造性的东西。【……】至于书面语言的逻辑，我会用“首先、其次”，或“我觉得你最好【……】”。【……】我是从总体上对连贯性、表达、有趣的点和特别的写作手法进行评价。如果所有的文章都很相似，我就不再去看相似的点，而只看不同点。对不同点进行综合分析，然后进行批判性评价。不同点是我们学习的关键点。【……】针对批判性同伴反馈，一般都会虚心对待，认真修改的，再上传到QQ空间征求更多的反馈。在反馈的过程，就是提高的过程，升华的过程。

First, I will check if there are errors, second is the cohesion, and the third is creation whether there are some specials in writing. The simple way is to check the grammar errors. [...] You need to analyze, evaluate comprehensively, and to create something. [...] In written language logic, I use “First, second”, or “I think you’d better...”. [...] I try to assess on a whole, cohesion, expressiveness, attractive points, and the special writing. If all writings are similarly, I will not read anymore, and only read the different points. I will try to analyze the different points, and then give my critical peer feedback on it. The different point is the key which is worthy for me to lean in writing activities. [...] About their critical peer feedback, generally I will deal with them seriously and do some editing and then upload my rewriting to my Qzone weblog for

more critical peer feedback. This process is a process of fast development. (Interview Transcript/CP3/08 Dec., 2015)

4) CP4

From the first interview, CP4 had a simple understanding on critical peer feedback. She argued the importance of basic knowledge of Business English Writing. She paid much attention to the “creating” of Business English Writing. She articulated that her understandings of critical peer feedback is to check errors and to find the “creating” parts of writing. She attempted to assess the content of writing, sentence patterns, structure and language usages.

Example 40:

我会先看总体的结构，然后看主要内容，写作任务完成了没有，这是最重要的方面，最后看句子。【……】我会注重看“创造性”。

【……】我不确定。也许我会留意文章的缺点，然后是每方面的有点和颖处。我认为如果语言简练易懂的话，这样文章应该有一种真实感。

I will have a comprehensive check of the structure; then to study the content which this is a main aspect and whether it completes the writing tasks; finally, it is the sentence [...]. I pay much attention to “creating” [...]. I am not sure. Maybe, I will notice the weaknesses of the article, and the attractiveness of every aspect, the feeling of freshness. I think there shall be a feeling of authenticity if the language is concise and understandable. (Interview Transcript/CP4/09 Oct., 2015)

From the second interview, CP4 furthered that she would read the writing carefully, assess sentences line by line, try to give some suggestions on the “creating” of Business English writing, and also pays attention to the writing weaknesses.

Example 41:

我会读下文章，搞懂写的什么。看下结构，然后检查句子。我会逐句检查，找出是否有更好的表达方式。一般来说，纠错比较容易，但是把句子修改的更有创造性和吸引力就比较难了。

I will read the writing and have a comprehensive understanding of the writing. Then I will have a look at the structure and check the sentences. I will check the sentences line by line and try to study whether there is a

better way to write. Generally, it is easy to correct errors, but it is difficult to write the sentences more creative and attractive. (Interview Transcript/CP4/08 Dec., 2015)

CP4 acquired the concept of critical thinking and critical peer feedback slowly.

She can not conceptualize critical thinking and critical peer feedback clearly with her own language from the first interview. She has difficulty in conducting critical peer feedback at the beginning of this study. In her point of view, critical peer feedback is to “read the peer’s writing carefully and feedback concretely”. However, by the second interview, she argued that she applied the Revised Bloom’s Taxonomy Model of critical thinking to provide critical peer feedback. She argued to accept “good feedback” and “do editing according to some good feedback and upload my rewriting to my Qzone weblog again”.

Example 42:

首先是“理解”，这是最简单的反馈。更高阶层的就是“创造性”。“创造性”有很多方面，例如词汇和句子结构的创新，思想和方法的创新等。也有人认为，有些是可创造的，有些是不可以创造的。The beginning is “understanding”, this is the simple feedback. The higher order stage is “creating”. There are many aspects in “creating” such as words and sentence structures, ideas and skills in writing. Some people believe that something are recreational, some are not. (Interview Transcript/CP4/9 Oct., 2015)

以布鲁姆模式的六个步骤为基础，第一步就是“理解知识”。你的先去理解和吸收，搞清楚了，才能够继续。搞不清楚，估计就很难评价或者创新了。然后，最重要的是应用过程、理解和创造。【……】我觉得不管我们写什么，我们都要抓住主题，并想出能够吸引读者的东西。这才是达到了写作的目的。

Based on the six steps model of Bloom, the beginning step is to “understand knowledge”. You must go to understand and absorb the knowledge, otherwise, if you do not understand, how to go on feedback? Then, the most important are the higher-order processes of application, comprehension and creation. [...] I think whatever we write, we need to grasp the key theme and find creating aspects to attract the readers. This is getting to the objective of writing. (Interview Transcript/CP4/8 Dec.,

2015)

我会试着“应用”写作技能，“分析”写作，并寻找不同的点——写作的“创造性”。“创造性”是写作活力的源泉。【……】别人给我的（批判性同伴）反馈，我认真阅读后，好的反馈就认真修改，然后上传到QQ空间。

I will try to “apply” the writing skills, “analyze” the writing, and try to look for the different part - the “creating” of writing. “Creating” is the source of a writing. [...] About critical peer feedback for my writings, I will read carefully and do editing according to some good feedback and upload my rewriting to my Qzone weblog again. (Interview Transcript/CP4/30 Dec., 2015)

5) CP5

CP5 also adopted the Revised Bloom’s Taxonomy for critical thinking to conduct critical peer feedback. She emphasized the “creative” parts of the writing. However, she still paid a lot of attention to error correction in her critical peer feedback. Error correction is deeply rooted in her peer feedback.

Example 43:

有时候，我就读一次，然后检查诸如语法和链接等基本的东西。检查过后，我会看表达和情感。我会读其他同伴的反馈，试着从他人的反馈里找差距。

Sometimes, I will read once, then I check the basic knowledge such as grammar and cohesion. After I check the basics, I will check their expressions, and their affection. I will read other peers’ feedback. I will try to find some gaps from others’ feedback. (Interview Transcript/CP5/23 Oct., 2015)

Example 44:

我会说一些肯定的话，说一句表扬的话，或者直接提出所有的缺点——一堆的“缺点”。没有错误的话，会用几个词提出表扬。首先是语法错误、情感，然后从情感再看文章是否完成了所有写作任务。

【……】我觉得我们没有创造性可言。我们的写作都很相似。【……】别人一般都会接受我的（批判性同伴）反馈，当然，我也会接受他们的反馈，然后做相应的（写作）修改。

I will say something good, either one sentence of compliment or directly say all of the weaknesses - piles of “weaknesses”. The praise is only few words, except that there are no errors. The first is grammar errors, the affection, and then from the affection to check whether it has completed

all of the writing tasks. [...] I find that there is no creation. All of us have a similar writing. [...] My peer will accept my (critical peer) feedback, I will also accept theirs and do some editing. (Interview Transcript/CP5/05 Dec., 2015)

In example of 43, CP5 articulated that her processes of critical peer feedback are to “check errors”, “cohesion”, and then “affection” (languages) of writing. She preferred to read others’ feedback firstly, and then try to find some “gaps” from others’ feedback. In example 44, CP5 indicated that she would praise the peers’ writing firstly before assessing the “weaknesses” of the writing. She would comment on “errors”, “affection”, “check the writing tasks”, and finally try to give some suggestions on the “creating” of Business English writing. Her peers usually accept her critical peer feedback and she also “accept theirs and do some editing”.

6) CP6

CP6 also adopted the Revised Bloom’s Taxonomy of critical thinking for critical peer feedback. She grasped the skills of critical peer feedback and applied these skills to her critical peer feedback. She also regarded error correction as her first step of peer feedback. She paid attention to the logic of writing structure, the creation of expressions and language communication skills. She attempted to reason the logic of sentences and writing structure. She stated that Business English Writing has many expression patterns and model structures which restrain the students’ creation in Business English Writing.

Example 45:

我不只看语法错误，也看文章逻辑，比如是否重复、是否完成了写作任务。但只看创新是不够的。商务英语写作有很多限制，句子是否简洁准确，模版句子用了没有，是否正式等，我会顺着写作思路给出反馈。但就“创造性”给出反馈是很有挑战性的。

I will not only assess grammar errors, but also the article logic like whether there are repetitions, and whether the writing task has been completed. However, the creation is not enough. There are so many restraints in Business English writing. Whether the sentences are concrete and precise, whether pattern sentences are used and whether it is formal writing, I will follow the writing thread of thought to give my feedback. But it is difficult to give feedback about creation. (Interview Transcript/CP6/23 Oct., 2015)

Example 46:

有时，我读了其他人的反馈，再仔细思考后，我会尽力评论他们的优点，还有缺点，然后整合两部分。（批判性同伴反馈时，）商务英语写作的各个方面都要考虑到，思维来回跳跃，所以任务还是蛮重的。另外，反馈的语言也想想怎么表达，怎么组织，这样才对同伴更有帮助。（在批判性同伴反馈中，）我想的更全面了，更具体了，也更有深度了。【……】别人给我的反馈，我也会认真对待，有好的意见就虚心接受，然后认真修改自己的文章，甚至重写，我的作文基本上都重写了一次然后上传，再征求他们的（批判性同伴）反馈。

Sometimes, I read others' feedback. After carefully thinking, I will try to comment their advantages and disadvantages, and then integrate the two parts to give feedback. (During critical peer feedback,) every aspects of Business English Writing shall be considered and reflected. We need think forwards and backwards. So it is really a tough job. Besides, I need to think about the feedback language and how to express and how my feedback to help my peers. (During critical peer feedback for Business English Writing,) I think more comprehensive, specific, and profoundly. [...] I also serious treated with their critical peer feedback, and modestly accepted some good suggestions and make error correction in my writing. I usually rewrote my writings, uploaded on Qzone weblog and ask for their (critical peer) feedback again. (Interview Transcript/CP6/11 Dec., 2015)

In example 45, CP6 indicated that she provides feedback on “grammar errors” first, then on “the logic of writing”, “creation”, “concreteness”, and then “precision of sentences”. In example 46, she indicated that she would like to learn from other peers' feedback, and then provide an integrated comment on “advantages and disadvantages of the writing”. She also stated that she will “accept some good suggestions and make error correction in her writing” and “usually rewrote my

writings, uploaded on Qzone weblog and ask for their (critical peer) feedback again”.

Process of Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates. Based on the interpretation in last section, it is concluded that the six case participants mainly adopt the Revised Bloom’s Taxonomy for critical peer feedback. After the free coding of the interview transcripts on QSR NVivo 8.0, the tree nodes of “Process of CPF” were illustrated with “Free Nodes” of the process of critical peer feedback. The “Process of CPF” was modeled in the following figure (see Figure 4.6).

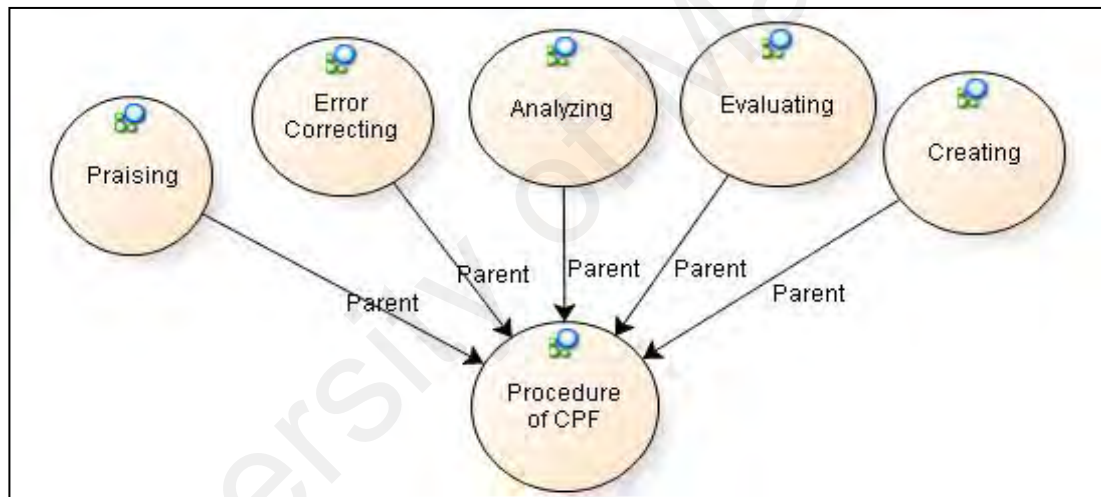


Figure 4.6. Nodes of Process in Critical Peer Feedback for BEW on Qzone Weblog

According to figure 4.6, five nodes of the process include “praising”, “error correcting”, “analyzing”, “evaluating” and “creating”. The six case participants followed a general five-step process of critical peer feedback for Business English Writing on Qzone weblogs: 1) praise or compliment, 2) assess the errors of spelling, grammar and punctuation, 3) come to the analysis of the writing tasks, 4) then evaluate the discourse, and 5) finally attempt to give suggestions on “creating” to make the writing more attractive for successful business communication. This

five-step process is the concrete output of critical peer feedback.

However, the data imply that the cognitive process of critical peer feedback is more complicated. According to the input and output hypothesis in second language acquisition (Krashen, 1985; Swain, 1985), there are a large number of writing artifacts and peer feedback which build an “input” environment to “emerge” the peers. Based on the data analysis, the cognitive process of critical peer feedback can be categorized as the following three steps - “input”, “critical thinking (CT)”, and “critical peer feedback output (CPF Output)”.

First, when a case participant begins to read a peer’s writing, he or she will first intake the peer’s writing such as the writing tasks, language, and organization, etc. This process of “intake” is the lower-order thinking stage (LOTs) in Revised Bloom’s Taxonomy of “remembering, understanding, and applying”. “Intake” refers to the actual internal understanding of the input by an individual in second language leaning (Rast, 2008; Pawlak, 2011). In this study, the peer’s “intake” in critical peer feedback refers to the actual activity of understanding and applying Business English Writing. During the process of “intake”, students may take in one aspect, two aspects, or three aspects at a time, and they may leap to and from one to another. At the “intake” stage of critical peer feedback, these three activities are not in a linear way of thinking activities.

Second, after the “intake” stage, it is the stage of critical thinking with the activities of “analyzing”, “evaluating” and “creating”. All of the case participants adopt the three-step model of critical thinking - “analyzing”, “evaluating” and

“creating”. Because the case participants stated that this model is “concrete, clear and easy” to understand and grasp for beginners of critical peer feedback. These three steps are not always wholly conducted during critical peer feedback. However, they all highlighted the importance of “creating” in critical peer feedback for Business English Writing.

The last stage of critical peer feedback is the stage of “output”. Peers will use their “intake” of knowledge to assess their peers’ writing with critical thinking, and then provide “output” of their feedback. “Output” refers to the language produced by a language learner in linguistics (Zhang, 2009). In this study of critical peer feedback, “output” refers to the written feedback languages produced by a peer for his or her peer’s writing. The last stage can be regarded as products of critical peer feedback for Business English Writing in this study.

Based on the tree codes of critical peer feedback process in Figure 4.6, the output of critical peer feedback usually includes five parts: praising, error correcting, analyzing Business English Writing tasks (BEWT), evaluating and creating. The detailed process can be illustrated in the following figure (see Figure 4.7).

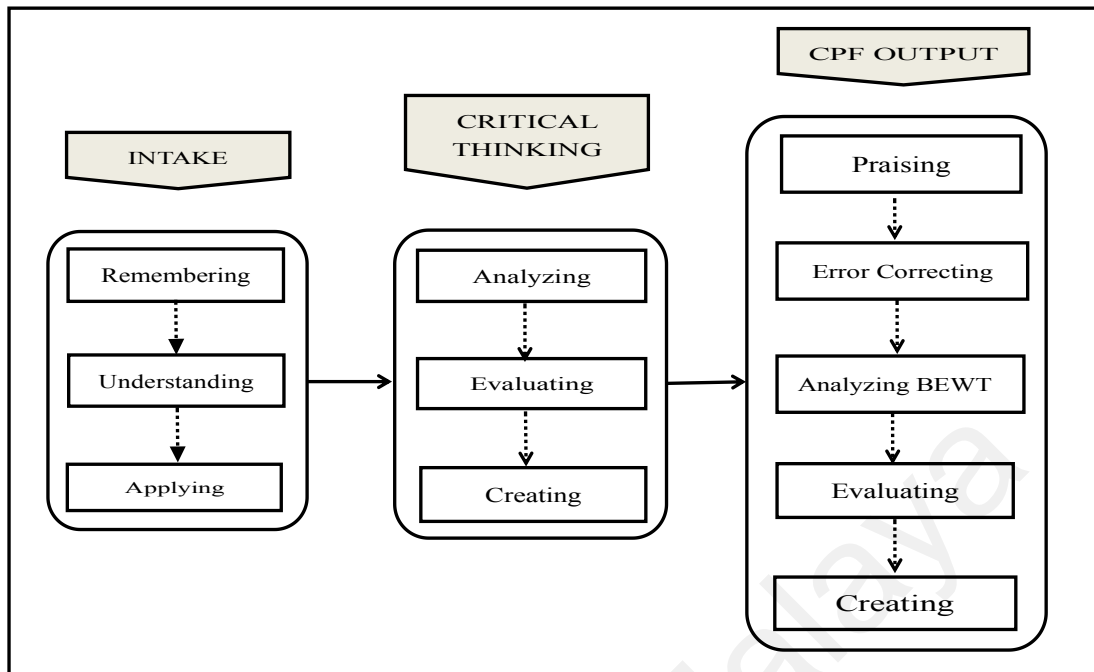


Figure 4.7. Process of Critical Peer Feedback in BEW on Qzone Weblog

During the step of “CPF Output”, the first step of “praising” refers to the compliments that a peer provides praising languages to compliment the writer and try to obtain agreement and acceptance, or diminish embarrassment for the further critical peer feedback. Praise is regarded as “an important function in motivating, rewarding and enhancing self-esteem in feedback” (Askew, 2000, p. 7). It is also connected with the Confucianism culture in China (Fingarette, 1972). The next step is error correction which is not regarded as a part of higher-level peer feedback in Business English Writing, but it is a meta-cognition of peer feedback for Chinese students. The third step is to analyze the Business English Writing tasks and requirements, and to check the items of each writing requirement. The fourth step is to evaluate and assess the fulfillment of the writing tasks, and conciseness and completeness of syntax, pragmatic and rhetorical features. The last is to study the “creativity” of the writing which refers to not only the writing of wording, sentence

pattern, and discourse; but also the attraction for successful business communication such as affective languages, logic and rhetoric, etc. The five steps become the basic cognitive process of critical peer feedback.

Post-activities of Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates. The case participants indicated many suggestions about further activities for critical peer feedback. The purpose of critical peer feedback is not only to provide feedback for assessment but also to improve the writing for further rewriting based on the contents of critical peer feedback. According to the free coding categorized into a tree node of “Post-activities of CPF”, the case participants stated that the following five activities are necessary to improve their Business English writings including “proofreading”, “re-editing”, “self-reflecting”, “rewriting”, and “re-uploading”, etc. (see Figure 4.8)

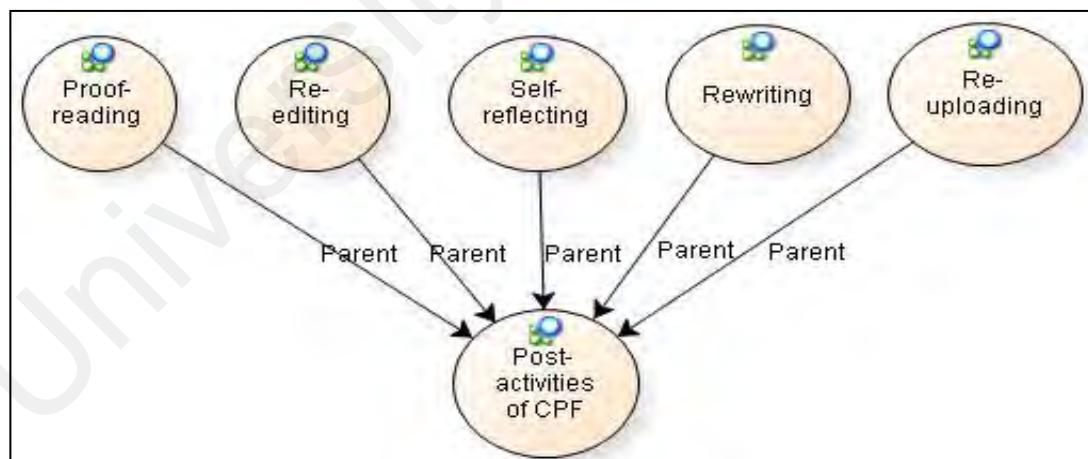


Figure 4.8. Nodes of Post-activities in Critical Peer Feedback

The case participants argued that error correction is one of the main parts in critical peer feedback. The careful proofreading is vital for the writers to correct errors of grammar, spelling and punctuation in Business English writings. They

argued that there should be no errors and mistakes, because they are proficient English language learners. The process of proofreading is also the process of assessing critical peer feedback by themselves. The process of self-reflection is a process of critical thinking on the reasonableness and assessment of the acceptance of critical peer feedback. It is helpful for peers to improve their ability to provide critical peer feedback and to improve Business English Writing.

The case participants stated that it is necessary for the writers to re-edit their writing after proofreading and self-reflection. These activities shall be conducted depending on the writer's self-reflection and judgment. The activities of proofreading and re-editing are also activities of rewriting. The case participants argued that rewriting is advisable for the improvement of Business English Writing. For further critical peer feedback, the case participants believed that it is necessary to upload their rewritten writings on their Qzone weblogs. These activities will not be ceased until they believe that their writing is more acceptable to fulfill the requirement of an efficient and qualified business writing. After re-uploading the rewritten assignment, another cycle of critical peer feedback can begin among the peers. In this way, the cycle of critical peer feedback is a new turn of facilitating Business English Writing, which might make students to reach an even higher level of critical peer feedback.

Contents of Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates. Among the researches of the contents of peer feedback in writing, Caulk (1994) concluded six categories such as form, reorganization, more information, write less, clarity and style, etc. Nelson and

Schunn (2009) studied the nature of feedback including summarization, specificity, explanations, scope, affective language, and their influence on writing performance.

Based on data analyses of interview transcripts and artifacts of critical peer feedback by QSR NVivo 8.0, contents of critical peer feedback were coded into “Free Nodes” including the following seven parts - “error correction”, “discourse analysis”, “pragmatic functions”, “rhetorical features”, “affection”, “style” and “syntax”, etc. The detailed seven nodes and their “children” nodes were modeled in the following figure (see Figure 4.9).

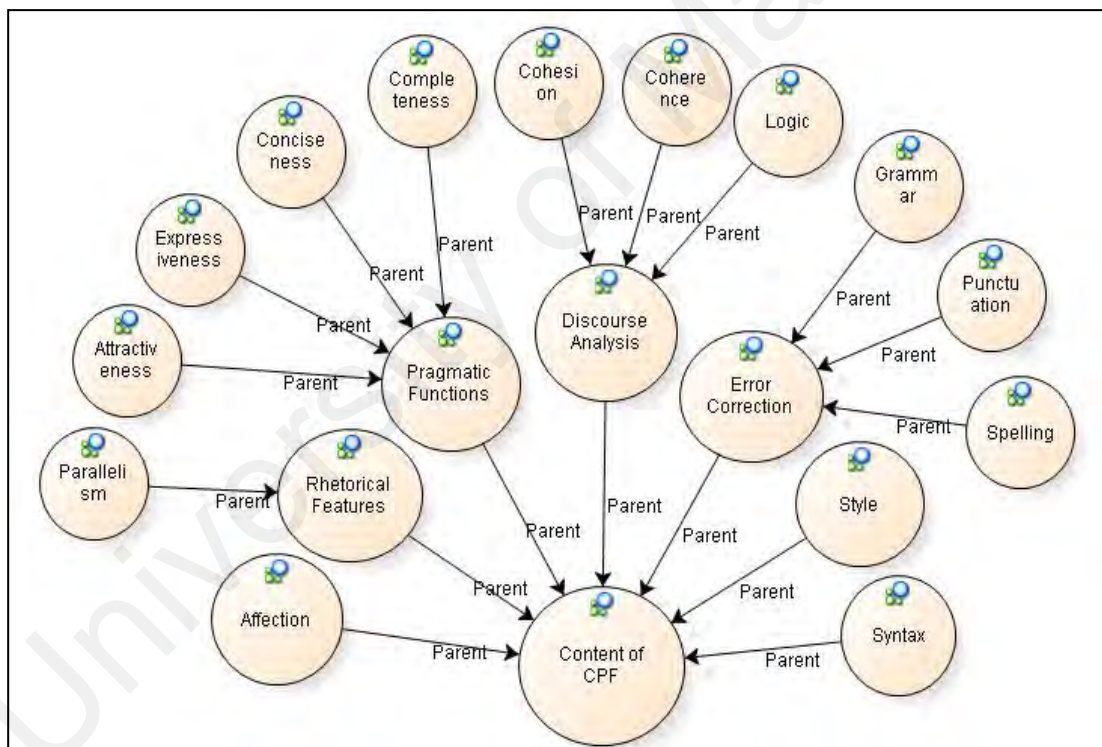


Figure 4.9. Nodes of Contents of Critical Peer Feedback in QSR NVivo 8.0

Error Correction. The six case participants stated that their first action in critical peer feedback is to correct errors of grammar, punctuation and spelling. Error correction can not be neglected in critical peer feedback for Business English Writing, because they argued that Business English Writing is of a higher-level type of

English writing, and errors should not appear in their writings. Based on the study of artifacts of Business English Writing assignments and critical peer feedback, the finding shows that there are still many errors of grammar, punctuation and spelling in Business English writings and the language of critical peer feedback. Error correction is still a part of critical peer feedback in Business English Writing among the case participants. But the effectiveness of error correction in peer feedback is controversial. Many scholar found that feedback on error is discouraging and generally fails to produce any improvements in their subsequent writing (Hyland & Hyland, 2006; Fazio, 2001) . Ferris (2006) found that some errors are considered “treatable” such as verbs, subject-verb agreement, run-ons, fragments, noun endings, articles, pronouns, and possible spelling, etc. However, some are “untreatable” such as word choice and word order because there is no handbook or set of rules students can consult to avoid or fix those types of errors. In critical peer feedback, these “treatable” and “untreatable” errors were indicated by the peers which might help peers to make relevant corrections.

Example 47:

一般来说，当我评价一份写作时，我首先看到的是语法错误，其次才是文体，第三是措辞，然后是修辞，比如排比句，情感的语言。最后是能够吸引我的特征。

Generally, when I evaluate a writing, the first viewed in my eyes is grammar error, the second is style, the third is wording, and then rhetoric like parallelism, affective language. The last is special feature which attracts me. (Interview Transcript/ CP3/ 09 Oct., 2015)

Example 48:

你可以就一些基础的语法错误和句子衔接做出评论，你应该能找到一些基本的，看下情感语言表达。纠错还是相对容易些。因为我们一直都在纠错。【……】至于纠错的效果，对提高写作能力有没有

帮助好像很难说。因为我总是犯过的错误，还会继续犯，改正过来需要一个过程吧。

You can comment on the basic grammar errors and sentence cohesion. You should find something basic and have a look at the affective expressions. [...] I am not sure about the effect of error correction to improve the writing ability. Usually, I will make the same mistakes again and again. I think it needs a process to correct errors. (Interview Transcript/ CP5/ 23 Oct., 2015)

In the interview transcripts of CP3 and CP5, their first action of assessing a writing is to correct grammar errors. However, in their artifacts of critical peer feedback, there are also many errors of grammar, spelling and punctuation, which seriously affect the quality of critical peer feedback.

Example 49:

A) in my opinion, we, several did not have a better understanding to the 'definition of the report' or how to organise a report, and i think [...]. (13:07:30/2015-12-23 /CP5)

B) about the finding ,it's too long,and not very clear. (14:26:11/2015-12-23/CP4)

C) i think the finding has som problems. the imformation is not specific and correct. (12:02:25/2015-12-29/CP6)

(CPF Artifacts-CP3/CP3/A6)

In Business English writing of CP3, three case participants, CP4, CP5, and CP6 provided their critical peer feedback on her writing. However, there are many errors in feedback such as grammar errors of capitalization in the initial word, spelling errors of “organise” instead of “organize”, “som” instead of “some”, “imformation” instead of “information”, punctuation errors like comma, single quotation instead of double quotation, and dash between words in sentences, etc.

Therefore, error correction is still one of the key contents in critical peer feedback in Business English Writing. These errors and mistakes in Business English writing and critical peer feedback are critical for students in critical peer feedback for

Business English Writing. Although the case participants believe that errors shall not exist in higher-level writing like Business English writing. It is thus necessary to enhance the supervision of proofreading and editing students' feedback to eliminate these types of errors in critical peer feedback for Business English Writing.

Discourse Analysis. “Discourse” refers to the “text” or the “sequence of sentences”, and discourse analysis refers to “the study of the structure of sentences” (Schiffrin, Tannen, & Hamilton, 2008, p. 11-16). In the study of discourse analysis, there are many critical elements such as register, genre, cohesion, coherence and logic, etc.

In the process of critical peer feedback, the case participants realized the importance of cohesion, coherence and logic of sentences in Business English Writing. In their critical peer feedback, they provided their feedback on three main aspects for discourse analysis including cohesion, coherence and logic of sentences, etc. In example 50, CP2 recognized that he not only “payed attention to error correction”, but also “sentence logic, cohesion and coherence”. Example 46 implies that the case participants also provide feedback on “clearness”, “completeness” and “accuracy” of expressions in Business English Writing.

Example 50:

在研究初始，我关注语法错误，没有检查句子的逻辑。但是现在，我更喜欢研究句子的逻辑，连贯及衔接。它们是否清楚，对写作很重要。我们往往按照汉语的思维组织句子，形散而神聚，但英语段落都是以 topic 为中心的，思维不能跳跃的太远了，否则老外就丈二和尚摸不着头脑啦。

At the beginning of this study, I pay much attention to grammar errors, but not check sentence logic. But now, I prefer to study sentence logic, cohesion and coherence. Whether or not they are clear, is very important

to a writing. (Interview Transcript/CP2/23 Oct., 2015)

Example 51:

A) There are several grammar and punctuation mistakes. At the same time, the last sentence is not very suitable in the manner. (10:50:00/2015-12-16/CP4)

B) Generally, I think the expressions are good. But, for the first sentence, I feel a little uncomfortable when I read it. All in all, the passage is good. (10:29:21/2015-10-20/CP5)

C) The recommendation may be more specific not just a sentence. (12:50:04 /2015-12-29/CP6)

(CPF Artifacts/CP1)

Simple and clear expression! It's good. But I think it's better to use Imperative Sentence in the end. This will be more direct and appealing. (12:36:25/2015-11-20/CP6)

(CPF Artifacts/CP4)

In example 50 and 51, CP2, CP4 and CP1 argued that the content of discourse analysis is a key part of critical peer feedback for Business English Writing. Discourse analysis can help peers to study the writing from the aspects of discourse or text, which goes beyond words and sentences. They believed that discourse analysis in peer feedback belongs to the content of critical peer feedback in Business English Writing.

Pragmatic Functions. Business English Writing is a vocational writing with English for specific business purposes. The writing objectives are purposeful with clear purposes, application fields, targeted audience, and specific language. In order to fulfill these purposes, pragmatic functions are highlighted in Business English Writing such as clearness, conciseness and courtesy (Chen, 2005), and accuracy, clarity and simplicity (Gartside, 1976).

From data analyses of interview transcripts and artifacts of critical peer

feedback by QSR NVivo 8.0, the case participants stated that they have recognized the importance of pragmatic functions in Business English Writing. These pragmatic functions in data sources were concluded into four parts - completeness, conciseness, expressiveness, and attractiveness. Completeness refers to the fulfillment of writing tasks, and correctness of sentences. Conciseness refers to the clarity, accuracy, and clearness of writing sentences and structures. Expressiveness refers to the smoothness and readability of writing. Attractiveness refers to the writing quality which can cause an interest or desire to the readers for a successful business (Chen, 2005; Gartside, 1976).

Example 52:

我会系统研究语法错误，写作的完整性、准确性、衔接和连贯，一些能够进一步吸引我阅读的点。我们大部分的写作都是相似的，因此我更喜欢读特别的，与其他不同的。

I will have a comprehensive study of the writing about grammar errors, completeness of writing tasks, conciseness of expressions, cohesion, coherence, and some points which can attract me for further reading. Most of our writings are similar, so I'd like to read the special one, the difference with others. (Interview Transcript/CP2/23 Oct., 2015)

Example 53:

我看了下是否写作在句子结构及写作任务是完整的，表达是否通顺，我会检查它是否吸引人，有哪些吸引人的地方，有没有创新？我觉得语言应该简单，清楚，简洁。这可以给我们一种真实感。

I have a look at whether their writing is completed in sentence structure, and writing tasks, and whether the writing is smooth and expressive. I'd like to check the attractiveness. Are there any attractive, amazing parts in the writing? Are there anything new and creative? I think the language should be simple, clear and concise. This can give us a feeling of reality and authenticity. (Interview Transcript/CP4/09 Oct., 2015)

In examples 52 and 53, CP2 and CP4 stated the pragmatic functions of “completeness”, “conciseness” and “attractiveness” in Business English Writing. They also regarded these pragmatic functions as rubrics to assess Business English

writing. In the following example 54 from the artifacts of critical peer feedback for CP1, CP4 stated that “the sentence is not very suitable in the manner”, and CP5 stated that “I feel a little uncomfortable when I read it”. They both implied the pragmatic functions of “completeness” and “conciseness” in Business English Writing. Although their languages of critical peer feedback are plain and not in specialized terms of pragmatics.

Example 54:

A) There are several grammar and punctuation mistakes. At the same time, the last sentence is not very suitable in the manner.
(10:50:00/2015-12-16/CP4)

B) Generally, I think the expressions are good. But, for the first sentence, I feel a little uncomfortable when I read it. All in all, the passage is good.
(10:29:21/2015-10-20/CP5)

(CPF Artifacts/CP1)

Example 55:

Business Report
(*First Writing*)

To: Export Sales Manager
From: Miss Li
Subject: About new agents for international freight
Date: December 20, 2015

Introduction

The purpose of this report is to look for new agents for international freight.

Findings

Globelink has have 25 years' experience in sea freight. It has many worldwide destinations. Air freight is also available, and we may need for urgent orders. To all documentation provided, Globelink completes all customs forms, but FTD don't. Competitive rates-quotes are available on request.

FTD Shipping Agents need freight agents to many major ports which are mainly in Europe. It supports refrigerated shipping and containers are available. And it could be useful for small orders. Someone who are willing to have the job can contact Martin Taylor on 0207234576 for further information and details of charges, which is a bit higher than Globelink.

Conclusion

It is clear that Globelink has more experience and it has a large scope to export. FTD Shipping Agents is easier to deal with some special shipping. And the charges are different.

Recommendation

I think Globelink is a better choice. As it seems to be more experienced and reliable and have a good reputation in a way. With that, further consultation can take place.

Business Report (Rewriting)

To: Export Sales Manager

From: Miss Li

Subject: About new agents for international freight

Date: December 20, 2015

Introduction

This report sets out to look for new agents for international freight.

Finding

Two main agents are available. There are the details about the two agents:

1. Globelink. This company has 25 years' experience in sea freight with worldwide destinations. It can provide air freight, which can meet the needs for urgent orders. In addition, Globelink can provide potential documents and complete special custom forms.
2. FTD Shipping Agents. This company has freight agents to many major ports but mainly in Europe. It can provide refrigerated shipping and container shipping. Specially, small quantity delivery is available, which could be very useful for small orders. However, small quantity charges a bit higher than Globelink.

Conclusion

Globelink is more experienced. It has more destinations worldwide. And it can help with all custom forms and provide all documentation. Last but not least, it has lower charge. Although FTD Shipping Agents can accept small order and have refrigerated and container shipping, I am afraid it can't meet our needs.

Recommendation

I suggest Globelink as our new international agent. Our company also can use Globelink for refrigerated shipping and container shipping in the conditions of special documents and custom forms.

(BEW Artifacts/A5/BEW-CP5)

In the example 55, CP5 rewrote her Business Report according peers' critical peer feedback on the pragmatic functions such as conciseness, completeness, and

expressiveness. For conciseness, the rewriting modified the sentence “To all documentation provided, Globelink completes all customs forms, but FTD don’t. ” into “In addition, Globelink can provide potential documents and complete special custom forms.” This sentence in the rewriting is apparently accurate, concise and completed, which caters for the formal writing of Business Report. However, the first writing is vague and illogic in language, and informal. The part of “recommendation” in Business Report is the key which directly affects the business decision. Therefore, this part must be accurate in results, concise in language, and completed in findings. Therefore, the rewriting of recommendation “I suggest Globelink as our new international agent. Our company also can use Globelink for refrigerated shipping and container shipping in the conditions of special documents and custom forms” , caters for the writing purposes of Business Report.

Therefore, the analysis of pragmatic functions in peer feedback is a key content of critical peer feedback. Pragmatics studies the meanings and effects in context of language (Levinson, 2001). In Business English writing, pragmatic functions assess the proper usages of language in business context. Business English writing pursues pragmatic functions of completeness, conciseness, expressiveness, and attractiveness. It is necessary to study the pragmatic functions in critical peer feedback for Business English Writing.

Rhetoric Features. Rhetorical features refer to a vast array of rhetorical figures in writing such as repetition, parallelism, hyperbole, overstatement and understatement. Business English Writing pursues “conciseness”, “clarity”,

“simplification” and “persuasiveness” for successful business communication (Chen, 2005; Gartside, 1976; Li & Wang, 2009). However, rhetorical features are widely used to improve the expressiveness and affection of Business English writing. The case participants stated that rhetoric feature is a key content of critical peer feedback in Business English Writing.

Example 56:

如果我现在对写作反馈，我会首先检查语法，然后是文体，第三是修辞结构比如说排比及情感语言。虽然修辞不是很多（在商务英语写作中），但是也很重要啊，也得注意些。

If I feedback a writing now, I will check, first, the grammar; second, the style; third, the rhetorical feature like parallelism, and affective languages. (In Business English Writing), although rhetorical features are limited, it is also very important and we must pay attention to it in writing. (Interview Transcript/CP3/09 Oct., 2015)

In example 56, rhetorical feature was mentioned by CP3 as a part of critical peer feedback. CP3 argued that the rhetorical feature of parallelism shall be concerned in Business English Writing. The case participants stated that other types of rhetorical features shall also be recognized and improved in critical peer feedback for Business English Writing. Therefore, rhetoric feature is one of the key contents in critical peer feedback in Business English Writing. Rhetorical features need to be enhanced in critical peer feedback, in order to promote their proper uses in Business English writing.

Affection. “Affection” refers to affective languages to persuade and express some kinds of emotions in Business English Writing (Chen, 2005 & 2010; Jiang, 2016). The case participants believed that their readers are potential business partners. The readers are emotional figures who need affective languages in business

communication such as the expressions of greeting, thanks, and complaint, etc. The case participants stated that affective languages are widely used in business letter writing.

The case participants realized the importance of affective languages in Business English Writing. They stated that affective expressions are very important for successful business writing. However, affective expressions must cater for the situation of business writing with proper emotional expressions. Abused affection in business writing may become an obstacle to successful business communication.

Example 57:

如果我反馈写作，我研究一下情感语言，有时他们对于商务英语的写作非常重要，特别是商务信件的写作。需要用运用情感语言劝服你的客户接受你的项目或产品。

If I feedback a writing, I will study the affective languages. Sometimes, they are very important for Business English writing, especially in business letter writing. You need to use affective languages to persuade your customers to accept your project or your products. (Interview Transcript/CP3/09 Oct., 2015)

Example 58:

A) First, maybe you can praise or appreciate the school using thankful languages in this congratulation letter. I think it will be better. Second, if it is possible, you can encourage him to study continually, as far as I am concerned.(12:46:20/2015-10-19 /CP3)

B) Your language in this congratulation letter is oral language which may make the reader feel that you are a close friend, very intimate and comfortable. By the way, you should pay attention to your style of letter. (10:45:07/ 2015-10-19/CP1)

C) Congratulation letter is to express your affection in the form of letter. It is a formal writing. You'd better use formal language to express your affection and congratulation. Otherwise, you can call her or text her in the informal way. (11:40:07/ 2015-10-19/CP2)

(CPF-Artifacts-CP4/CP4/A3)

In example 57, CP3 stated that “affective languages are very important for

Business English writing”, and used to “persuade your customers to accept your project or your products”. In example 58, CP3 indicated the use of affective languages in CP4’s writing, and CP1 encouraged the use of oral English and affective languages in congratulation letter writing. Therefore, affection is one of the key contents in critical peer feedback for Business English Writing.

Style. In the syllabus of Business English Writing, there are many styles of Business English Writing such as business letter, e-mail, memo, notice, business report, product description writing and academic writing (Chen, 2010; Li, 2008; Yang, 2014; Jiang, 2016). In this study, each Business English Writing assignment has a special style. The correct writing of style is a basic requirement in Business English Writing, which not only concerns with the success of a writing but also the impression and professionalization of a company.

The case participants indicated the importance of styles in Business English Writing. The feedback on the correctness of style is a main part of critical peer feedback. The style is also a meta-cognition of Business English Writing.

Example 59:

文体格式当然也很重要，如果你的格式不正确，你的写作也不会很有效果。也就是说，你并没有掌握到商务英语的基本写作知识。尽管会有很少的格式错误，但在商务英写作当中仍然可以或多或少的找到一些。

The style is also very important. If your style is not right, your writing may be not good. That’s to say that you don’t grasp the basic knowledge of business writing. Although there are few style errors, they still could be found more or less in Business English writing. (Interview Transcript/CP5/23 Oct., 2015)

Example 60:

First, you should pay attention to your style. It is messed up totally.

Second, you need make them align on the left. Third, I think you shall put your e-mail and phone number at the end of the writing. Finally, you need make your resume more attractive to attract their eyes on your capability. In your design, you'd better choose a formal template for your business card.

(CPF-Artifacts-CP1/CP1/A1)

In example 59, CP5 implied the importance of style in Business English Writing which represents not only a writing but also business experiences. Style is “the basic knowledge of business writing”. In example of 60, CP1 provided his critical peer feedback on the style of resume writing in Business English Writing.

Therefore, style is key part of Business English Writing. It is one of the key contents in critical peer feedback for Business English Writing. Students shall provide their critical peer feedback on style of Business English writing in critical peer feedback.

Syntax. Syntax is “the study of how sentences are organized and constructed with principles and processes” (Chomsky, 2002, p. 11). At the study of Business English Writing, the participants stated that the writing of Business English sentences is a difficult point because of the particular sentence patterns in Business English Writing. Business English Writing requires the sentences to be formal, concrete, precise and complete (Chen, 2005; Gardside, 1976; Jiang, 2016).

In addition, from the comparison of English and Chinese language, English sentence structure is different from Chinese sentence structure. In addition, according to the theories of “negative transfer” and “positive transfer” in second language acquisition (Johnson, 2002), Chinese sentence structures will transfer the cognition of English sentence structure in not only positive aspects but also negative aspects.

The case participants recognized that there are always many informal Business English Writing sentences and uncompleted or disordered sentences in Business English writing by the negative transfer of Chinese syntax. The case participants argued to focus on this phenomenon in their writing activities. During their critical peer feedback, they will assess the completeness of sentences and the accuracy of syntax in critical peer feedback for Business English Writing.

Example 61:

最基本的也是最重要，是要首先检查句子结构，找到句子当中存在的问题。然后，我就去找写作任务和逻辑中存在的问题，主要是研究是否完成了写作任务以及写作是否有逻辑性。【……】我们受汉语的影响，往往句子的逻辑性不强，东拉西扯，老外看了很迷茫。所以逻辑，或者说是句子的衔接和连贯很重要。

The most basic is to check sentence structures first, to find out what the problems exit in sentences. Then, I will go to the writing task and logic, to study problems of whether he has finished writing tasks and whether the writing is logical. [...] We are deeply affected by Chinese writing. Our English writings always have very loosing logic about this topic and that topic, which make the foreign readers puzzled. So I think writing logic is very important. In other words, the cohesion and coherence are very important. (Interview Transcript/CP2/23 Oct., 2015)

Example 62:

A) The body is simple and you express the general idea. I think it is good, but I wonder if the subject can be expressed in this way. (14:33:41/2015-11-19/ CP5)

B) Simple and clear expression, it's good. But I think it's better to use Imperative Sentence in the end. (12:36:25/2015-11-20/CP2)

C) The first sentence doesn't have subject. I think you shall edit it again. Besides, please do not always begin a sentence with "and". How do you think? Others are very good. (14:30:05/2015-11-20/CP3)

(CPF-Artifacts-CP4/CP4/A4)

In example 61, CP2 emphasized that he would “check the sentence structure first”. The correctness of sentence structure and syntax is “the basic” for Business English Writing. In example 62, CP5 and CP2 provided their critical peer feedback

on the “expressiveness” and “clearness” of sentences and try to give some suggestions to use “imperative sentences” in Business English writing.

Example 63:

Congratulation Letter
(*First Writing*)

Dear Mr. Yao,

On reading through this morning’s Zhejiang Daily, I find you have won the title of “2014 Top Ten Entrepreneurs” granted by the government of Zhejiang Province, and I would like to add my voice to the chorus of congratulations from all sides. The award will give pleasure to a wide circle of people who know you and your work. I am happy that the many years service you have dedicated to global marketing has been recognized and appreciated.

People working around me are deeply impressed by your work in our mutual business transactions over the past years. What you have done has been quite outstanding and it is very gratifying to know that these have now been so suitably rewarded. We wish you every success in the coming year and look forward to better cooperation with you in the future.

Warm regards and best wishes to you and your family!

Yours ever cordially,

Tony

Congratulation Letter
(*Rewriting*)

Dear Mr. Yao,

It is my great pleasure to congratulate you win the title of “2014 Top Ten Entrepreneurs” granted by the government of Zhejiang Province.

This news was published on Zhejiang Daily today. I would like to express my voice to the chorus of congratulations from all sides. The award will give pleasure to a wide circle of people who know you and your work. I am happy that the many years service you have dedicated to global marketing has been recognized and appreciated.

My business partners and staff are deeply impressed by your hard work and exploring spirit in our mutual business transactions over the past years. What you have done has been quite outstanding and it is very gratifying to know that these have now been so suitably rewarded. We wish you every success in the coming year and look forward to better cooperation with you in the future.

Best regards,

Yours,

Tony

(BEW Artifacts/A3/BEW-CP1)

In example 63, CP2 provided critical peer feedback to CP1 on the syntax about his writing of congratulation letter.

I think for congratulation letter, you'd better congratulate the letter receiver firstly. This is the most important in this writing. All English letter writings shall come to the point firstly. Then, you can talk about the details of the winning and show your respect to his work, and so on. The language shall be formal, because the receiver is your business partner, not your family member or close friend. By the way, the ending shall also be formal like "best regards" and "yours", etc. (CPF-Artifacts-CP2/ A3/CP1)

According to the critical peer feedback, CP1 rewrote this congratulation letter and try to use some formal language and pattern sentences in business letter writing such as the first sentence of this writing - "It is my great pleasure to congratulate you win the title of "2014 Top Ten Entrepreneurs" granted by the government of Zhejiang Province." This rewritten sentence directly points out the writing purpose with formal, concise and expressive language to express his sincere congratulation.

There are many formal sentence patterns in Business English Writing. In other words, these sentence patterns are suggested to be used in Business English Writing. Sentence patterns can make Business English writing formal, expressive and efficient (Chen, 2005 & 2010; Weng, 2009; Jiang, 2016). In teaching practices, the big difference of business letter writing from daily writing is the sentence patterns and formal expressions, which is required to be recited and applied in the teaching of business letter writing.

Therefore, syntax is one of the contents in critical peer feedback for Business English Writing. It is necessary to assess not only the syntax in critical peer feedback for Business English Writing, but also the corrective usages of sentence patterns which is helpful for the efficiency and formality of Business English Writing.

Factors Affecting Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates. There are many factors

which affect the effectiveness of critical peer feedback to improve the quality of peer feedback in Business English Writing on Qzone weblogs. Ellis (2003) recognized four types of factors for individual differences in L2 learning - ability (intelligence, working memory, language aptitude), propensities (learning style, motivation, anxiety, personality, and willingness to communication), learner cognitions about L2 learning (learner belief), and learner actions (learning strategies). Bassham (2009) argued that there are many barriers in critical thinking such as knowledge information, bias, peer pressure, selective perception, face-saving and fear of changing.

Factors in this study were coded as the following two nodes - internal factors and external factors (see Figure 4.10). Internal factors refer to the inner strengths and weaknesses affecting critical peer feedback from the individual perspectives. External factors refer to the influences affecting critical peer feedback outside the individual perspective. In this study, internal factors were coded into four nodes including “ability”, “propensities”, “peer cognition” and “peer actions”. External factors were coded as “pedagogy”, “LSP register”, “culture” and “environment”. The internal and external factors positively or negatively affect critical peer feedback for Business English Writing among Chinese undergraduates.

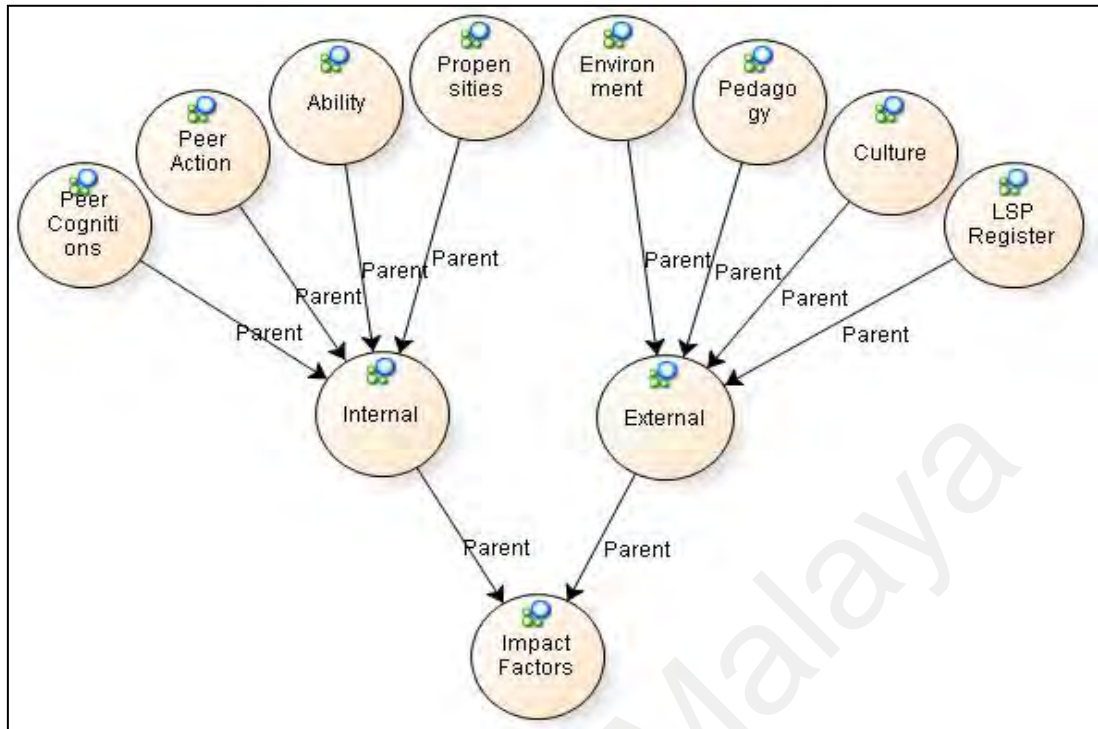


Figure 4.10. Nodes of Factors Affecting CPF to Improve BEW on Qzone Weblog

Internal Factors. From data analyses by QSR NVivo 8.0 in this study, internal factors have four nodes from the aspect of individual differences - “ability”, “propensities”, “peer cognition” and “peer action”. Each node has many “children” nodes. The internal factors were modeled by QSR NVivo 8.0 into the model of “Internal Factors” (see Figure 4.11).

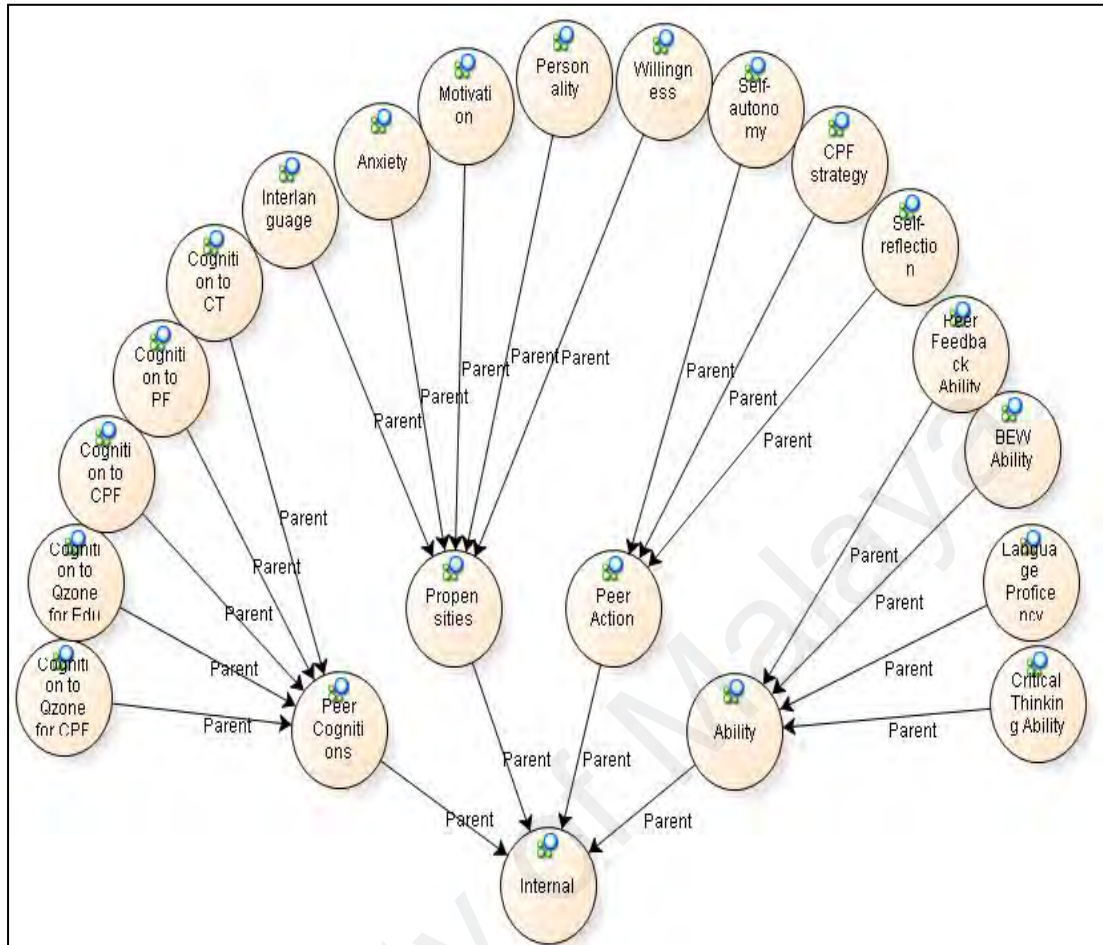


Figure 4.11. Nodes of Internal Factors Affecting CPF for BEW on Qzone Weblog

1) Ability

The abilities of Business English Writing and critical peer feedback are different among different students. Because they have different understandings of knowledge and performance in critical peer feedback for Business English Writing. In this study, the case participants recognized the following four aspects of individual abilities which will affect critical peer feedback for Business English Writing on Qzone weblogs. The four aspects of abilities are “Business English Writing ability”, “language proficiency”, “critical thinking ability”, and “peer feedback ability”.

As for Business English Writing ability, the case participants argued that their

Business English Writing abilities are different and their capabilities of Business English Writing affect critical peer feedback. They believed that writers with capabilities in Business English Writing are more knowledgeable about Business English Writing and can have a comprehensive understanding of Business English Writing. Therefore, their critical peer feedback for Business English Writing will be more critical and competitive. In addition, the case participants stated that they are more willing to read and accept critical peer feedback from peers who are regarded as capable Business English writers. They believed that they can learn more from capable writers. Therefore, this kind of belief also indicates the theory of ZPD in peer feedback. The capable peers can help the lower capable peers to reach “what he or she can not do” in language learning (Vygotsky, 1978).

Example 64:

我认为有一些学生甚至连自己的写作都写不好，而怎么会能给别人好的反馈呢？另外，个人对于语言的熟练程度也是非常重要的。有时他们不能理解我的语言，也看不懂我写作的东西，他们会对我的写作给出错误的反馈。所以，他们的反馈值得怀疑，他们需要先提高自己的写作能力，学更多的商务写作知识。

I think some students even can not write their own writings well. How can they give good feedback on our writings? In addition, individual language proficiency is very important. Sometimes, they can not understand my language and can not understand my writing, they may give wrong feedback on my writing. So their peer feedback is doubtful and unbelievable, they need to improve their writing ability and learn more knowledge of business English Writing. (Interview transcript/CP1/08 Dec., 2015)

In example 64, CP1 complained that some students had poor abilities in writing and worried about their poor feedback which might mislead their Business English writing. CP1 implies that language proficiency is very important in critical peer feedback.

Language proficiency refers to language performance of each individual in Business English Writing (Chomsky, 2002). Chomsky (2002) distinguished language performance from language competence. Language performance refers to the actual usage of language by each individual (Chomsky, 2002). In Business English Writing, different individual has different language performance and language proficiency. The case participants believed that good language performance and language proficiency are more important for understanding peers' writings and more possibly to provide clear, comprehensive and expressive critical peer feedback.

In this study, the concept of "critical thinking" was introduced to the case participants to study the skills of critical thinking at two workshops. Based on the data analysis of interview transcripts, case participants admitted that there are differences with their ability of critical thinking. They also stated that this ability of critical thinking affects their critical peer feedback. They articulated that peers with capable ability of critical thinking will perform well in critical peer feedback.

Example 65:

当然，每个人同伴反馈的能力是不同。有些反馈质量很好，有些就很差。这会影响到同伴的写作。我喜欢看好的同伴反馈，我认为这对我很有帮助，确实能够激发我的思维，提高对问题的认识。我们经常写作的时候，审题不清楚，遗漏很多写作要点。看差的反馈，不但没有帮助，还很耽误时间啊。

Certainly, our ability of peer feedback is different. Some give good feedback, some give very poor feedback. It will affect peers' writing. I like to read good peer feedback, I believe that it is more helpful to me. Qualified feedback can stimulate my thinking and improve my understanding to some questions. During our writing, we usually omit many writing tasks because of misunderstanding the writing tasks. It wastes my time to read some bad feedback, and it is helpless to me. (Interview transcript/CP1/08 Dec., 2015)

In this study, the case participants stated that they have never been taught how

to give peer feedback, and also which aspects to feedback before this study. They further argued that Chinese students including undergraduates have very poor ability in providing peer feedback which will affect their performance of critical peer feedback in Business English Writing.

The case participants have similar peer feedback ability in writing and their peer feedback ability is poor based on their prior cognition of peer feedback. The finding shows that students with capability of Business English Writing, good language proficiency and critical thinking ability tends to provide high-qualified critical peer feedback. The higher capable students can help the lower capable students to improve their Business English writing in critical peer feedback. The ability factor affects critical peer feedback for Business English Writing.

2) Peer Action

Peer actions in learning are different for each individuals. Peer actions will influence the learning activities. In this study, the finding shows the following three peer actions influencing critical peer feedback - “critical peer feedback strategies”, “self-autonomy”, and “self-reflection”.

According to data analysis of interview transcripts, peers’ perceptions of critical thinking and critical peer feedback are different. CP1, CP2, CP4 and CP6 have more comprehensive and integrated understandings of critical thinking and critical peer feedback, while CP3 and CP5 are poor and partial. Their peer actions in critical peer feedback are affected by their perceptions and critical peer feedback strategies. Although, all case participants stated that they apply the Revised Bloom’s

Taxonomy for critical peer feedback, but their performances are at different levels.

Their self-autonomous learning of critical thinking and critical peer feedback is different which causes different perceptions. In the interviews, CP1, CP3, CP4 and CP6 articulated that they did not learn more about critical thinking and critical peer feedback except the workshops. However, CP2 and CP5 stated that they had attempted to learn more from the internet and library. Those with strong self-autonomous learning have more comprehensive understandings of critical thinking and critical peer feedback which positively affect their activities of critical peer feedback.

Example 66:

一开始，我对批判思维并不了解。我就在网上读了一些维基百科和百度上的内容。关于这些知识，图书馆什么也不好找。现在，我知道批判性思维起源于美国，是一种高级思维方式，它是一个推理、综合和创新的过程。它也是一个心灵开放的过程。我也知道一些从事批判性思维研究的大咖，例如古希腊哲学家苏格拉底、约翰·杜威和美国哲学家卡尔。“Critical”这个词就来源于古希腊语。卡尔就更强调创新，推翻就理论，不断做出新发现。【……】之前，我并不知道批判性思维。对我真是太有帮助了啊。

At the beginning, I am not sure about critical thinking. I surf the internet and read some from Wiki and Baidu. There is nothing about it in our library. Now, I know that critical thinking begins at America. It is high-order thinking, and a process of reasoning, integrating and creating. It is also a process of mind-opening. I know some famous researchers in critical thinking such as ancient Greek philosophy Socrates, John Dewey, and American philosophy Karl Popper. “Critical” is originated from Ancient Greek. Karl emphasized creation to overturn old theories and pursue new findings. [...] Before this study, I don’t know it. It is very helpful to me . (Interview transcript/CP2/23 Otc., 2015)

Learning is an activity of thinking and self-reflection. The self-reflection of what they have learned and what they will learn is a helpful activity in learning.

According to the interview transcripts, the case participants revealed that they have

no time to reflect and think about what they have learned and what they have received in class. This kind of spoon-feeding teaching is harmful to the students, in which the lecturers do not know how much the students can “eat” and how much students can “digest” (Zhang, 2008). The individual differences of self-reflection affect their actions in critical peer feedback.

Example 67:

我们没有时间去思考，课上忙于记笔记，把老师教的和黑板上写的都记下来。有时候，幻灯片上的东西很多，都需要记下，课堂上很忙很紧张。放学以后，我们又有许多家庭作业，不只是商务英语写作，还有其他作业，太忙了，都没有时间去思考我们课堂上学的东西。【……】再说了，如果不是期末要考试的，大家也不会主动去再复习，再思考。可能自制力太差吧。

We have no time to think and we are busy with writing down on our notebooks what the teacher write on the blackboard and teach at class. Sometimes, there are a lot on the slides. After class, we have a lot of homework, not only Business English writings but also others. It is too busy. We have no time to think what we have learn [...]. In other word, if it is not the content in final examination, we will not autonomous to review and think about it. Our autonomy may be very poor. (Interview transcript/CP2/23 Otc., 2015)

Therefore, the case participants have inefficient peer actions in critical peer feedback for Business English Writing. Their cognition of critical peer feedback strategies is based on the workshops at the beginning of this study. They have low self-autonomy to learn more about critical thinking and critical peer feedback at their spare time. They argued that they have no time for self-reflection on critical peer feedback in and outside of the class for Business English Writing. The factor of peer action negatively affects critical peer feedback for Business English Writing in this study. For Chinese students, it is important to promote self-autonomy and self-reflection in teaching and learning.

3) Peer Cognition

Peer's cognition to the relevant concepts of critical peer feedback is a critical factor to the practice of critical peer feedback. In this study, the peers' cognitions of critical thinking, peer feedback, critical peer feedback, and Qzone weblog have been analyzed at section 4.2.1. Different case participants have different levels of understanding of these concepts, which affect their activities of critical peer feedback.

However, the finding shows that the six case participants have similar understandings in many key terms. For peer feedback, they stated that they had never been taught how to conduct peer feedback, and their contents of peer feedback is error correction of grammar, spelling and punctuation. For critical thinking, they agreed that critical thinking is a higher-order and comprehensive thinking which has a set of special skills. They echoed that they can grasp the skills of critical thinking through teaching and practicing activities. For critical peer feedback, they stated that it is a helpful collaborative learning method with critical thinking skills and peer feedback, which offers a higher-order strategy for peer feedback in Business English writing. As for Qzone weblog, they stated that Qzone weblog can not only be used as a instant messaging communication instrument but also a technological platform for critical peer feedback. Qzone weblog is a convenient and popular platform for critical peer feedback in Business English Writing.

The finding shows that case participants have proper cognition of the relevant concepts in this study. The factor of peer cognition is positively affected critical peer

feedback for Business English Writing in this study. However, there are also many controversial understandings such as “critical” in critical peer feedback and “criticism”, the concept of critical thinking, and the skills of critical thinking, etc. The improper cognition may become barriers to critical peer feedback for Business English Writing.

4) Propensities

The individual propensities are the natural habits to behave in a particular way, which will affect the individual’s learning activities (Ellis, 2003). In this study, five propensities affecting critical peer feedback in Business English Writing on Qzone weblog were coded. These five propensities are “anxiety”, “personality”, “motivation”, “willingness” and “inter-language”.

a) Anxiety

Anxiety is an important factor in second language acquisition, which includes “trait anxiety, state anxiety and situation-specific anxiety” (Ellis, 2003, p. 479-483). In this study, the case participants stated that they have high anxiety at the teach-centered and high-stake class. During the face-to-face peer feedback in class, the case participants argued that their anxieties may come from criticism, peer pressure, face-losing and face-saving, fear of mistakes, teacher pressure and timidity, etc. However, in this study of critical peer feedback on Qzone weblogs with student-centered collaborative learning, the case participants echoed that there is no anxiety in providing and receiving feedback. They have a feeling of pleasure and willingness to provide and receive critical peer feedback on Qzone weblogs.

Example 68:

(网络反馈时) 我们都没有任何压力。课堂上, 老师点名让我站起来回答问题, 进行反馈, 肯定有压力, 并且很紧张。当时, 都不知道咋说。从情感上来说, 会有压力, 焦虑、胆小、没有准备好。关键是面对面反馈, 要是说的不好, 多尴尬啊。往往老师让自愿评的时候, 我都是低着头, 假装学习或者思考。(笑)

We do not have any pressure (at online feedback). At class, when the lecturer ask you to stand up and make comments, I will have pressure and become anxious. At that time, I can not figure out what to say immediately. Emotionally, I will have some pressure on anxiety, timidity, and not well preparation. One of the key parts is that if we say something wrong or no good, it will be very embarrassed. Usually, when our teacher begins to ask us to give feedback volunteer, lowering my head, I will pretend to learn something or thinking about it. (Interview transcript/CP3/09 Oct., 2015)

In example 68, CP3 implied that there are lots of pressure and anxiety in teacher-centered class, but no anxiety in critical peer feedback on Qzone weblogs. However, some stated that their anxieties maybe exist in peer pressure of poor writing and poor critical peer feedback on Qzone weblogs. Some argued that they become anxious when they can not find errors and words to provide critical peer feedback.

Example 69:

有时会有一些焦虑, 特别是我的写作被认为是很糟的时候, 他们会给予直接的批评, 我感到非常的伤心和忧虑。这样感觉很不好意思, 下次一定好好写。

Sometimes, there is a bit of anxiety. Especially, when they think my writing is terrible, and give many direct criticism. I will feel very sad and anxious. I feel very sorry about my writing and make my mind to write better next time. (Interview transcript/CP2/23 Oct., 2015)

Example 70:

当我找不到错误的时候, 也会忧虑, 我不知道怎么去反馈。有时, 我发现他们的写作都很好, 我不能够找到错误, 也不知道怎么作出评价。我也无法找到大的漏洞, 如果我找不到, 我就会很担心。

Anxiety comes when I can not find errors. I have no idea how to feedback. Sometimes, I find their writings are very good. I can not find

the errors, and don't know how to comment. I can not find the big loophole. If I can not find it, I will feel very anxious. (Interview transcript/CP4/09 Oct., 2015)

In example 69, CP2 stated that his anxiety may come from peer pressure of his poor writing and his peers' extreme "criticism" in peer feedback. In example 70, CP4 stated that her anxiety may exist in how to make a suitable critical peer feedback. The first anxiety comes from peers and the second comes from the students themselves from self-reflection. These two kinds of anxiety are different from the anxiety in a Chinese teacher-centered class.

The case participants stated that there is no anxiety in critical peer feedback for Business English Writing using Qzone weblogs. At the online environment using Qzone weblogs, the virtual platform diminishes the anxiety of face-to-face peer feedback. The case participants can provide their critical peer feedback flexibly and pleasantly. It is helpful for the conduct of critical peer feedback for Business English Writing. However, students can provide anonymous critical peer feedback on Qzone weblogs to reduce peer pressure, losing face and embarrassment, etc.

b) Personality

Individual personality affects learning activities (Ellis, 2003). In the SCT, Vygotsky emphasized the communication among social members to construct new knowledge (Ellis, 2013). In collaborative learning of peer feedback, learning activities are conducted within peers or learning groups. The personality of each peer or learning group member will affect collaborative learning.

Chinese students are under the influence of Confucianism. Leung and Bozionelos (2004) studied the five-factor model of Confucian personality -

neuroticism, extraversion, openness, agreeableness and conscientiousness. They furthered the reflecting characteristics of Confucian personality such as “industriousness, sacrifice of personal interests over group interests, concealment of emotions, and low profile” (Leung & Bozionelos, 2004, p. 64). Another important personality is concerning “face”. Goffman (1967, p. 5) defined “face” as “an image of self delineated in terms of approved social attributes” and “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact”.

In this study, the case participants personalities were coded as “modesty”, “shyness”, “timidity”, “face-saving”, “fairness”, and “openness”, etc. The case participants stated that the four personalities of “modesty”, “shyness”, “timidity” and “face-saving” are barriers to critical peer feedback. They agreed that these four personalities affect them and they do not want to express their ideas openly in public. They are not used to criticizing somebody face to face or directly. In public speaking and public activities, they are always concern about keeping their own “face” and not losing “face”. In social communication, they are also concern about keeping others’ “face” and saving others’ “face”. The case participants echoed that they seldom provide face-to-face peer feedback in class.

Example 71:

我喜欢网上评价，我从来不面对面评价别人。每个人都有自己的思维和想法，我怎么能去面对面地评价别人呢？另外，因为不家庭背景和经历不同，我们的性格也都不同。【……】虽然这是学习，但是对别人直接面对面评价，还是感觉很不好意思，不敢过于直接或者过于严厉，毕竟不太好。网上反馈就好多了，真要是非常犀利的评价，我们选择匿名评价，这样他就看不到是谁评价的啦。不至于

我们之间闹矛盾。

I like online comments. I never comment someone face to face. Every one has their own thinking and thought, how can I comment others face to face? In addition, with different family backgrounds and experiences, the personality is different. Although this is for study purpose, I still feel embarrassed to make feedback face to face with the writer. I dare not to feedback directly or critically. This is no good. If we make feedback online, this will be much better. If the feedback is very critical, I can make anonymous feedback, and the writer does not know who make the feedback. There may be no trouble or obstacle between us. (Interview transcript/CP4/09 Oct., 2015)

In example 71, CP4 articulated directly she never comments on others face to face, but she accepts to provide comments online which keeps the others' "face" and conceals her shyness and timidity. However, the case participants stated that their personalities of "fairness" and "openness" are helpful for critical peer feedback. They can treat peer feedback fairly without individual biases. If peer feedback is correct and reasonable, they will accept the feedback with an open mind. In the following example 70, CP5 declared that she can provide her comments openly among the close classmates for the purpose of learning.

Example 72:

我认为我们是同学，我们都相互的了解，如果有什么问题，我们可以坦诚地讲出来，我认为这样很好。我通常会不会特意去记这些东西。所以，我认为如果有什么问题就直接讲出来，这样比较好。这都是为了学习，应该没有什么介意的。反正，我是不介意这些。关键是学到东西了。

I think we are classmates, and we know each other very well. If there is something wrong, we can speak it out frankly. I think it is comfort, I usually do not specially remember it. I think it is better to speak it out if there is anything wrong. All (of our critical peer feedback) aim to study, and there should be no matter for it. After all, I do not mind this. The key part is to learn something (in this process). (Interview transcript/CP5/23 Oct., 2015)

Therefore, Chinese undergraduates' personalities of "modesty", "shyness", "timidity" and "face-saving" negatively affect critical peer feedback

for Business English Writing on Qzone weblogs. Their personalities of “fairness” and “openness” are positive factors in critical peer feedback which improve to provide fair and reasonable feedback in critical peer feedback.

c) Motivation

Motivation is an important internal factor in language learning. Gardner (2010) argued that there are two types of motivation in second language acquisition - instrumental motivation (in order to reach a useful “instrumental” purpose such as job and examination, etc) and integrative motivation (for cross-culture communication).

This study is conducted among Business English majors at EFL environment in China. Business English will be used as an instrument of working language in their future. Therefore, the main motivation is the instrumental motivation. The case participants CP1, CP2 and CP6 have part-time jobs as international salesmen. They may have the integrative motivation for business communication.

Some case participants do not have strong motivation in studying Business English Writing. They are not sure whether Business English Writing will be their working communication instrument in their future. CP3 and CP4 stated they would like to be English teachers after graduation and do not want to be international businessmen. CP6 is not sure about her career orientation, but she wants to have a “stable” job such as an English teacher or a national government officer (NGO). If she can not find a stable job, she will try to be an international saleswoman. CP1 and CP5 indicated that they are interested to be international salesmen. CP2 plans to

further his postgraduate study in the discipline of International Trade. If he fails in his postgraduate entrance examination, he will apply for jobs in international business but not international trade.

In summary, only two out of the six case participants have a definite motivation of studying Business English Writing as an instrument for their future career. The other four case participants study Business English Writing for examination reason in order to get the course credits. This kind of low instrumental motivation negatively affected the learning activities in critical peer feedback for Business English Writing.

d) Willingness

Willingness to communicate (WTC) is a critical factor influencing someone's use of a second language. WTC originates from the first language acquisition (McCroskey & Richmond, 1987), and then develops in second language acquisition (Chu, 2008; Hashimoto, 2002). McCroskey (1992, p. 16-25) defined WTC as "the probability of engaging in communication when opportunity is given".

The case participants stated that they never made comments on others in public. In a Chinese teacher-centered class, students would like to keep silent and listen to teachers. During peer feedback in class, they would rather not make critical peer feedback in public which might embarrass them or their friends. This viewpoint has been illustrated in example 64. This kind of unwillingness to communication will negatively affect the face-to-face critical peer feedback in class.

However, the case participants argued that there will be no such worry of

unwillingness to communication on the online Qzone weblog. In the online Qzone environment, they stated that it is a virtual computer platform, in which they can flexibly express their points of view. If they still worry about something, they can provide an anonymous feedback. But the case participants stated that there was no necessary for anonymous feedback for the learning purpose in critical peer feedback. They feels free to comment on their peers' Business English writings.

Example 73:

我喜欢网上交流，是虚拟的，不是面对面的交谈。可以自由的畅所欲言。在QQ空间上，我们没有担心和忧虑。我们小组里，我们都是朋友，这都是为了学习而不是其他的目的，没有必要做匿名评论。如果是朋友了，你还匿名反馈，那也太虚伪了吧。或者说，不真诚。
I like online communication. It is virtual and not face-to-face talk. It is free to say something. We have no feeling of worry and anxiety on Qzone. We are friends in our group, it is not necessary to make anonymous comments. This is just for study, not for other purposes. If we are friends in the group and you make anonymous feedback, it should be too untruthful. In other word, it is no real and authentic. (Interview Transcript/CP1/23, Oct., 2015)

Therefore, Chinese undergraduates are always unwilling to communicate with others in public. But at online environment, they are active and willing to communicate with others. In this study of critical peer feedback on Qzone weblogs, they agreed that they are willing to communicate with other peers for the purpose of learning. It positively affects critical peer feedback for Business English Writing.

e) Inter-language

Inter-language was firstly developed by Selinker (1972), who defined it as a separate linguistic system based on the observable output of native language to the target language. Inter-language is closely connected with error analysis in second language acquisition (Corder, 1967).

In this study, the case participants preferred to use their native language - Chinese in interviews. They stated that native language can make themselves more definite and concise. It seems that they still lack confidence to communicate in English language. For their first writing assignment, they used Chinese to provide critical peer feedback. For the second assignment, they began to use English to provide critical peer feedback until the end of this study. This kind of transition is affected by scaffolding through peers' collaborative learning and peer influences. The case participants stated that when one case participant adopts English as critical peer feedback language, others will follow for the "face-keeping" reason. This transition of inter-language from Chinese to English breaks the use of native language in peer feedback. This finding implies that scaffolding from peers affects the students' learning activities.

In the following critical peer feedback, all the case participants adopt English as their peer feedback language. Their feedback in English has improved with the study of critical peer feedback in Business English Writing, although they still make some errors and mistakes in their written critical peer feedback.

Example 74:

刚开始（批判性反馈时），我都用汉语，后来用英语。慢慢的，我能够用英语进行自由表达了。最初，在我们的同伴反馈中，我没有用英语，后来我开始有了英语思维，用英语进行评论。同伴的带动也很重要，别人用英文你还用汉语，显得你很low，所以，以后大家都用英文进行反馈了。其实，我们的都可以用英语进行反馈，主要是环境很重要吧，说用大家都用。

At the beginning, I use Chinese, and later English (in critical peer feedback). Gradually, I feel that I can use English to express myself freely. At the beginning, we do not use English in our peer feedback, and later we begin to have the thought of English. The influence of peers in

critical peer feedback is very important. Others use English for critical peer feedback, if you go on using Chinese, it seems that you are very low. So, gradually, we all use English for critical peer feedback. In fact, we all can use English to make (critical peer) feedback, the most important is the context of English environment. There will be no worry if all of us use English. (Interview transcript/CP4/08 Dec., 2015)

Example 75:

习惯了以后，我喜欢上用英语了。根据商务英语写作的特征，我认为如果用英语表达我的想法，会更接近英语思维。我们总要打破这个僵局的，早晚还是要用英文进行交流和沟通。用英语也没啥，统一用就好。再说了，还能提高写作能力呢。

Habitually to be speaking, I still like to use English. According to the characteristics of Business English Writing, I think it is closer to the practice if I use English to express my ideas. In general, we must break the language fossilization sooner or later, we must learn to communicate in English. It is simple to use English (in critical peer feedback), unity is very important (in feedback language). It can also improve our ability of English writing. (Interview transcript/CP1/ 08 Dec., 2015)

According to example 74 and 75, CP4 and CP1 stated that they gradually got used to adopting English as feedback language. They argued that English feedback is helpful for their Business English writing. The fact is that the case participants begin to use English for critical peer feedback from the second writing assignment. However, the six case participants still choose Chinese as their inter-language in interviews. The researcher accepts that the case participants use English as inter-language in interviews, which aims to make the case participants express themselves clearly and concisely, and acquire their real perceptions of this study.

Through critical peer feedback, the case participants do not use inter-language to provide feedback. It implies that critical peer feedback improve peers' confidence and proficiency in the use of target language - English. They stated that they have no problem to provide critical peer feedback in English. However, they still try to use their native language among native speakers in order to make themselves more

definite and accurate in the expression of critical peer feedback. They echoed that they can express their ideas expressively and flexibly in English with foreign language speakers.

External Factors. In this study, external factors were coded into four nodes - “culture factor”, “pedagogy factor”, “LSP register factor” and “environment factor”. The detailed nodes of external factors were modeled by QSR NVivo 8.0 into the model of “External Factors”. The external factors and the “children” factors are demonstrated in the following figure (see Figure 4.12).

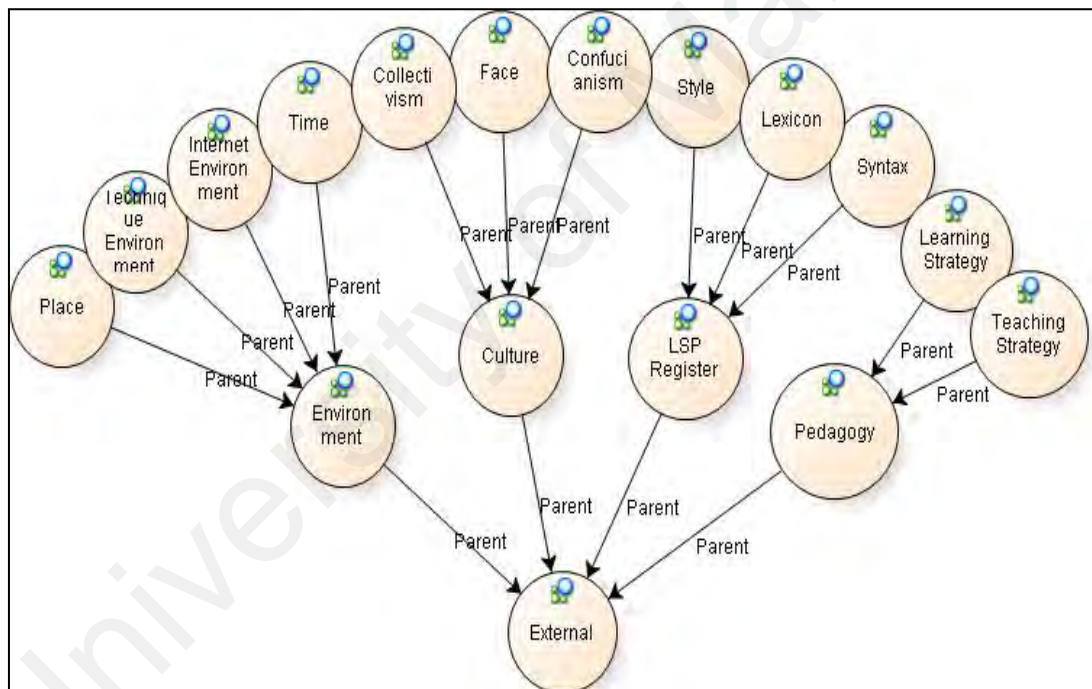


Figure 4.12. Nodes of External Factors Affecting CPF for BEW on Qzone Weblog

1) Culture Factor

Culture is defined as “the ideas, customs, skills, arts and tools that characterizes a given group of people in a given period of time” (Brown, 2007, p. 380). Culture is an important factor in language learning and teaching. Chinese culture is rooted in Confucianism and collectivism. In this study, culture factors

affecting critical peer feedback for Business English Writing through Qzone weblogs among Chinese undergraduates were illustrated from the following three perspectives - Confucianism, collectivism and face.

Confucianism focuses on “harmony”, called “Ren” and “Li” in *The Analects of Confucius* (Fingarette, 1972). The six case participants stated that they would rather not argue and discuss competitive questions with their peers in order to keep “peer harmony” in critical peer feedback. For most situations, the case participants agreed that they will provide critical peer feedback for Business English Writing. But there are no further discussions and arguments for their critical peer feedback. It is difficult to recognize the peers’ attitude and efficiency in critical peer feedback. If there is reply, their reply is a polite “thanks”. The case participants CP2 and CP5 even doubted whether they can argue with each other. Therefore, Confucianism is a negative factor in critical peer feedback among Chinese undergraduates.

Collectivism is defined as a “social pattern of closely linked individual who see themselves as part of one or more collectives...and emphasize their connectedness to members of these collectives” (Triandis, 1995, p.12). For collective group benefit, the case participants will do their best to complete the task of critical peer feedback. They regarded critical peer feedback as their group reward and honor, and would like to sacrifice their spare time and work hard to fulfill the requirements of Business English Writing and critical peer feedback. They stated that if one peer provided critical peer feedback for him or her, he or she would accordingly provide feedback. This kind of collectivism ideology is a positive motivation for them to

attend to the activity of critical peer feedback.

Example 76:

完成（批判性同伴反馈）是我们小组的荣誉。能够给别人进行反馈是我们的骄傲。如果其他人能给我们反馈，我们肯定给他们也反馈。这不仅是礼貌，也是我们小组的活动。我们这种团队精神，所谓的“集体主义精神”还是有的。

It is our group honor to finish the tasks (of critical peer feedback). It is proud to give our feedback to others. If others give us feedback, we surely will give our feedback. It is not only polite, but also our group activity. We have this kind of team spirit, so-called “collectivism spirit” in China. (Interview Transcript/CP1/23, Oct., 2015)

Face (i.e., “*mianzi*” or “*lian*” in Mandarin Chinese) in Chinese culture emphasizes “the harmony of individual conducting with views and judgments of the community” (Liu, 2001, p. 205) and “maintaining of group harmony and mutual face-saving to maintain a state of cohesion” (Carson & Nelson, 1994, p. 23). The case participants always worry about keeping their peers’ “face” and saving their own “face” and not losing “face”. Face is “an image of self-esteem, popularity and sociable value in communication” (Goffman, 1967, p. 5). During critical peer feedback, peers always worry about whether their feedback will hurt others’ “face” and how to use modest language to keep others’ “face”. In this way, the factor of “face” is a negative factor for critical peer feedback in this study. However, in order to keep “face” in critical peer feedback, peers also actively provide critical peer feedback in this collaborative learning.

Example 77:

我们是女生，肯定爱面子。在公共场合丢脸是很丢人的啊。我总是怕丢脸，看起来很天真，但是对我来说很重要，我不能不考虑这一点。可能跟每个人的性格有关系吧。

We are girls, and we certainly shall keep our face. It is a shame to lose face in public. I always worry about my face. It is naive, but it is very

important for me. I can not stop thinking about it. It may be related to our personal characters. (Interview Transcript/CP4/09, Oct., 2015)

The culture factors of Confucianism and face in Chinese students have two sides which affect critical peer feedback. In critical peer feedback, teachers shall supervise and inspire students to actively provide critical peer feedback. The culture factor of collectivism positively affect critical peer feedback, which promotes peers to participate in feedback activities and actively provide their critical peer feedback.

2) Pedagogy Factor

In this study of critical peer feedback for Business English Writing among Chinese undergraduates, pedagogy factor was categorized into two parts - “teaching strategy” and “learning strategy”. Teaching strategy refers to teaching methods of Business English Writing by the lecturer in this research setting. Learning strategy, on the other hand, refers to the case participants’ learning methods in Business English Writing.

a) Teaching Strategy

The teaching strategy was modeled by QSR NVivo 8.0 as five nodes - “large class teaching”, “teacher-centered teaching”, “summative assessment”, “lack of critical thinking teaching”, and “more teachings and fewer practices” (see Figure 4.13).

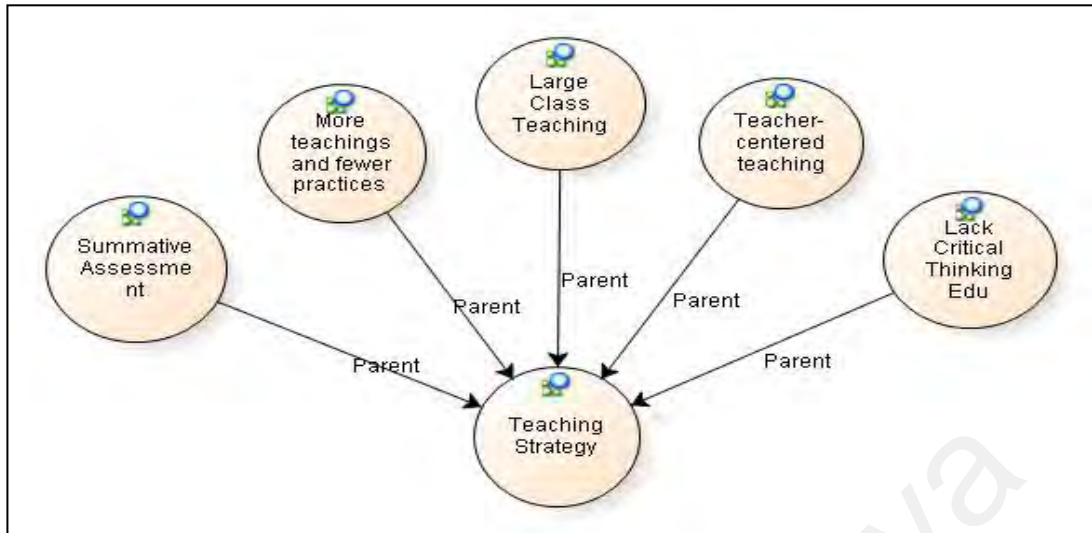


Figure 4.13. Nodes of Teaching Strategy in CPF for BEW on Qzone Weblog

As for large class teaching in this study, there are 36 undergraduates in this case class, which is considered as a large class. Large class teaching has many disadvantages such as low teaching efficiency, time-consuming, inefficient student participation (Bahanshal, 2013). The case participants stated that large class impacts teaching activities in Business English Writing. It is difficult for the lecturer to conduct critical peer feedback in a large class because of excessive students and limited time (2 periods per week) in class. The case participants stated that the lecturer do not know their performance in class and have no time to evaluate them one by one. However, online critical peer feedback through Qzone weblogs offers a strategy to conduct critical peer feedback in large class. Because there is no more time, place and participant restraint for online feedback, and feedback artifacts can be stored online for future review.

As for teacher-centered teaching methods, the case participants stated that the lecturer conducts the teacher-centered method who gives little time to students for feedback and reflection in class. All the time in class are used by teacher for

presentation of knowledge. The lecturer neglected the students' participation in class. The lecturer's pedagogy is that she transmits writing knowledge and mechanism to students and gives writing assignments at the end of class. Therefore, teacher-centered teaching method negatively affects critical peer feedback in this study. The class of critical peer feedback should be student-centered and collaborative learning.

Example 78:

还有一个小问题，我们在备忘录写作和通知写作中都注意到了。老师一个问题都讲过了，还一遍又一遍的讲。我都感觉这些知识点太简单了。【……】有时候，我们老师教的也太细。一句话一点一点的讲解。吃惊的是，一个话题，例如个人简历写作，老师竟然讲了一个月。真是耽误时间啊。

There is a small problem. We all found it such as in a memo or notice writing. Our lecturer have discussed it for many periods, time and time again. I feel the knowledge is too simple. [...] Sometimes, our lecturer taught too carefully. She will taught little by little in one sentence. To my surprise, one topic such as resume writing, she can teach for one month. She is wasting our time. (Interview transcript/CP5/23 Oct., 2015)

Example 79:

我对老师的教学方法不满意，那么简单，还重复好多次。我感觉老师在消磨时间，并没有好好准备课堂，或者低估了学生的写作能力。课堂教学也应该与时俱进了，网络很发达，有些很简单的东西，你再去讲就没有意思了。我认为老师的教学内容和方式都应该变一变。讲一些更实用、更能提高我们能力的写作。前面的都太简单了，例如简历、信的格式、商务名片设计等。商务名片设计都是去打印社设计，自己提提意见，打印社的模版多漂亮啊。我们完全没有必要设计这个，我们又不是设计专业的。

I feel I am not satisfied with the lecturer's teaching strategy. It is too simple and with so many times of repeats. I feel that our lecturer is running the time, and she does not prepare the class well or she under-evaluates our writing ability. The teaching shall be improved with the development of the society. There are a lot knowledge that we can learn on internet. It is useless to teach that in class. The lecturer shall teach something more practical in business activities to improve our ability of writing. The previous teaching contents are so simple such as resume, letter format, business card design, etc. Business card shall be

designed by the printing shops. We just need to give our requirement and suggestions. Besides, the printing shops have so many beautiful templates. We totally do not need to design this. We are not majors of design. (Interview transcript/CP1/08 Dec., 2015)

In examples 78 and 79, CP5 and CP1 both stated that the lecturer neglects the students' receptivity and understanding class, and CP5 stated that the lecturer repeats the simple and easy topics again and again on resume writing for about one month. This is a typical teacher-centered teaching strategy in China. The teacher-centered class negatively affects critical peer feedback. The case participants stated that the student-centered teaching strategy is more suitable for critical peer feedback in Business English Writing.

As for summative assessment in Business English Writing, the lecturer and students have a clear mind that there is a final examination at the end of the semester. For daily assignments, the lecturer gives summative comments on their writings such as "good", "excellent", or "best". Because of the large class of 36 students, the lecturer has no sufficient time and energy to make detailed formative assessments on their writings. The case participants stated that this kind of summative assessment for Business English writings is inefficient to them.

Finally, the case participants stated that there is no critical thinking education in their class and they have no idea about critical thinking. In the class of critical peer feedback for Business English Writing, critical thinking shall be taught and time for critical thinking shall be given to students. The case participants believed that critical peer feedback is a good pedagogy for Business English Writing and will improve their writing. However, they need more practice, and the lecturer needs to present

fewer and give them more opportunities to practice critical peer feedback in class.

Example 80:

我们老师很注重写作技巧和方法，对写作内容也有固定的且严格的要求。这是写作的套路和模式，对批判性思维的培养恰恰是有害的。对于课堂教学内容，老师像在初中一样，注重的是语法和单词拼写。在商务英语中写作教学中根本没有批判性思维教学。

Our lecturer pays much attention to the writing skills and methods, and has a strict and stable requirement to the writing content. It is the modeling and stereotype of writing. It is harmful to the development of critical thinking. For the contents of class teaching, our lecturer focuses on the grammar and spelling like the middle school. There is no teaching about critical thinking in Business English Writing. (Interview transcript/CP1/08 Dec., 2015)

In example 80, CP1 stated that the teaching contents of Business English Writing still “focus on grammar and spelling like the middle school”, and “there is no teaching of critical thinking”.

Therefore, these five factors in teaching strategy - “large class teaching”, “teacher-centered teaching”, “summative assessment”, “lack of critical thinking teaching” and “more teachings and fewer practices”, negatively affect critical peer feedback for Business English Writing in this study. In the future practices, lecturers shall pay attention to his or her teaching strategy in order to fit critical peer feedback.

b) Learning Strategy

The case participants’ learning strategy was modeled as the following six nodes such as “low self-autonomy”, “no BEW sharing among peers”, “surface writing and learning”, “reciting for writing”, “inefficient peer feedback”, and “few interactions among peers” (see Figure 4.14).

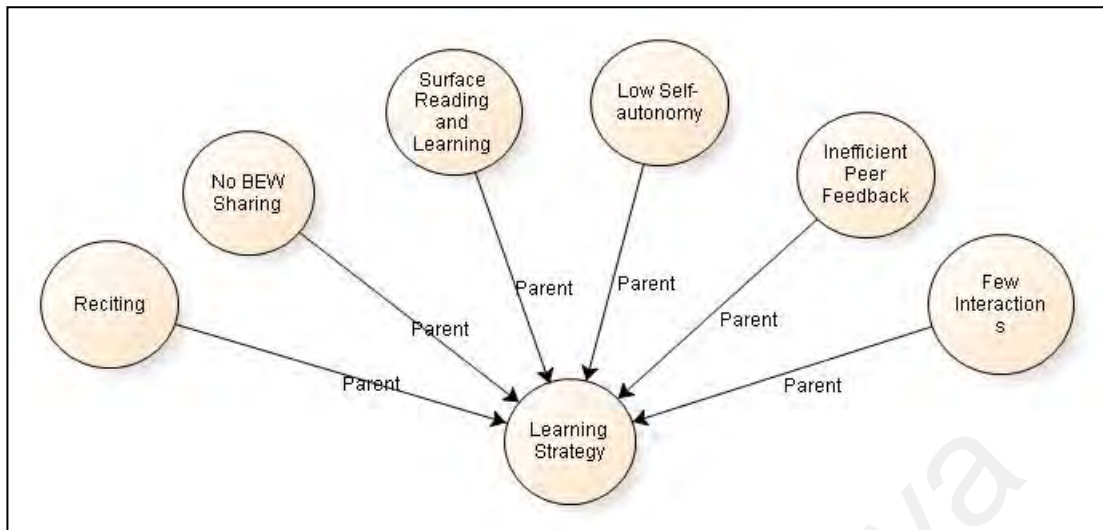


Figure 4.14. Nodes of Learning Strategy in CFP for BEW on Qzone Weblog

The six case participants stated that their learning strategy of Business English Writing is the traditional learning method. They recite modeling writings and sentence patterns for imitating writing. They have low self-autonomy and do not want to learn by themselves. They are used to following the lecturer's steps of teaching in class. There is insufficient peer feedback in Business English Writing. If there is peer feedback, they believe that their peer feedback is inefficient. They doubted whether they can get useful scaffolding from their peers. There are insufficient interactions among peers and they will finish their writing assignments by themselves without collaborative learning. They are not willing to share their writings with peers and they know nothing about their peers' writings. They stated that their writing is surface writing which is simple and concrete for daily internal company communication. They are uncertain whether they could be qualified for more complex writings such as academic business writing, business reports and conference report writing, etc.

Example 81:

我们总是对我们的学习和未来感到迷茫。我也不知道学的是不是将来有用，我们跟着老师的步骤学，不自学，也不进行复习。我们总是被动的接受知识，我不知道同学们怎么写的，以前没看过他们写的作文。但是借他们写的东西很尴尬呀，他们也不一定借给我看。我们之间也没什么交流。

We always feel confused about our study and future. I have no idea whether it is useful to study. We learn and follow the teacher's steps, no self-learning and no revision. We are always passively receiving knowledge. We do not know how my classmates write. I never read their writings before this study. It is embarrassed to borrow their writings. They may be not willing to lend to me. There is no communication among us (about our writing assignment). (Interview Transcript/CP1/23, Oct., 2015)

Therefore, the learning strategy among the case participants negatively affects critical peer feedback in Business English Writing. However, the case participants believed that critical peer feedback on Qzone weblog can improve their learning strategies of Business English Writing such as collaborative learning, sharing reading and learning of their writing artifacts with peers, efficient scaffolding from peers, efficient peer interaction, and improving their self-autonomous learning. The case participants believe that in the online Qzone weblog environment, critical peer feedback can transform their learning strategy to improve their Business English Writing.

3) LSP Register

Business English is a variety of English for specific purposes, which has special features in lexicon, style and syntax (Carter & Nunan, 2001). Business English Writing mainly focuses on vocational writing for business purpose rather than academic writing in Chinese tertiary education syllabus (Chen, 2010). The academic Business English Writing is seldom concerned at the level of

undergraduate syllabus in China.

The case participants stated that critical peer feedback is suitable for Business English Writing among Chinese undergraduates with the following three reasons. First, Business English Writing is a vocational writing with clear and definite writing purposes, and it is operable for students and lecturers in class. The writing purposes stipulate writing contents which are related to internal business communication, business negotiation and business transaction. Second, Business English Writing has a specific register with language, style and pattern sentences, and it offers a clear characteristics that are different from other kinds of writings. Third, the syllabus has simple and definite business communication writing styles such as business letters, memo, notice, resume, and business reports, etc. These three aspects of writing purposes, language register and syllabus of Business English Writing show that critical peer feedback is a suitable technique for Business English Writing.

In summary, the case participants agreed that the register of Business English Writing offers a positive factor for critical peer feedback.

4) Environment Factor

The environment factor was modeled into the following four nodes - “Internet environment”, “technology environment”, “time” and “place” for critical peer feedback (see Figure 4.15).

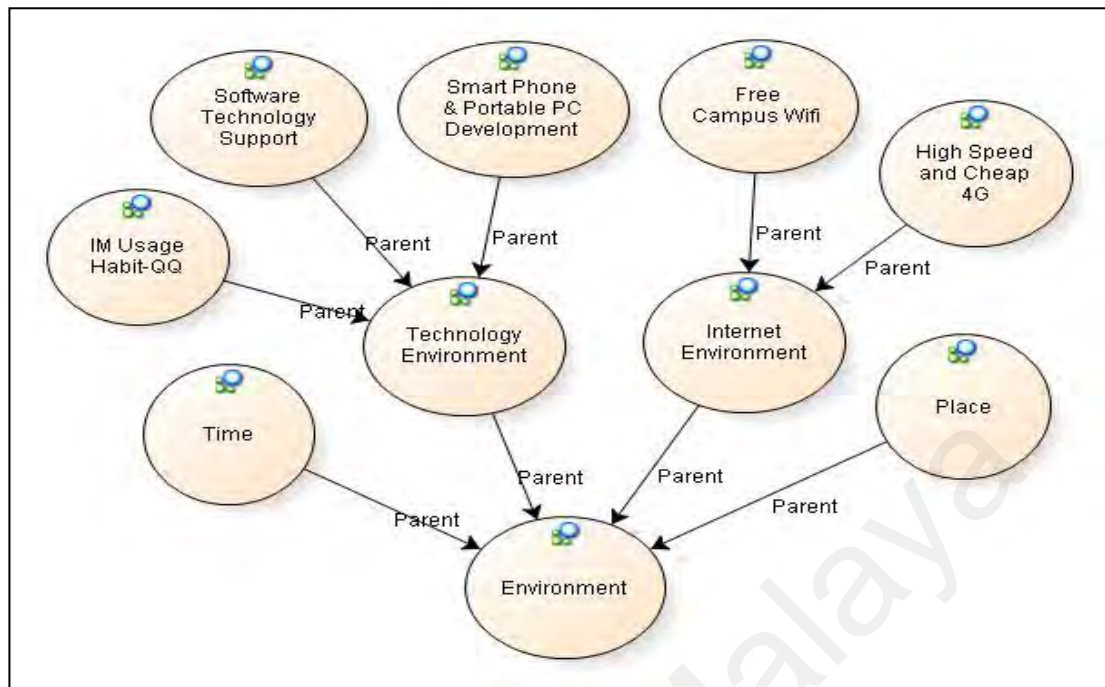


Figure 4.15. Nodes of Environment Factor in CFP for BEW on Qzone Weblog

The Internet environment is developing quickly in China which reaches a high level of 100M optical fiber and 4G of wireless technology for daily use (Yu, 2010; Zhu, 2013). The case participants stated that the Internet environment is very convenient on their campus with free and fast 100M WiFi at their classroom, library and dormitory, and cheap 4G service from three Chinese telecommunication companies - China Mobile Communication Company (CMCC), China Unicom and Chinese Telecommunications. Most of students use the 4G service of CMCC. The case participants stated that their classroom is equipped with multimedia computer-assisted instruction (CAI) system including computer, projector, project screen, loudspeaker, microphone, and Internet, etc. There are necessary instruction equipment and Internet access for critical peer feedback. There are computer and smartphone maintenance shops on campus which can provide high-quality and efficient maintenance service.

Example 82:

我们校园网络很好。图书馆、教室和寝室都有免费网络。4G 网也超快啊,我免费送的 4G 流量都用不完。学校每个教室都是多媒体教室。学校刚刚把所有旧电脑和投影仪更换了新的。现在网络、计算机,都不缺。寝室里,大家也都有笔记本电脑。

Internet is good on our campus. There is free Wifi at our library, classroom and dorm. The 4G internet is amazingly fast. I can use up that traffic data that China Mobile sends me free 4G traffic data every month. There are multimedia equipment in every classroom. By the way, our university updates all the old computers and projects in our classrooms. There is no shortage of computer and internet for every one. In our dorm, we all have laptop computer. (Interview Transcript/CP2/23, Oct., 2015)

For technology environment, the hardware technology of computer and smartphone develops quickly in China. The case participants stated that each of them has their own portable computer and smartphone. For software environment, they are used to using QQ and Qzone as IM instruments for more than two years. They have grasped the usage of QQ and Qzone. Each of them has QQ account and Qzone weblog. They stated that there is no technological problem for the usage of Qzone weblog for critical peer feedback. Qzone is a mature software for weblog-based teaching and learning.

About the place of critical peer feedback, the case participants admitted that they usually provide their critical peer feedback at library or dormitory. Their library is quiet and offers tranquil study environment with free WiFi. Their dormitory is also suitable for autonomous study with free WiFi, desk and bookshelf for each student. Each dormitory has four beds with private toilet. They usually provide critical peer feedback in their dormitory.

About the time of critical peer feedback, the case participants indicated that they have sufficient spare time for critical peer feedback. They estimated that it

spends them about five to ten minutes to provide critical peer feedback for one writing. They argued that the time of critical peer feedback for Business English Writing depends on the length of the writing. It is not a burden for them in their spare time to give critical peer feedback.

In summary, the four environment factors - “internet environment”, “technology environment”, “time” and “place”, are the positive factors. There are good internet and technology support for critical peer feedback. There are quiet places with internet to provide critical peer feedback on campus. They have enough spare time to provide critical peer feedback for Business English Writing.

Online Features of Qzone Weblog Affecting Critical Peer Feedback to Improve Business English Writing. In this study, online features refer to characteristics and special functions of an online software for efficient communication or fulfilling the needs of application. Online features of Qzone weblog for critical peer feedback were coded into five nodes which include “text-based feedback”, “various graphic emoticons”, “anonymous feedback”, “quotation for mutual feedback”, and “instant messaging notice”. In details, these online features of Qzone weblog for critical peer feedback were modeled by QSR NVivo 8.0 in the following figure (see Figure 4.16).

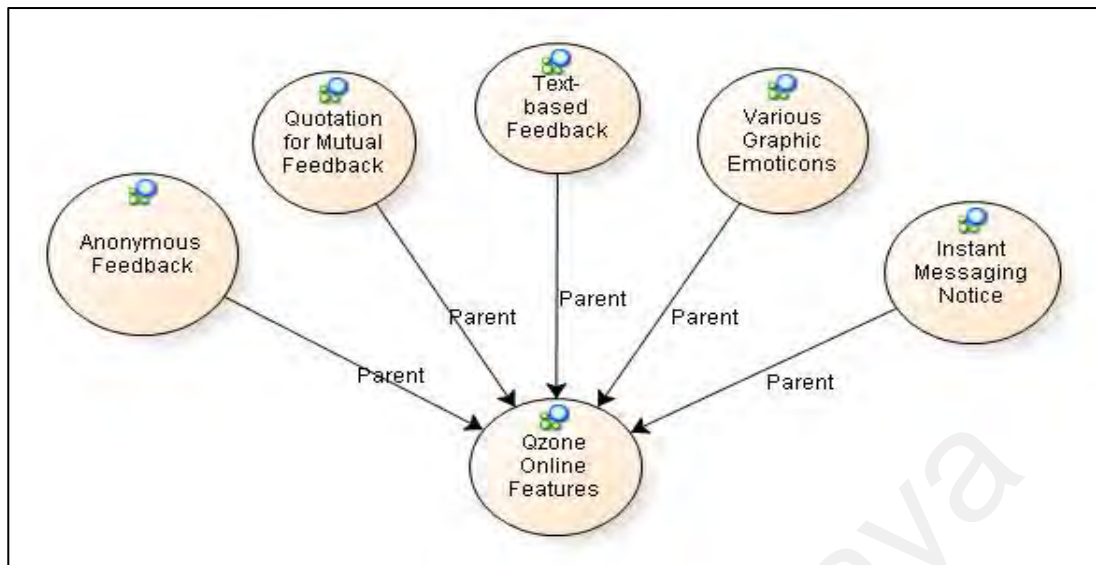


Figure 4.16. Nodes of Online Features of Qzone Weblog for CPF

Text-based Feedback. The form of feedback and comment function on Qzone weblog is a text-based written feedback, which means users can only send text message for feedback and comment. The feedback and comment can not be in the form of audio, video or picture on Qzone weblog. The feedback and comment dialogue box is located at the bottom of the web page. Users can write their feedback and comments into the web page dialogue box. After the writing of feedback and comments, users can click the icon “Submit” (“发表” in Chinese) to submit the feedback and comment on Qzone weblog. After the submission, the feedback and comments will be displayed to Qzone weblog owner and the owner’s “Qzone friends”. In the process of critical peer feedback, peers can directly write their feedback into dialogue box, and then submit their feedback. The following figure is an example of feedback on Qzone weblog where the peer’s name on Qzone weblog were blurred by mosaic to protect its privacy (see Figure 4.17).



(Qzone Weblog/CP1/20 Dec., 2015)

Figure 4.17. Dialogue Box for Feedback on Qzone Weblog

There is an English character limitation in dialogue box for different digital devices, 5,000 characters on computer and 400 on mobile devices such as smartphone and Ipad.

Example 83:

我发现在QQ空间博客上，一次不能写过长的评论。手机和电脑进行反馈时候，字数限制也不一样。但你可以多写几条。用手机进行评论也很简单，就多写几条，多发布几次，这都没有问题，很简单啊。反正，如果一条反馈你写的太多，也比较乱。一条意见，一个提交，也挺好的，同学看起来比较方便吧。【……】用文字进行同伴反馈就足够了。没有必要使用图片、视频或者音频啥的。

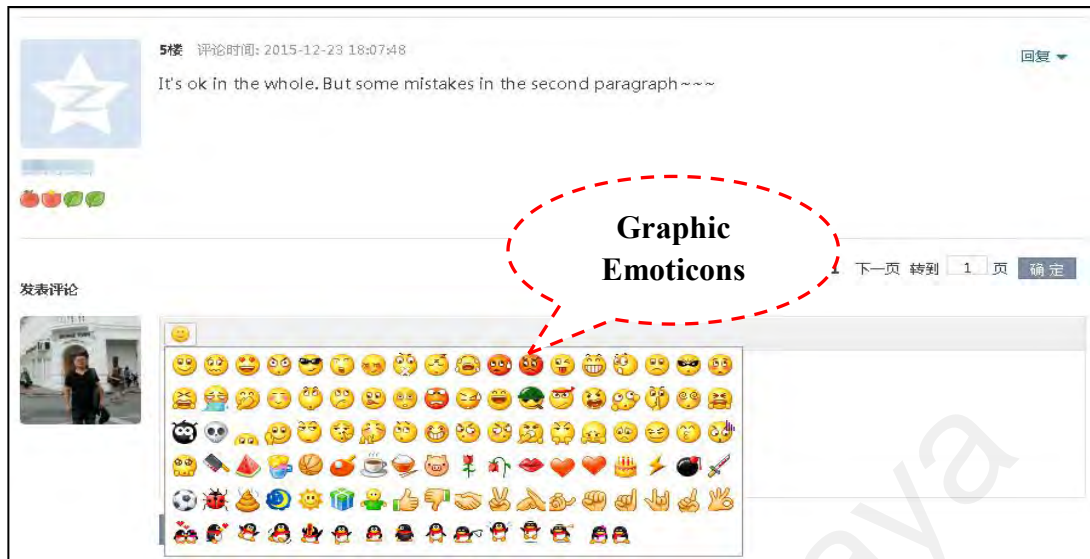
I find I can not write long comments at a time on Qzone weblog. The character limitation on smartphone and computer are different. But you can write as many comments as you can. It is very convenient to give feedback on my phone. If you write too many words in one feedback, it will be very difficult to read. Writing one feedback and then submitting it, this will be very easy to read for our peers. It is very good. [...] Text for critical peer feedback is enough for us. It is no need to use photo, video or audio for it. (Interview Transcript/CP6/23 Oct., 2015)

However, the case participants stated that they can make several comments or feedback to express their critical peer feedback. After feedback, each peers' individual photo image and name will be shown on the left of their comments. Other

information will also be shown on the web page such as time of feedback, devices of feedback such as computer, smartphone, and Ipad, and Qzone Grade, etc. “Qzone Grade” illustrates the user’s experiences in the use of Qzone, who with higher grade will have more rights in controlling Qzone weblog. The Qzone “friends” in the peer group can visit their peers’ Qzone weblogs by clicking the photo image or name.

Various Graphic Emoticons. “Emoticon” is a combination of “emotion” and “icon”, which has become a popular online subculture (Wang, Zhao, Qiu, & Zhu, 2014). Emoticon is used to express writer’s emotion and feeling in online communication, which has become a non-language communication method. Emoticon has positive, neutral and negative functions in IM (Luor, Wu, Lu, & Tao, 2010). Wang et al. (2014) categorized emoticon from three dimensions: valence, format and discrete. By format, emoticons are classified into typographic emoticon (such as “:-)” and “:-(”, etc) and graphic emoticon (Huang, Yen, & Zhang, 2008). Graphic emoticon is presented by icon, image, and photo. Emoticons on Qzone weblog are graphic-based which have been designed by Tencent company on Qzone weblog. However, typographic emoticons are also popular on Qzone weblogs.

The case participants indicated that they are used to selecting emoticons to express their different emotions during critical peer feedback such as agreement, appraise, thank, happiness, consolation, anger or sadness, etc. There are 105 graphic emoticons on Qzone weblog, which are located at the up-left corner of dialogue box (see Figure 4.18).



(Qzone Weblog/CP1/20 Dec., 2015)

Figure 4.18. Graphic Emoticons on Qzone Weblog

The case participants stated that they are used to adopting a “smile face” to comfort peers when they are going to write weaknesses of their peers’ writings, “thumb up” to praise their writings, “hug” to console peers, and “shake hands” to express agreements and thanks, etc. They believed that emoticons have pragmatic functions to save their face and keep the peer’s face, which can not be expressed by languages during critical peer feedback. The use of emoticons is connected with their personality and culture. However, they also indicated that this is an informal communication in critical peer feedback and it is difficult to control the balance between formal and informal during critical peer feedback. They admitted that they are used to being informal among peers in forms of online communication, even in critical peer feedback.

Example 84:

我总会用一些表情符号来表达。这很利于沟通。如果我发现了某人

的闪光点，我就用“成功”或者“竖大拇指”表情符号鼓励他们。然而，如果具体表达什么情感，我认还是用语言比较清楚，也对同伴有好处。表情符号只是一种副语言形式。

I will possibly use some emoticons to express my idea. It is helpful for communication. If I find the peers' shining points, I will use "Victory" or "Thumb up" emoticons to encourage them. However, it is better to express in language for detailed emotion, which is better for your peers. (Interview Transcript/CP6/23 Oct., 2015)

我感觉表情符号非常生动。我们通常都是用表情符号表达真是的情感或者感觉。他们有时候比语言更有效，更容易接受。你用语言，有时候多肉麻啊。没有感情符号简单快捷。

I feel the emoticons are very vivid. We usually will choose these emoticons to express our real emotions and feelings. Sometimes, it is better than languages and more easy to accept. Sometimes, languages to express some feeling is so humiliating, embarrassing and even disgusting. Emoticons are simple and fast (in the instant communication). (Interview Transcript/CP1/23 Oct., 2015)

我很喜欢用表情符号。因为，如果我在你的批判性反馈结尾添加一个“笑脸”，意思是我指出了你的错误，这是善意的，而不是恶意的，不是有意批评。

I like to use emoticons very much. Because, if add a "smile face" emoticon at the end of your feedback, it means that I point out his errors in a good way of kindness and goodwill, and it is not a vicious, shameful criticism. (Interview Transcript/CP2/23 Oct., 2015)

我喜欢在及时通信中表情符号。很有意思。有些表情符号很好玩。可以代替语言来表达你的情感。日常通信中，我总是习惯用表情符号。在批判性同伴反馈中，我也喜欢使用。【……】反馈后，我总会用一个笑脸的表情符号，表达善意和谦虚。告诉他反馈是为了写作，而不是其他目的。

I like to use emoticons in IM communication. It is interesting. Some emoticons are really funny. It can express your emotion easily without words. At daily IM, I have the habit to use emoticons. In critical peer feedback, I also like to use it. [...] After I give my feedback, I use a smile face emoticon. It can express my kindness and modesty. That is to say, the feedback is good for the writing and not for other purpose. (Interview Transcript/CP4/08, Dec., 2015)

In the example 84, CP1, CP2 and CP6 directly stated that they prefer to using emoticons to expression their emotions on Qzone weblog for online communication.

Emoticons have the pragmatic functions instead of language in Qzone

communication, which have become a special feature in critical peer feedback. CP6 also indicated that critical peer feedback with emoticons is an informal feedback and advocated the use of formal languages in critical peer feedback.

Therefore, graphic emoticon is an online feature of Qzone weblog in critical peer feedback. Emoticons have pragmatic functions to express emotions and feelings in critical peer feedback on Qzone weblogs.

Anonymous Feedback. Anonymous feedback has been widely studied in peer feedback, which has many advantages in peer feedback such as little peer pressure and critical feedback (Zhao, 1996; Lu & Bol, 2007). Qzone weblog provides two methods for anonymous feedback. One is that a peer can use his or her code name or pseudonym to provide critical peer feedback. The other is that Qzone weblog is designed with function toolbar for anonymous feedback (see Figure 4.19). If one wants to provide anonymous feedback, he or she can tick the choice box “Anonymous Comment” (“匿名评论(隐身草)” in Chinese).



(Qzone Weblog/CP6/20 Dec., 2015)

Figure 4.19. Function of Anonymous Feedback on Qzone Weblog

Example 85:

我认为没有必要匿名反馈。因为我们都很熟悉了，又是用来学习的。对其他小组成员，我可能会用匿名反馈。看情况吧。【……】匿名

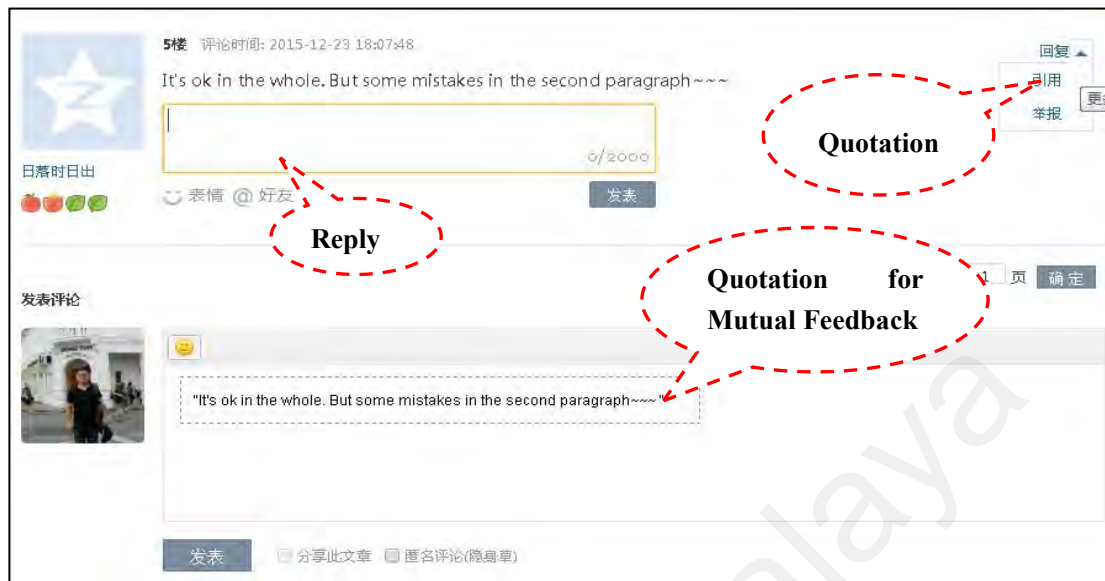
反馈可以隐藏我们的胆怯，避免面对面丢脸。面对面没法去批判性评论人家。这多不好意思啊。再说了，我从来没有这样做过。如果想匿名批判性同伴反馈的话，也很方便啊，只要点击一下“匿名反馈”就可以了，在技术上都没有问题，QQ空间都设计好了。

I think it is not needed to use anonymous feedback in our group. Because we know each other very much and it is for the aim of learning. For other groups members, we maybe use this. It depends. [...] It can hide our timidity and avoid losing face for poor feedback. It is impossible to criticize others. It is so embarrassing. In other words, I have never been done that before. If we want to make anonymous critical peer feedback, we just need to click “Anonymous Comment”. Qzone weblog has been designed with this function. There is no technological problem in this aspect. (Interview Transcript/CP2/23 Oct., 2015)

The case participants stated that they will not use anonymous feedback in this study, because they have been familiar with each other and their critical peer feedback is for the purpose of learning. However, they also indicated that they will make anonymous critical peer feedback to other groups of peers in Business English Writing, which could keep their privacy and save their face for the reasons of modesty or “poor” feedback. Moreover, the function of “Anonymous Feedback” is also useful to keep peers’ privacy in critical peer feedback.

Quotation for Mutual Feedback. During critical peer feedback for Business English Writing on Qzone weblogs, peers can directly provide their critical peer feedback for their peers’ writings. They can also provide mutual feedback for each other’s critical peer feedback. This kind of mutual feedback is a type of further critical peer feedback among peers during critical peer feedback. During the practice of critical peer feedback on Qzone weblogs, if one peer wants to provide critical peer feedback for someone’s feedback, he or she can click “Reply” (“回复” in Chinese) on the up-right of a comment, a new dialogue box will be displayed for mutual feedback. If a peer wants to provide a detailed feedback for one of peer feedback, he

or she can use “Quotation” (“引用” in Chinese) (see Figure 4.20).



(Qzone Weblog/CP1/07 Dec., 2015)

Figure 4.20. Quotation for Mutual Feedback on Qzone Weblog for CPF

After clicking “Quotation”, the peer’s feedback will be in your dialogue box, you can provide a detailed feedback for the feedback. However, you can only make a mutual feedback for one peer at a time in the use of “Quotation”. This kind of “Quotation” and mutual feedback can be repeated. The function of “Quotation” can be used only on computer. At portal devices like smartphone and Ipad, there is only a “Reply” function for feedback on Qzone weblogs. If you are the owner of Qzone weblog, there are more options for the owner in “Reply” function such as “Quotation, “Delete”, “Report”, and “Blacken and Silent”. “Blacken and Silent” (“加黑禁言” in Chinese) means the reviewer can only visit your weblog and cannot make any comment on your blogs. “Report” means that the owner of Qzone weblog complains the commenter to Tencent Company in order to report the commenter’s unsuitable feedback languages. The commenter may be prohibited to make feedback by Tencent

Company for the reasons of virus, sex, intellectual property, or advertisement, etc. The finding shows that the function of “Report” is seldom used in mutual feedback among peers.

Example 86:

QQ 空间上反馈很简单。“回复”和“引用”两个功能就足够了。我们可以用“回复”功能进行批判性反馈和相互反馈。把要说的话，打到“回复”对话框里，然后点击“发表”就可以了。这很方便，跟我们平时玩 QQ 空间相互评论说说一样。

It is easy to make feedback on Qzone. Its functions of “Reply” and “Quotation” are enough for us. We can use “quotation” function for critical peer feedback and mutual feedback. During critical peer feedback, we need type our feedback in the box and then click “submission”. That is fine. It is very convenient. (Interview Transcript/CP1 & CP2/23 Oct., 2015)

The case participants stated that the “quotation” function for mutual feedback in Qzone weblog offers a direct and clear way for peers to provide mutual critical peer feedback. However, the case participants indicated that they provide few mutual feedback for critical peer feedback. This function could be highlighted in the further practice.

Instant Messaging Notice. Qzone weblog is connected with IM software QQ, which is designed by Tencent Company in China. Qzone has many software versions for smartphone and computer operational system. QQ and Qzone both have the function of instant messaging notice for weblog update and new feedback.

QQ and Qzone installed on smartphone or Ipad and other portable devices all have the function of instant messaging notice. If one peer provides critical peer feedback on Qzone weblog, his or her Qzone and QQ “friends” will be noticed synchronously as long as his or her smartphone, Ipad or computer installed QQ or

Qzone is connected with internet.

Example 87:

只要 QQ 空间上有新的更新, QQ 就会同时提醒我们。这不用担心。我们都习惯了。(日常生活中)经常一会儿不看手机就着急,一会儿手机不再身边就心神不安,跟着了魔似的。这也是年轻人的一种网瘾吧。所以,如果 QQ 空间用来学习的话,再好不过了。

Whenever there is new update of Qzone weblogs, we can get notice by the function of instant messaging notice. It is no worry for that. We all used to it. Usually, we will check our phone in a while and keep it with us. Otherwise, we will feel worry and nervous. This may be a kind of internet addiction among young generation. So it is good to use Qzone weblog for study. (Interview Transcript/CP1 & CP2/23 Oct., 2015)

The case participants stated that they are used to the function of instant messaging notice. There is no problem of synchronous feedback notice. Their smartphone and computer are installed with QQ and Qzone. They can receive critical peer feedback notice synchronously, which is helpful for critical peer feedback.

Discussion on Research Questions

Based on data analyses and conclusion of findings at section 4.2, the five research questions of this study were concluded and discussed in this section. In order to answer these research questions, the findings were categorized and the literature were concluded comprehensively and completely.

RQ1: What are the Perceptions of Chinese Undergraduates on Critical Peer Feedback Using Qzone Weblogs for Business English Writing? According to data analyses and findings at section 4.2.1, Chinese undergraduates' perceptions of this study were coded from three perspectives - critical peer feedback to improve Business English Writing on Qzone weblogs, Qzone weblogs to provide critical peer

feedback, and the issues in critical peer feedback to improve Business English writing on Qzone weblogs.

About critical peer feedback for Business English Writing, the finding shows that the concept of critical thinking and critical peer feedback can be grasped by students in workshops. The Revised Bloom's Taxonomy is selected for critical peer feedback. The six-step model of Revised Bloom's Taxonomy is regarded as a suitable model for beginners of critical peer feedback. In the process of critical peer feedback, the first three steps of "remembering, understanding and applying" are adopted to intake peers' writing, and then higher orders of critical thinking by "analyzing, evaluating and creating" are used to output critical peer feedback. Critical peer feedback is believed as a higher-order and efficient strategy for higher-level writings. This is similar to the literature that critical thinking can improve peer feedback and writing (Bloom et al., 1956; Reichenbach, 2001; Duron, Limbach & Waugh, 2006; Paul & Elder, 2002). During critical peer feedback, "creating" in critical peer feedback is highlighted in Business English Writing, which is a key point for successful business communication. The finding implies that critical peer feedback, critical thinking and Business English Writing can be mutually improved by critical peer feedback (Duron, Limbach & Waugh, 2006; Ermer et al., 2007; Bayat, 2014).

In addition, the finding also reveals that the case participants have no knowledge of peer feedback except error correction before this study. This indicates that the training of peer feedback is necessary for EFL writing (Lai, 2016). Business English Writing is regarded as a higher-level vocational writing with clear audience,

writing objectives and register, which needs higher-order peer feedback (Ellis & Johnson, 2002; Zhang, 2007, 2008). The case participants believe that they are higher-level writers in Business English Writing and they need higher-level skills of peer feedback in order to meet the objectives of successful business communication and collaborative learning in class. In addition, they believe that critical peer feedback improves the quality of peer feedback and further improve the quality of Business English Writing at the perspective of interview data. This is similar to the literature that critical feedback can improve peer feedback and writing (Zhao, 1996; Li, 2007; Cox et al., 2013; Ruggiero, 2012; Forster, 2007). However, it is necessary to study the reliability and validity of the effectiveness of critical peer feedback by a quantitative study.

Many issues are emerged among Chinese undergraduates in this study. The finding shows that there is lack of critical thinking teaching and training; Business English Writing pedagogy restrains critical thinking; and they need a flexible environment for critical peer feedback in class. The scaffolding from lecturers is necessary to promote the quality of critical peer feedback. In addition, the finding also shows that there are no rubrics for critical peer feedback, inefficient feedback without supervision, informal feedback, and lack of communication among peers during critical peer feedback. These issues are consistent with disadvantages of previous peer feedback study in China such as needs of teachers' supervision, teacher feedback rather than peer feedback, and inefficiency of peer feedback (Zhang, 1995; Yang, Badger & Yu, 2006).

Therefore, these issues shall be highlighted in the future practice of critical peer feedback such as instruction of critical thinking (Adams, 1999; Fahim & Eslamdoost, 2014; Li & Li, 2004), transfer of pedagogy, emphasis of the teacher's scaffolding and supervision during critical peer feedback (Yang, Badger & Yu, 2006; Wallace, 2004; Zhang, 1995), and construction of rubrics to assess the quality of critical peer feedback (Leist, Woolwine, & Bays, 2012). The study of critical peer feedback shall ensure to distinguish the concept of critical peer feedback from criticism (Carnegie, 2010; Hyland, 2000; Seltzer, 1986), emphasize mutual critical peer feedback and inter-communication among peers during critical peer feedback, and properly treat the relationship of formal critical peer feedback and informal critical peer feedback.

About Qzone weblog for online critical peer feedback, the finding shows that Qzone weblog is a convenient and scientific weblog platform for the practice of critical peer feedback. Chinese undergraduates are highly confident and strongly intrinsically motivated in online Qzone environment for critical peer feedback. This finding is consistent with the previous findings of Qzone weblog in education that Qzone weblog has been regarded as a mature weblog platform in education (Wang, 2009; Xie, 2010; Du, 2013; Wen & Lai, 2012; Yu, 2010; Zhu, 2013). The finding shows that Chinese undergraduates are used to IM communication by Qzone weblogs and familiar with the functions of Qzone weblog. However, one weakness for international users is that there is only Chinese version of Qzone. The other weakness is that there is a character limitation for each feedback, 5,000 bytes on

computer and 400 bytes on mobile devices. However, the finding implies that Qzone weblog is suitable for short Business English writing, but not for more than 10,000 bytes of academic Business English writing and long Business English writing. Because there is a character limitation of 10,000 bytes for each blog length.

RQ2: What is the Process of Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates? The finding shows the Revised Bloom's Taxonomy for critical peer feedback is used in critical peer feedback. The activities of critical peer feedback have three main parts including "analyzing", "evaluating" and "creating". However, before critical peer feedback, the activities of "remembering", "understanding" and "applying" are used to analyze the writing. Finally, critical peer feedback for Business English writing is provided on Qzone weblogs.

In summary, the finding shows that their mental process of critical peer feedback can be categorized into three steps. The first step is to "intake" the writing according to their actual performance of Business English Writing. The actual ability of "intake" is different among peers. The second step is "critical thinking" in which peers adopt Revised Bloom's Taxonomy of "analyzing, evaluating and creating" to assess writings. The third step is to provide critical peer feedback on Qzone weblogs. However, the third step is the output of critical peer feedback which displays the contents of critical peer feedback. The output of critical peer feedback is the process of assessment and creation which follows the logic process of "praising", "error correcting", "analyzing Business English Writing tasks (BEWT)", "evaluating the

writing” and “making creating opinions”. In this three-step process, the second step belongs to critical peer feedback for Business English Writing on Qzone weblogs among Chinese undergraduates.

After the process of critical peer feedback, five further activities are discussed to react critical peer feedback. These post-activities of critical peer feedback include “proofreading”, “re-editing”, “self-reflecting”, “rewriting” and “re-uploading” for further critical peer feedback. The finding implies that post-activities are also actual practices in critical peer feedback. After the reloading of rewriting, it is a new cycle of critical peer feedback which may make critical peer feedback reach a higher level. However, the finding implies that the activities of “rewriting” and “re-uploading” depend on the first writing quality and the writer’s option.

In conclusion, the process of critical peer feedback can be concluded with the mental process of critical peer feedback and post-activities of critical peer feedback. The process of critical peer feedback can be illustrated in the following Figure 4.21.

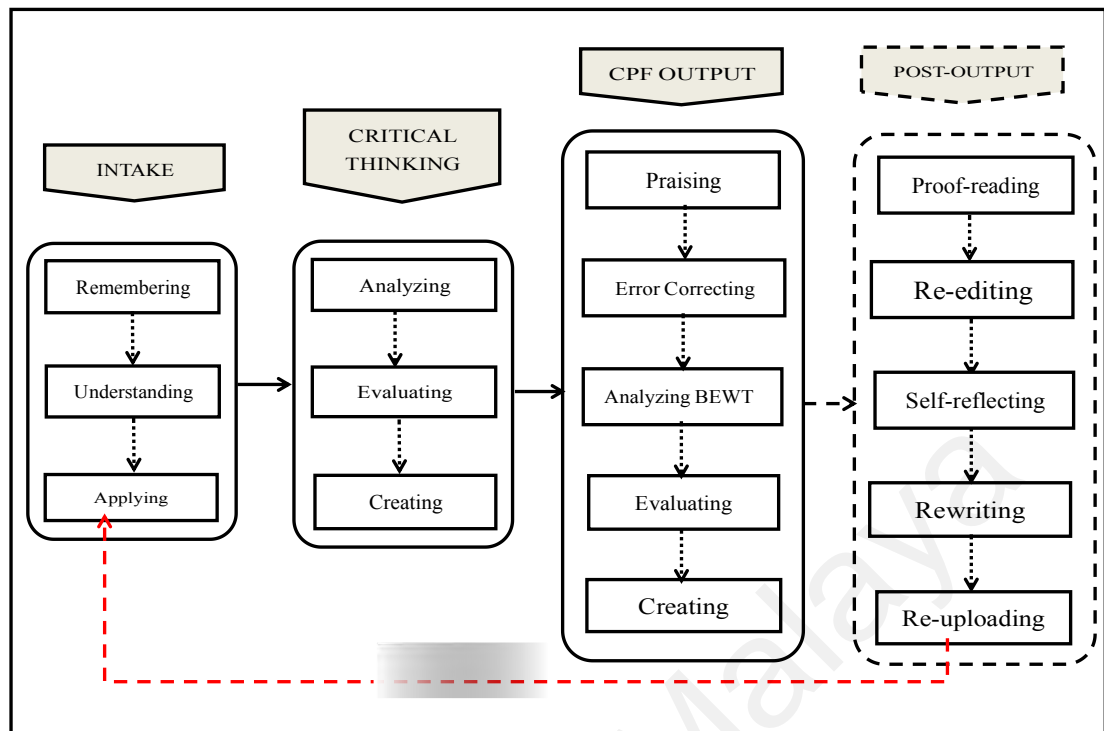


Figure 4.21. Critical Peer Feedback Process for BEW on Qzone Weblog

In Figure 4.21, the flow chart starts from “intake” to “critical thinking”, and then “CPF output”. These three steps of critical peer feedback are indispensable. The post-activities of “CPF output” is a supplement of critical peer feedback. In this flow chart, the solid line of each step represents indispensable steps, which can not be omitted in the process of critical peer feedback. While the dotted line represents the optional steps. The solid arrow represents the indispensable flow of the process, while the dotted arrow represents the optional flow of the process.

This mental process of critical peer feedback is based on the Model of Revised Bloom’s Taxonomy (Krathwohl et al., 2001), which is also a representative model of the mental process of critical thinking. This mental process of critical peer feedback also proves its logic and reasonableness by “intake”, “reaction”, “input” and “output” hypothesis in second language acquisition (Rast, 2008; Pawlak, 2011; Zhang, 2009).

This process of critical peer feedback emphasizes the mental and psychological “thinking” activities during peer feedback, while the previous studies focus on the activities of “doing something” in peer feedback such as reading, commenting, discussing, and writing (Pol et al., 2008; Asikainen et al., 2014; Lee, 2015; Lai, 2016). Although, different models of critical thinking may generate different processes of critical peer feedback.

RQ3: What are the Contents of Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates? The finding shows that before this study, Chinese undergraduates’ contents of peer feedback is only error correction on grammar, spelling and punctuation. However, the literature shows that error correction is ineffective, even harmful to students’ fluency and their overall writing quality (Hyland & Hyland, 2006; Chandler, 2003; Truscott, 2004 & 2007).

In this study of critical peer feedback, the finding shows that the main contents of critical peer feedback for Business English Writing contain seven parts such as error correction, discourse analysis, pragmatic functions, rhetoric features, affection, style, and syntax (see Table 4.2).

Table 4.2

Contents of Critical Peer Feedback for Business English Writing

Contents of Critical Peer Feedback in Business English Writing	
Error Correction	<ul style="list-style-type: none"> ● Grammar ● Spelling ● Punctuation
Discourse Analysis	<ul style="list-style-type: none"> ● Cohesion ● Coherence ● Logic
Pragmatic Functions	<ul style="list-style-type: none"> ● Completeness ● Conciseness ● Expressiveness ● Attractiveness
Rhetoric Features	<ul style="list-style-type: none"> ● Parallelism
Affection	<ul style="list-style-type: none"> ● Thanks ● Congratulation
Style	<ul style="list-style-type: none"> ● E-mail ● Resume ● Business Card ● Memo ● Business Letter ● Business Report
Syntax	<ul style="list-style-type: none"> ● Cohesion ● Coherence

The seven parts of contents are affected by the syllabus of Business English Writing and writing assignments in class. In this study, the contents of critical peer feedback can not all be categorized in the practice of Business English Writing. The contents of critical peer feedback include not only error correction, but also the every aspects of Business English Writing, in addition to the consideration of pragmatics for successful business communication. Error correction is a general terms which mainly focuses on errors in grammar, spelling and punctuation (Hyland & Hyland, 2006; Chandler, 2003; Truscott, 2004 & 2007). Therefore, critical peer feedback extends the contents of peer feedback from error correction to writing mechanism and business communication.

On the content of peer feedback in L2 writing, some studies focus on error correction (Storch, 2005; Nicol & Macfarlane, 2006; Williams, 2009); some focus on the pragmatic functions such as clarity, completeness and expressiveness of writing (Caulk, 1994; Konold & Miller, 2005; Nelson & Schunn, 2009); some focus on the linguistic features (Paulus, 1999; Ferris & Roberts, 2001; Lundstrom & Baker, 2009). There are few studies on the content of peer feedback in Business English Writing. This finding implies that the concrete contents of critical peer feedback in language and writing mechanism are more helpful and specific to students' writing and editing. This study also shows that students with higher ability of critical peer feedback have a variety of lexical choices, syntactic constructions, and cohesive devices, and that their critical peer feedback receives higher acceptance.

RQ4: What are the Factors Affecting Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates?

There are many factors affecting the effectiveness of peer feedback in second language writing. Ellis (2003) recognized four types of internal factors such as ability, propensities, learner cognitions and learner actions. Bassham (2009) argued the factors of relevant knowledge information, bias, prejudice, peer pressure, perception, and face-saving. Yu, Lee and Mak (2016) studied “collectivism and group harmony”, “face-saving theory”, and “power distance” factor among Chinese undergraduates, and concluded that these are not effective in small group peer feedback.

The finding shows that factors affecting critical peer feedback for Business English Writing on Qzone weblogs among Chinese undergraduates are coded into

two categories - internal factors and external factors. Internal factors are coded into four aspects including “ability”, “propensity”, “peer cognition” and “peer action”. External factors are also coded into four aspects including “pedagogy”, “culture”, “LSP register” and “environment”. These internal and external factors are summarized in Table 4.3.

Table 4.3
Factors Affecting Critical Peer Feedback for BEW on Qzone Weblog

Factors Affecting Critical Peer Feedback for Business English Writing on Qzone Weblog among Chinese Undergraduates		
Internal Factors	Ability	<ul style="list-style-type: none"> - Business English Writing Ability - Critical Thinking Ability - Peer Feedback Ability - Language Proficiency - Cognition of Critical Thinking - Cognition of Peer Feedback
	Peer Cognition	<ul style="list-style-type: none"> - Cognition of Critical Peer Feedback - Cognition of Qzone Weblog for Education - Cognition of Qzone Weblog for Critical Peer Feedback
	Peer Action	<ul style="list-style-type: none"> - CPF Strategy - Self-autonomy -Self-reflection - Personality - Motivation
	Propensities	<ul style="list-style-type: none"> - Willingness - Anxiety - Inter-language
	Pedagogy	<ul style="list-style-type: none"> - Teaching Strategy - Learning Strategy
	Culture	<ul style="list-style-type: none"> - Confucianism - Collectivism - Face - Lexicon
External Factors	LSP Register	<ul style="list-style-type: none"> - Style - Syntax - Internet Environment
	Environment	<ul style="list-style-type: none"> - Technique Environment - Place - Time

Among findings of internal factors, “abilities” include “Business English Writing ability”, “critical thinking ability”, “peer feedback ability” and “language proficiency”. Ability factors are of “remembering” basics in critical thinking, which directly influence the effect of critical peer feedback. However, according to the theory of ZPD, peers’ abilities are different at various “zone”. High-ability peers can help low-ability peers to develop their ZPD in learning (Vygotsky, 1978). This statement is confirmed by the case participants in this study that the high-ability peers can scaffold the low-ability peers to develop their writing (Mintzes, Wandersee & Novak, 2005; Hsia, Huang & Hwang, 2016). The finding also shows that students prefer to read “good” writings and welcome “good” critical peer feedback.

Peer cognition includes the cognition of peer feedback, critical thinking, critical peer feedback, Qzone weblog, and Qzone weblog for critical peer feedback, which influences the cognition of this study and their actual practice of critical peer feedback. The finding shows that students have proper cognition to these concepts, which is a positive factor in this study.

Peer action refers to peer performance in critical peer feedback for Business English Writing such as “critical peer feedback strategy”, “self-autonomy” and “self-reflection”. Peer action is the actual activity during critical peer feedback, which is also the internal factor of critical peer feedback. The finding shows that the Revised Bloom’s Taxonomy is used as critical peer feedback strategy. Chinese undergraduates have low abilities of self-autonomy and low efficiency of self-reflection in learning, who need teachers’ scaffolding and supervision in critical

peer feedback. Otherwise, self-autonomy and self-reflection will become negative factors in critical peer feedback.

Propensities refer to peers' preferences in critical peer feedback for Business English Writing such as "personality", "motivation", "willingness", "anxiety" and "inter-language". The finding shows that Chinese undergraduates have personalities of "modesty", "shyness", "timidity" and "politeness". They are unwilling to communicate with each other in face-to-face critical peer feedback. However, the finding shows that online critical peer feedback is more suitable to their personalities compared with face-to-face critical peer feedback, and it can reduce the face-to-face conflict, embarrassment, and nervousness, and keep each others' "face". These are few anxieties in online critical peer feedback. In addition, the finding also shows that the five participants all have instrumental motivations, three for examination, two for job. They have weak and unsure integrative motivation for cross-culture communication. This means that they learn Business English Writing for examination (60%) and job (40%), but not for communication. But the previous study found that integrative motivation is more active and motivated for learning (Gardner, 2010). Under the supervision of lecturer, the case participants are willing to participate in this study and to improve Business English Writing. The finding shows that English is adopted for online critical peer feedback, but Chinese (native language) for interviews. This strategy of inter-language implies that Chinese undergraduates are confidence in their written English but not spoken English.

Among findings of external factors, the pedagogy includes teaching strategy

and learning strategy. In this study, teaching strategy is coded as “teacher-centered teaching”, “summative assessment” and “large class teaching”. The finding shows that it needs more writing practices and time for critical thinking in class of Business English Writing. The present teacher-centered teaching strategy negatively affects critical peer feedback in Business English Writing. The present learning strategy in Business English Writing is concluded as “reciting”, “few interaction”, “low self-autonomy”, “inefficient peer feedback”, “no BEW sharing”, and “surface writing and learning”. The present learning strategy also negatively affects critical peer feedback in Business English Writing. This implies the urgent need of transformation of teaching strategy and learning strategy in Business English Writing among Chinese undergraduates.

For culture factor, the finding shows that Chinese undergraduates are affected by Confucianism, collectivism and “face-saving” in Chinese culture. Under Confucianism, Chinese undergraduates are modesty and polite, and not willing to argue and discuss with peers in critical peer feedback. This is a negative factor in critical peer feedback for Business English Writing. This is consistent with the literature that Asian students like China, Japan and North Korea, etc., are widely regarded as quiet, polite and modesty in class (Hyland & Hyland, 2006; Yu, Lee & Mak, 2016). This also proves why there are few discussion, argument and communication in critical peer feedback for Business English Writing among Chinese undergraduates. Collectivism is defined as a “social pattern of closely linked individual who see themselves as parts of one or more collectives...and emphasize

their connectedness to members of these collectives” (Triandis, 1995, p. 2). The finding discovers that Chinese undergraduates are collective members who do their best to complete tasks of critical peer feedback for “group benefit” and “group glory”. This is a positive factor for critical peer feedback in Business English Writing among Chinese undergraduates. “Face” in Chinese culture emphasizes “the harmony of individual conduct with views and judgments of the community” (Liu, 2001, p. 205) and “maintaining of group harmony and mutual face-saving to maintain a state of cohesion” (Carson & Nelson, 1994, p. 23). “Face-saving” negatively affects critical peer feedback in Business English Writing, in which students focus more on face-saving than criticism and “critical” peer feedback in group work.

Business English Writing has a clear register in lexicon, style and syntax (Carter & Nunan, 2001). The finding reveals that specific register of Business English Writing positively offers them concrete targets for critical peer feedback. This is a positive factor in critical peer feedback for Business English Writing.

Environment factor includes “technology environment”, “Internet environment”, “place” and “time” for critical peer feedback. The finding shows that there are convenient hardware and software technology supports, free WiFi and cheap 4G mobile internet on campus, and quiet places for learning in library and dormitory. There are enough spare time for critical peer feedback and it is not a time burden for students to provide critical peer feedback in their spare time. Therefore, environment factor takes positive function on critical peer feedback in this research setting.

RQ5: How do the Online Features of Qzone Weblog Affect Critical Peer Feedback in Business English Writing? Qzone weblog is a kind of 3.0 weblog connected with IM software - QQ, which is different from Web 2.0 weblog such as Google weblog and Yahoo weblog (Xie, 2010). Qzone weblog has been widely used in English writing instruction with many advantages (Xie, 2010; Du, 2013; Yu, 2010). Qzone weblog has many particular features such as instant messaging notice, half-opened weblog, individual private weblog and various decoration functions. Qzone has been developed by Tencent Company for more than twelve years, and it is a mature weblog platform.

In this study, Qzone weblog is used as a software platform for critical peer feedback in Business English Writing among Chinese undergraduates. About Qzone weblog for online critical peer feedback, the finding reveals that Qzone weblog is a convenient and scientific weblog platform for the practice of critical peer feedback. Chinese undergraduates are used to Qzone weblog for IM communication and familiar with its functions. However, one weakness for international users is that there is only a Chinese version of Qzone. The other weakness is that there is a character limitation for each feedback, 5,000 bytes on computer feedback and 400 bytes on mobile devices. The finding shows that Qzone weblog is suitable for short Business English writings, but not for more than 10,000 bytes of Business English writing. Because there is a character limitation of 10,000 bytes for each blog length.

For online features of Qzone weblog in critical peer feedback, the findings shows that there are five online features which positively affect critical peer feedback

in Business English Writing: 1) Text-based feedback which only provides the function for text messaging feedback on Qzone weblogs; 2) Various graphic emoticons which have about 105 graphic emoticons for emotion and feeling expressions; 3) Anonymous feedback which offers the one-click function for anonymous feedback; 4) “Quotation” for mutual feedback which is convenient to quote peer’s critical peer feedback information for mutual feedback; 5) Instant messaging notice which has the synchronous function of new feedback notice on QQ and Qzone.

The finding shows that text-based feedback can fulfill needs of critical peer feedback for Business English Writing. Graphic emoticons are widely used to express emotions as pragmatic functions, which is believed to excess language expressions as quick, expressive and acceptable in informal critical peer feedback. The online features of anonymous feedback, quotation for mutual feedback and instant messaging notice positively improve critical peer feedback for Business English Writing on Qzone weblogs. Therefore, these five online features also implies that Qzone weblog is a suitable technological platform for critical peer feedback.

Chapter Summary

This chapter illustrated research findings and discussed research questions of this study. This chapter was divided into four sections. The first section made an introduction of data analyses and the outline of findings. The second section was further categorized into five parts which explored the main findings of this study

including perceptions of this study, contents, process, factors, and online features of Qzone weblog for critical peer feedback. The third section answered and discussed the five research questions. The last section was the chapter summary which made a summary of this chapter.

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CHAPTER 5 CONCLUSION, IMPLICATION AND RECOMMENDATION

This chapter begins with an overview of the study which concludes the study design and process of this study. It follows the conclusion of the study based on findings at the fourth chapter. Implications are discussed from the points of policy makers, lecturers and learners. Recommendations for further research are also discussed. Finally, a summary ends this chapter.

Overview of the Study

This study constructed the concept of “critical peer feedback” with the skills of “critical thinking” in order to facilitate the quality of peer feedback and Business English Writing. “Critical peer feedback” as a strategy for higher-order peer feedback was undertaken to investigate Chinese undergraduates’ perceptions, process, contents of critical peer feedback, and factors affecting critical peer feedback in Business English Writing. In addition, this study of critical peer feedback for Business English Writing was conducted on the online Qzone weblogs among Chinese undergraduates. Online features of Qzone weblog were studied to investigate how online features affected critical peer feedback.

The setting of this study is School of Foreign Languages, Xuchang University, China, which is one of the representative universities of applied science in Chinese tertiary education reform. Business English is listed as a discipline by Chinese Ministry of Education in this university. A case study was employed in this study. A

case group of 6 participants was selected from 6 groups. The duration of this study is one semester at the first semester of 2015/2016.

This study was carried out in two phases. The first phase focused on two workshops to introduce Qzone weblog (see Table 3.1) and critical peer feedback (see Table 3.3). Each of the workshops was conducted for twice for three hours each. The second phase focused on data collection for the study, and data analyses. Three kinds of data were collected including semi-structured interviews, Business English Writing assignments, and artifacts of critical peer feedback.

During the second phase, semi-structured interviews were conducted three times among the six case participants, which were based on the interview protocols (see Table 3.13 & Table 3.14). Each of the interviews lasted for 30 to 45 minutes. The interviews were conducted at the researcher's office after office hours. The researcher tried to set a free and comfortable environment for the six case participants. The researcher in this study was the interviewer and trainer in workshops, while the lecturer was the instructor of syllabus and critical peer feedback. The six Business English Writing assignments were written by the case participants based on the syllabus (see Table 3.7 and Table 3.17) and uploaded on their Qzone weblogs for critical peer feedback. The three interviews for each case participants were recorded and transcribed. The three kinds of data were collected and analyzed during the second phase.

The data from interviews and artifacts were analyzed by QSR NVivo 8.0 to gain insights on the case participants' justification on perceptions, process, contents

and factors of critical peer feedback. Online features of Qzone weblog for critical peer feedback in Business English Writing, were coded by QSR NVivo 8.0 based on the data of interviews and artifacts on Qzone weblogs (see Figure 4.1). The trustworthiness of this study and the triangulation of data were conducted.

The findings were illustrated after data analyses of QSR NVivo 8.0 with 116 free nodes, 6 tree nodes and 12 models (see Figure 4.2, 4.3, and 4.4). The findings were based on data and the research questions. The description of findings was based on data analyses with quotations of data sources, nodes and models. After the description of findings, a discussion of each research questions was conducted to summarize the relevant findings. Figures and tables were illustrated to make the summary more readable and visual.

Conclusions of the Study

The findings of this study were illustrated at section 4.2 in chapter 4. The five research questions were discussed at section 4.3. The conclusions of this study were classified into five aspects: 1) Critical peer feedback model is modeled; 2) Critical peer feedback improves the quality of peer feedback for Business English Writing among Chinese undergraduates; 3) Critical Peer feedback improves Business English Writing using Qzone weblogs among Chinese undergraduates; 4) Online features of Qzone weblog facilitate critical peer feedback; 5) Theoretical contribution of this study is concluded.

Modeling of Critical Peer Feedback Model. According to the theoretical

framework of SCT and ZPD, this study defined “critical peer feedback” with the concepts of “critical thinking” in psychology and “peer feedback” in pedagogy, explored students’ mental activities in Business English Writing at online situation, and studied the mechanism of “critical peer feedback” from peers’ perceptions, process, contents and factors in Chinese culture.

It is concluded that “critical peer feedback” is a higher-order assessment through peer feedback with critical thinking skills of “analyzing”, “evaluating” and “creating”. These are based on foundations of lower-order thinking skills through “remembering”, “understanding” and “applying” of the writing. The Revised Bloom’s Taxonomy of critical thinking is accepted as the skill for critical peer feedback. Critical peer feedback is accepted as an efficient way to improve Business English Writing through collaborative learning. Critical peer feedback provides a strategy of higher-order mental activity for formative assessment in the higher-level writing. Higher-level writing needs higher-order thinking in peer feedback. The ability of critical peer feedback can be cultivated by teaching and practicing activities.

The mental activities of critical peer feedback contains three main parts: 1) “intake” the writing through “remembering”, “understanding” and “applying” with lower-order thinking, 2) use “critical thinking” to analyze, evaluate and create the writing, 3) and finally to “output” their “content” of critical peer feedback in written form. After the output of critical peer feedback, there are five post-activities in order to improve their writing and also for further critical peer feedback, and these are

“proofreading”, “re-editing”, “self-reflecting”, “rewriting” and “re-uploading” on their Qzone weblogs. However, these post-activities are not mental activities but reactions for the output. After re-uploading the rewriting, the next cycle of critical peer feedback might be conducted to assess the rewriting. Logically, this process can be repeated until the “perfection” or “acceptance” of the writing by peers.

The contents of critical peer feedback for Business English Writing include error correction, discourse analysis, pragmatic functions, rhetorical features, affection, style and syntax in Business English Writing. During the process of critical peer feedback, the mental activities of critical peer feedback are affected by many internal and external factors. The internal factors are concluded into four parts - ability, peer cognition, peer action, and propensities. The external factors are concluded into pedagogy, culture, LSP register, and environment factors. The eight issues in critical peer feedback need to be enhanced in order to improve the efficiency of critical peer feedback including “critical thinking in EFL teaching and learning”, “flexible environment”, “teacher scaffolding”, “sufficient supervision”, “efficient rubrics”, “peer communication”, “critical peer feedback versus criticism”, and “formal language” in critical peer feedback.

“Critical Peer Feedback Model” in this study can be modeled with the combination of these four parts - the process of critical peer feedback, the contents of critical peer feedback, the factors affecting critical peer feedback, and the issues for attention (see Figure 5.1).

In this figure of “Critical Peer Feedback Model”, the flow chart starts from

“intake” to “critical thinking”, and then “CPF output”, which are the indispensable three parts of critical peer feedback. The post-activities of “CPF output” is a supplement of critical peer feedback. In this figure, the solid line represents actual activities in the process of critical peer feedback. While the dotted line represents the optional ones. The solid arrow represents the indispensable flow of the process, and the dotted arrow represents the optional flow of the process.

This model contains four main parts of the mechanism of critical peer feedback. It points out the concrete aspects in critical peer feedback. It provides a recommendable model of higher-order peer feedback for higher-level writing. From this study, it is concluded that this model is an acceptable model for beginners of critical peer feedback in higher-level writing or vocational writing instruction. It is also valuable for the practice of critical peer feedback in other subjects.

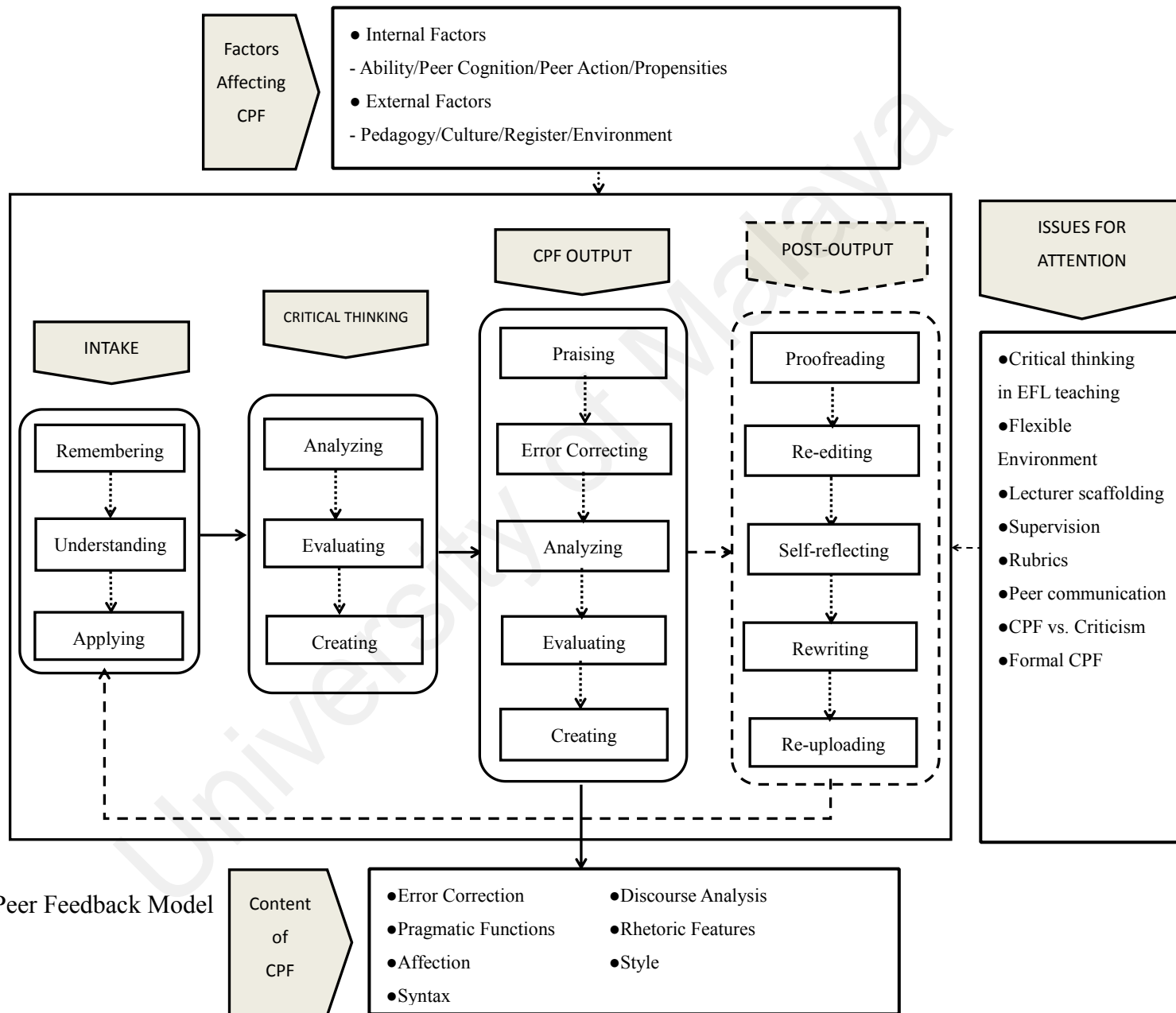


Figure 5.1. Critical Peer Feedback Model

Critical Peer Feedback Improves the Quality of Peer Feedback for Business English Writing Among Chinese Undergraduates. The quality of peer feedback can be improved from many facets. Narciss (2008) stressed three main facets which determine the quality of a feedback message including feedback content, form and function. In this study, the finding shows that critical peer feedback improves the quality of peer feedback in four facets- perceptions, process, contents and factors. These four facets illustrate in what concrete facets critical peer feedback improve the quality of peer feedback in Business English Writing among Chinese undergraduates.

For peers' perceptions of critical peer feedback, the finding shows that before this study, Chinese undergraduates' knowledge of peer feedback is error correction in grammar, spelling, and punctuation. But Error correction has limited impact on the quality of peer feedback (Hyland & Hyland, 2006; Chandler, 2003; Truscott, 2004 & 2007). With this study of critical peer feedback, critical peer feedback offers a strategy for higher-order peer feedback with a systematic mechanism of process, contents, factors and issues. The concepts and skills of critical peer feedback can be grasped by students through training. The Revised Bloom's Taxonomy of critical thinking is believed as an easy and reasonable model for beginners of critical peer feedback. It is believed that a concrete strategy of critical peer feedback with process and contents might improve the quality of peer feedback.

In the process of critical peer feedback by Revised Bloom's Taxonomy, the three steps of "remembering, understanding and applying" are used to intake peers'

writing, and after higher-order critical thinking skills through “analyzing, evaluating and creating”, critical peer feedback is outputted. The third step is to upload critical peer feedback on Qzone weblogs. Qzone weblogs display the contents of critical peer feedback. The output of critical peer feedback is also a process of assessment and a process of creation which follows the steps of “praising”, “error correcting”, “analyzing Business English Writing tasks”, “evaluating the writing” and “providing creating opinions”. After the upload of critical peer feedback, post-activities may be conducted through “proofreading”, “re-editing”, “self-reflecting”, “rewriting” and “re-uploading” for further critical peer feedback. This critical peer feedback model follows the skills of critical thinking and provides a comprehensive feedback for the writing. This critical peer feedback model goes beyond the prior skills of peer feedback by error correction. It indicates the processes of “how to think and how to do in critical peer feedback”.

By critical peer feedback, the contents of peer feedback are extended out of error correction. In critical peer feedback for Business English Writing, seven aspects of contents are coded including error correction, discourse analysis, pragmatic functions, rhetoric features, affection, style, and syntax in critical peer feedback. The seven contents concern the main aspects of Business English Writing, which point out “what to do in critical peer feedback”.

In this study of critical peer feedback, factors affecting critical peer feedback to improve peer feedback are classified into two categories - internal factor and external factor. The internal factors are categorized into four factors - ability,

propensity, peer cognition and peer action. The external factors are also categorized into four factors - pedagogy, culture, LSP register and environment. Some are positive factors and some are negative factors in this study. Positive factors will affect critical peer feedback to improve the quality of peer feedback, while negative factors will be highlighted in critical peer feedback to reduce the negative impacts. These factors point out “what affects critical peer feedback”.

In this online peer feedback on Qzone weblogs, Qzone weblog is also an external factor affecting critical peer feedback. Qzone weblog is believed as a suitable internet platform to provide critical peer feedback for Business English Writing. Qzone weblog is popular among Chinese youngsters and suitable for large class. Qzone weblog has many strengths for critical peer feedback such as “instant message transfer”, “convenient technological platform”, “privacy protection”, “mobile learning”, “popularity among undergraduates” and “without restraint in place and time”. Qzone weblog is positively affecting critical peer feedback among Chinese undergraduates.

Therefore, it is concluded that critical peer feedback improves the quality of peer feedback for Business English Writing using Qzone weblogs among Chinese undergraduates by the systematic mechanism of process, contents, factors of critical peer feedback. Students’ proper perception of critical peer feedback and relevant concepts also improves the practice of critical peer feedback. Critical peer feedback is a higher-order and efficient strategy for higher-level feedback. However, issues emerged in critical peer feedback shall be highlighted such as critical thinking

education, teachers' scaffolding, supervision, rubrics, and peer mutual communication, etc. The finding also proves that critical peer feedback, critical thinking and Business English Writing can be mutually improved by the practice of critical peer feedback (Zhao, 1996; Li, 2007; Cox et al., 2013; Ruggiero, 2012; Forster, 2007).

In this study, in order to observe the natural process and contents of critical peer feedback in Business English Writing among Chinese undergraduates, the researcher and lecturer are possibly not involved in the process of critical peer feedback. The quality of peer feedback may be further improved by lecturer's supervision, scaffold and strict requirements of rubrics in the future practice.

Critical Peer Feedback Through Qzone Weblogs Improves Business English Writing Among Chinese Undergraduates. In this study, the finding shows that critical peer feedback improves the quality of Business English Writing. Three facets are illustrated in critical peer feedback improving Business English Writing using Qzone weblogs - the case participants' perceptions, contents of critical peer feedback and factors affecting critical peer feedback for Business English Writing among Chinese undergraduates. These three facets definitely demonstrate in what facets critical peer feedback improves Business English Writing among Chinese undergraduates.

Peers' Perceptions of feedback influence the effectiveness and quality of peer feedback (Min, 2016). It is believed that Business English Writing is a higher-level vocational writing with clear audience, writing objectives and register (Zhang, 2007;

Yang, 2014). It needs higher-order peer feedback in the aspects of process and contents. Chinese undergraduates believe that they are advanced writers in Business English Writing and they need higher-level strategy of peer feedback to improve Business English Writing. Critical peer feedback is regarded as a higher-order strategy for peer feedback with critical thinking skills. It is agreed that critical peer feedback improved the quality of Business English Writing.

The contents of critical peer feedback in Business English Writing among Chinese undergraduates are extended from error correction of grammar, spelling and punctuation, to seven parts. The seven parts of contents include “error correction”, “discourse analysis”, “pragmatic functions”, “rhetoric features”, “affection”, “style”, and “syntax” in critical peer feedback. It is believed that the seven parts of contents in critical peer feedback have a comprehensive analysis of a writing in critical peer feedback, and definitely improve Business English Writing.

Many internal and external factors positively affect critical peer feedback to improve the quality of Business English Writing. The internal factors affect critical peer feedback to improve Business English Writing including “ability”, “peer action”, “peer cognition” and “propensities”. The external factors include “pedagogy”, “culture”, “LSP register” and “environment”. The negative factors shall be enhanced in the practice of critical peer feedback to facilitate Business English Writing such as students’ motivation, teaching and learning strategy in pedagogy, and “face” in Chinese culture.

There are many issues existed in critical peer feedback through Qzone weblogs

to improve Business English Writing among Chinese undergraduates. Eight issues are illustrated including lack of instruction of critical thinking and flexible environment, transformation of pedagogy, emphasis of the teacher's scaffolding and supervision during critical peer feedback, construction of rubrics to assess the quality of critical peer feedback, inefficient peer communication, and formal feedback rather than informal feedback. It is important to distinguish the concept of critical peer feedback from criticism, emphasize mutual critical peer feedback and communication among peers during critical peer feedback, and properly treat the relationship of formal critical peer feedback and informal critical peer feedback.

In conclusion, critical peer feedback offers a higher-order strategy for peer feedback in higher-level Business English Writing. Critical peer feedback provides a systematic mechanism for peer feedback with process and contents. The factors and issues are definitely illustrated in critical peer feedback. These issues will be the implication and suggestions for the further practice of critical peer feedback. The finding also demonstrates that critical peer feedback improves Business English Writing with accurate language, proper syntax and style and pragmatic functions, etc. In addition, the "creating" of Business English Writing is highlighted in critical peer feedback as a key point for successful business communication.

Online Features of Qzone Weblog Facilitate Critical Peer Feedback.

Qzone Weblog has many particular features such as instant messaging notice, half-opened weblog, individual private weblog and various decoration functions, etc (Xie, 2010; Du, 2013; Zhu, 2013). In this study, Qzone weblog is explored as a

technological platform for critical peer feedback in Business English Writing among Chinese undergraduates.

There are five online features of Qzone weblog which positively facilitate critical peer feedback for Business English Writing. These five online features include: 1) text-based feedback, which provides the function for text messaging feedback; 2) instant messaging notice, which has the function of instant new feedback notice on QQ and Qzone; 3) anonymous feedback, which offers the one-click function for anonymous feedback; 4) various graphic emoticons, which have 105 graphic emoticons for emotion expressions; 5) “quotation” for mutual feedback, which is convenient to quote peer’s critical peer feedback information for mutual feedback.

These five online features of Qzone weblog are helpful for critical peer feedback through Qzone weblogs. Students can provide written critical peer feedback on Qzone weblogs, and they can receive critical peer feedback by Qzone messaging notice. Students can provide critical peer feedback with anonymous feedback and graphic emoticons. The function of “quotation” is helpful for mutual critical peer feedback.

Qzone weblog is a convenient and practical software platform for critical peer feedback in Business English Writing among Chinese undergraduates. There is no need of specific knowledge about computer programming and webpage design during the use of Qzone weblog (Xie, 2010; Zhu, 2013). Chinese students are used to Qzone weblog and habitual of updating their Qzone weblogs daily (Xie, 2010; Du,

2013; Yu, 2010). There are efficient hardware maintenance of computer and mobile devices, and software support on campus. The environment of Internet and mobile learning is suitable for critical peer feedback.

The strengths of Qzone weblog in this study have emerged such as popularity among students, without restraints in place and time, mobile learning for critical peer feedback, instant message transfer, convenient technological platform, and privacy protection. However, the weakness is the character limitation of 5,000 bytes in computer feedback and 400 bytes on smartphone for one feedback, and 10,000 bytes of character in a blog.

Theoretical Contributions of the Study. The theoretical contribution of this study can be illustrated from three aspects.

First, critical peer feedback extends the sociocultural theory. Vygotsky (1978) believed that everything is learned in two levels: first, through interaction with others, and then integrated into the individual's mental structure. Critical peer feedback focuses also on the two levels: the interaction with peers and the mental process of critical peer feedback. Peer interaction is the first process of critical peer feedback. Without interaction of peer reading and peer feedback, there is no critical thinking and then critical peer feedback. After peer interaction, it comes to the mental structure of critical thinking on the reading and the writing. Its outcome is critical peer feedback. Critical peer feedback is not only products of feedback but also process of critical thinking.

Second, critical peer feedback supports Vygotsky's ZPD concept. Vygotsky

(1978, p. 86) believed that “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”. This study shows that peers with higher-order thinking skills can scaffold the ones with lower-order thinking skills, and peers with higher-order thinking skills can produce higher-quality peer feedback than the ones with lower-order thinking skills, and peers with critical thinking are more efficient in peer feedback.

Last but not least, “Critical Peer Feedback” extends peer feedback study in ESL/EFL instruction, which emphasizes the mental structure of peer feedback with the skills of critical thinking. Critical peer feedback offers a strategy of higher-order peer feedback for advanced writing. “Critical Peer Feedback Model” (see Figure 5.1) in this study illustrates the four main aspects of critical peer feedback in process, contents, factors and issues for attention, and it is a guide to the practice of critical peer feedback. This study shows that critical peer feedback improves the quality of peer feedback and the quality of Business English Writing. Critical peer feedback could potentially improve others kinds of writing or learning as well.

Implications of the Study

The implications to the relative persons in this study - policy makers, lecturers and learners, are discussed in this section.

Policy Makers. Policy makers play an important role in high-stake and

summative assessment instruction. Policy affects the pedagogy and syllabus for instruction (Wang, Wen & Jin, 2014; Zhang, 2008). In China, it may be necessary to make an education reform from the level of national policy. First, it is necessary to include *Critical Thinking* course into the curriculum of tertiary education. This is especially important because one of the objectives of tertiary education is to cultivate higher-order thinking ability - critical thinking. At the moment, *Critical thinking* is not a compulsory course in the curriculum of Chinese tertiary education (Xiao, 2005, p. 25; Yu, Wang, Nie & Yuan, 2015). However, there is the course of *Critical Thinking* in many Sino-US international education programs in China which are based on the curriculum of American tertiary education. Therefore, it is suggestible to include *Critical Thinking* into the curriculum of Chinese tertiary education, which may be helpful for the cultivation of high-order thinking and creativity in the tertiary education.

Second, the pedagogy reform in Chinese tertiary education shall be furthered by policy makers such as student-centered education, collaborative learning, small class instruction, computer-assisted instruction (CAI), and assessment reform (Wang, Wen & Jin, 2014; Zhang, 2008). Although, these pedagogy strategies have been proposed by policy makers, the implementation shall be enhanced and continued in instruction activities.

Business English discipline has been built by Chinese Ministry of Education since 2007. However, there is still no relevant official stipulations and rules about Business English discipline such as discipline orientation, discipline content,

discipline curriculum, cultivation objectives and discipline pedagogy (Wang, 2006). Therefore, the content, cultivation objective and pedagogy of Business English Writing shall be detailed before the practice of critical peer feedback. A systematic stipulation of Business English discipline is necessary not only for the discipline development but also the teaching practices. It is hopeful to realize that more scholars had articulate the construction of national standards in Business English discipline and the Chinese Ministry of Education had taken actions on it (Wang, 2006).

Lecturers. There are also a variety of lessons learned in this study for lecturers. From the point of pedagogy, lecturers shall continue the pedagogy reform in China such as transformation from teacher-centered teaching to student-centered teaching, computer-assisted instruction, and collaborative learning. Lecturers shall ensure that the role of lecturer shall be transformed from knowledge presenter to guider and supervisor. The role of student shall be transformed from listener to explorer, from passive receiver to active participant. Students could be encouraged in collaborative groups promoting collaborative learning (Wang, Wen & Jin, 2014).

During the practice of critical peer feedback, lecturers shall first enhance the training of critical peer feedback on the concepts and skills, and ensure the effectiveness of training. Because it is acknowledged that trained peers in peer feedback can generate more specific comments and result in higher quality revisions (Stanley, 1992; Berg, 1999; Paulus, 1999; Min, 2005). The lecturer shall ensure the effectiveness of group training of critical peer feedback.

Lecturers shall encourage and motivate students to wholly participate in the activities of critical peer feedback. It is necessary to stipulate disciplines or rules for their attendance and performance in critical peer feedback. Rubrics shall be built to assess critical peer feedback (Berry, 2008). Lecturers shall supervise students' writing assignments and critical peer feedback, especially at the online environment in Chinese environment. Furthermore, the lecturer shall construct student confidence and beliefs in critical peer feedback. It is also acknowledged for lecturers to provide critical teacher feedback, or guidance for critical peer feedback, which may scaffold students with higher-order critical feedback and help students to improve their confidence.

Lecturers shall also motivate peers' mutual-communication in critical peer feedback. According to the theoretical framework of ZPD and SCT in critical peer feedback, mutual-communication and scaffolding among peers can more feasible and acceptable for peers and facilitate the quality of Business English Writing by critical peer feedback. These two activities of peer performance in critical peer feedback are crucial to the quality of peer feedback and Business English Writing. At online critical peer feedback through Qzone, formal and mutual communication and discussion shall be highlighted, however, the informal ones shall be strictly supervised and limited in critical peer feedback. Because the previous findings acknowledged that excessive informal online discussion and comments may spoil the effectiveness of peer feedback (Liu & Sadler, 2003).

For the teaching of Business English Writing at the research site of Department

of Business English, School of Foreign Languages, Xuchang University, the lecturer shall first transform the teaching methods with more student-centered teaching, critical peer feedback and collaborative learning in classes. The course content of Business English Writing shall also need to be improved with more higher-level writings in international business activities. The lecturer shall pay more attention to process-based writing teaching and formative assessment. The lecturer shall enhance the supervision of student attendance and performance in critical peer feedback. Last but not least, the lecturer shall cultivate critical thinking skills among students for better application of critical peer feedback in the teaching of Business English Writing. The findings of this study shall be firstly applied in the research site to improve the quality of peer feedback and to facilitate the quality of Business English Writing.

Learners. University learners are adult learners with abilities of independent thinking and self-autonomy (Wang, Wen & Jin, 2014). In tertiary education, learners should improve their self-autonomy in English learning, especially in China, in order to complement their weaknesses. They shall not only focus on the learning objective for examination such as final course examinations, and grade English examinations such as CET (College English Test Band Four) and TEM (Test for English Majors) for job-hunting, IELTS (International English Language Testing System), TOEFL (Test of English a Foreign Language) or GRE (Graduate Record Examination) for the application of international tertiary education. They should transform their learning for examination to language performance and ability. English shall be regarded as an

instrument for communication but not a tool of examination (Ellis & Johnson, 2002; Ellis, 2013).

For English majors including Business English in Chinese EFL context, students should have a higher motivation to actively take part in English learning, but not be passively receivers. The motivation of English learning is not only for examination but also for social communication (Wang, Wen & Jin, 2014; Zhang, 2007). Speaking and listening are as important as reading and writing. Learners should enhance their motivation of English learning to develop their language abilities of listening, speaking, reading and writing, and abilities of cross-cultural communication. In addition, the independent role of peer is also crucial to promote self-reflection, self-assessment and self-autonomy in critical thinking and critical peer feedback.

During the practice of critical peer feedback, learners should enhance self-discipline and self-supervision for effective critical peer feedback. They could also supervise other peers on the effectiveness of critical peer feedback. At online environment of critical peer feedback, they could anonymously criticize the poor feedback, highly-simplified and inefficient feedback to reduce invalid critical peer feedback. Formal language in critical peer feedback is more efficient to scaffold their peers' writing, and formal language of feedback is more acceptable for the purpose of writing learning (Liu, Liu & Yusan, 2001; Lu & Law, 2012). In addition, learners should improve their involvement and performance in the practice of critical peer feedback.

According to the theoretical framework of ZPD and SCT in this study, the knowledge of Business English Writing will be facilitated by peers' mutual scaffolding in collaborative learning and mutual-communication. Therefore, in the practice of critical peer feedback in Business English Writing, peers shall be enhanced to mutually scaffold and help each other by critical peer feedback, and more mutual-communications in the form of critical peer feedback also shall be highlighted. Thereby, the quality of peer feedback and quality of Business English Writing might be facilitated more effectively during critical peer feedback.

Recommendations for Further Research

The present study has both strengths and weaknesses in the field of peer feedback study. This study is only conducted among a group of Chinese undergraduates in a setting of Business English Writing class. Chinese undergraduates' perceptions, process, and contents of critical peer feedback are unique for this setting. However, the findings of this study can be used as an implication for other settings. Based on the experience of conducting this study and exploring the findings in this study, five recommendations will be discussed for further research.

First, in this study, "critical peer feedback" is explored from the aspect of "critical thinking" in psychology. However, the concept of "critical peer feedback" may be explored from other aspects to understand "critical", and to find other strategies for "critical peer feedback". Even in the aspect of critical thinking, the

strategy of “critical thinking” could be different from the Revised Bloom’s Taxonomy.

Second, for modeling critical peer feedback, critical peer feedback model might be extended in other model of critical thinking and other settings. Different model of critical thinking might produce different critical peer feedback model. Critical peer feedback model might also be different in different settings such as different levels of education, different courses and different places.

Third, the rubrics to assess critical peer feedback might be researched in the further study. During critical peer feedback, the rubrics of critical peer feedback should be explored to study whether peers’ performance of critical peer feedback are “critical peer feedback” and could reach the rubrics of critical peer feedback.

Fourth, a quantitative study might be studied to explore the effectiveness of critical peer feedback. A quantitative study of the effectiveness is necessary for reliability, validity and generalization (Lincoln & Guba, 1985; Shenton, 2004) to expand the study coverage quantitatively. This could support the finding in this study where the case participants agreed that the quality of Business English Writing has improved through critical peer feedback.

Last but not least, the role of teacher is important in high-stake and student-centered settings. Teacher feedback is regarded as the efficient feedback (Nicol & Macfarlane-Dick, 2006; Wang, 2007). It is suggestible to study the role of teacher in critical peer feedback - how teachers scaffold students in critical peer feedback, how teachers and students cooperate in providing critical peer feedback,

and what are students' attitudes to critical teacher feedback. In addition, according to the literature review of mentor feedback in Chapter Two, mentor feedback is a new study gap in ESP pedagogy. The role of mentor can also be studied during critical peer feedback in Business English Writing.

Personal Reflection of the Study

China has the biggest market of international economy, and she is also the biggest country of English as a foreign language. With the development of Chinese international-business-oriented economy, more international businessmen and business women are needed. Therefore, the cultivation of business graduates with Business English major becomes more and more booming and prosperous in different levels such as diploma, degree, master and even doctorate. At the research site, the researcher also realized the fast development of Business English discipline and the huge market requirement of Business English graduates.

Business English Writing is accepted as one of the key courses in the curriculum of Business English discipline in China. The teaching of Business English Writing has more than 40 years history after the opening-up and reform of China. Business English Writing has a promised future in Business English discipline. At the teaching of current Chinese undergraduates, Business English Writing focuses on the writing of business practices. While, at the teaching of Chinese postgraduates, Business English Writing focuses on the academic writing of business research. These different teaching contents are designed by the teaching objectives between

undergraduates and postgraduates. However, the effectiveness of Business English Writing teaching in degree level at the research site is not satisfied and need to transform teaching methods to improve the quality of Business English writing.

In addition, peer feedback is a common teaching method in the process-oriented and student-centered writing teaching (Hyland & Hyland, 2006). The form of peer feedback has developed from teacher feedback, peer feedback, computer-mediated feedback to online feedback. With the development of computer and internet, online feedback is prominent in the teaching of peer feedback and teacher feedback. However, the effectiveness of peer feedback and online feedback is controversial in the academic fields. Many scholars found that peer feedback is ineffective and highly problematic (Ferris, 2001; Hyland & Hyland, 2006; Wang, 2007; Shute, 2008; Liang & Tsai, 2010; William, 2009; Min, 2016). Therefore, the major academic gap of formative peer feedback study is how to improve the quality of peer feedback and the quality of writing in EFL and ESL environment. In the research site, peer feedback is also the major teaching method in Business English writing, but it has very low effectiveness. The researcher needs to find the problem symptoms of peer feedback teaching and push new teaching methods in peer feedback during Business English Writing teaching.

In this study, based on the theoretical framework of peer feedback study such as zone of proximal development (ZPD), sociocultural theory (SCT), and psychology, to facilitate the quality of peer feedback is connected with peer interaction and sociocultural communication in learning, and the individual thinking and reasoning

process. One of effective methods to facilitate the individual thinking and reasoning process is believed to be critical thinking. Few studies were explored in this field based on literature review. Therefore, the concept of “critical peer feedback” is defined by “critical thinking” and “peer feedback”. As a grounded study of critical peer feedback in this study, the mechanism of critical peer feedback was explored such as its process, contents, perceptions and factors. This study was conducted in the case of Business English Writing in a Chinese university among undergraduates. The findings of critical peer feedback mechanism and critical peer feedback model are of pioneering significance in peer feedback study.

Hopefully with this insight of critical thinking in peer feedback, more scholars will study the possibility and feasibility of critical peer feedback, the mechanism of critical peer feedback, and the effectiveness of critical peer feedback. Thereby, the theoretical framework and the conceptual framework will be constructed in critical peer feedback. Critical thinking in language education will be set to facilitate language proficiency and language cognition. However, the limitation of this study can not be neglected by the researcher.

The limitation of study was explored at the end of the writing which was meaningful for the researcher to reflect this study. The first limitation is the potential ethnic problem about the reliability and validity of data collection, data analysis and data presentation. Ethnic problem is widely argued not only in qualitative study but also quantitative study. The second is the potential academic controversy about “critical peer feedback” to facilitate the feedback quality and writing quality. This is

the first study to explore “critical thinking” in peer feedback from the perspectives of SCT and ZPD, although some theories and hypotheses at second language acquisition and pedagogy were also concerned such as input hypothesis, output hypothesis, cognition theory and process approach, etc. The third potential limitation is to explore the effectiveness study of the “Critical Peer Feedback Model in Business English Writing” by a quantitative study. Although a large quantity of qualitative data of writings and re-writings after critical peer feedback was cited with contrast and comparison to prove the effectiveness. The final examination scores were compared between the case participants and the research class. Although there are limitations in this study, this study is still a constructive and exploring study in the field of peer feedback study.

Chapter Summary

In this chapter, the first section made an overview of this study including the research design, research conduct, data analysis, and findings. The second section concluded the main findings in this study. The section provided some suggestions and recommendations for the policy makers, lecturers and learner. At the end of this chapter, the researcher discussed the further researches of this study and reflected his personal thinking and perceptions of this study.

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APPENDICES

Appendix A Research Agreement Signed by Research Site

Research Agreement

This agreement is made by and between the researcher and School of Foreign Languages, Xuchang University, whereby School of Foreign Languages agrees the researcher to conduct the PhD research program, named "*Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates*", at School of Foreign Languages, Xuchang University.

During the research, the researcher shall obey the following terms:

- 1) Follow the rules and regulations of Xuchang University;
- 2) Respect the choice of the participants and lectures;
- 3) Shall not disturb the syllabus of Xuchang University;
- 4) Shall not disturb any education activities;
- 5) Keep relevant individual privacy;
- 6) Use the research data for this research only and keep the research data confidential;
- 7) Communicate with the university if there is any problem.

During the research, School of Foreign Languages, Xuchang University agrees the students and lecturers to attend this study, and offer full support to this study. If there is any problem, it will be settled down with the friendly negotiation between the two parts.

Researcher (Signature Gao Lanwei)

Date: 20/6/2015

School of Foreign Languages (Signature Liu ...)

Date: 20/6/2015

Appendix B Consent Form Signed by Lecturer

Consent Form

Dear Sir/Madame,

This study is one PhD program, named "*Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates*", at Faculty of Education, University of Malaya. The activity that you are currently taking is to study the mechanism of critical peer feedback for Business English Writing on Qzone weblogs. The data in this study are only used for this study and shall be confidential. Thanks for your support!


Sincerely,

Gao Xianwei (Signature: 

During the research, the lecturer shall

- 1) agree with the research to conduct this study in Business English Writing class;
- 2) develop all-round abilities to teach Business English Writing;
- 3) follow the syllabus of Business English Writing;
- 4) do not to affect or influence the case participants about the study results;
- 5) have an understanding of key terms and concepts in this study;
- 6) can completely attend the training and activities;
- 7) keep the relevant information confidential when it is required;
- 8) discuss with the researcher in time when any problem arises.

I consent that the researcher attend my class and complete this study. I consent to attend the research as required.

Signature of Lecturer 

Cell Phone: 

QQ Number: 

Date: 20/06/2015

Appendix C Consent Form Signed by Case Participants

Consent Form

Dear Sir/Madame,

This study is one PhD program, named "Critical Feedback to Improve Business English Writing on Qzone Weblog: A Case of Chinese Undergraduates", at Faculty of Education, University of Malaya. The activity that you are currently taking is to study the effectiveness of critical feedback on Business English Writing. The data in this study is only used for this study and would be confidential to others.

Thanks for your support!

Sincerely,

Gao Xianwei (Signature: Gao Xianwei)

During the research, the participant shall

- 1) develop all-round abilities to apply Business English Writing;
- 2) understand the teaching content and assignment;
- 3) have an understanding of peer feedback and evaluation of writing;
- 4) can completely attend the training and activities;
- 5) full share their Qzone to peers;
- 6) keep the relevant information secret when it is required;
- 7) keep the copyright of others' writing;
- 8) discuss with the instructor in time when any problem arises.

(Cell phone No.: 15237428858 E-mail: pierregao@tom.com QQ: 39414916)

I consent that my writing and comments in the Qzone to be used as research materials. I consent to attend the research as required.

Signature of Participant: Li ?

Cell Phone: 100 72 QQ Number: 26 Date: 11-9-2015

Consent Form

Dear Sir/Madamie,

This study is one PhD program, named "*Critical Feedback to Improve Business English Writing on Qzone Weblog: A Case of Chinese Undergraduates*", at Faculty of Education, University of Malaya. The activity that you are currently taking is to study the effectiveness of critical feedback on Business English Writing. The data in this study is only used for this study and would be confidential to others.

Thanks for your support!

Sincerely,

Gao Xianwei (Signature: Gao Xianwei)

During the research, the participant shall

- 1) develop all-round abilities to apply Business English Writing;
- 2) understand the teaching content and assignment;
- 3) have an understanding of peer feedback and evaluation of writing;
- 4) can completely attend the training and activities;
- 5) full share their Qzone to peers;
- 6) keep the relevant information secret when it is required;
- 7) keep the copyright of others' writing;
- 8) discuss with the instructor in time when any problem arises.

(Cell phone No.:15237428858 E-mail:pieregao@tom.com QQ: 39414916)

I consent that my writing and comments in the Qzone to be used as research materials. I consent to attend the research as required.

Signature of Participant: Tei Lee

Cell Phone: 1882 2221 Number: 1924 Date: 11-9-2015

Consent Form

Dear Sir/Madame,

This study is one PhD program, named "Critical Feedback to Improve Business English Writing on Qzone Weblog: A Case of Chinese Undergraduates", at Faculty of Education, University of Malaya. The activity that you are currently taking is to study the effectiveness of critical feedback on Business English Writing. The data in this study is only used for this study and would be confidential to others.

Thanks for your support!

Sincerely,

Gao Xianwei (Signature: Gao Xianwei)

During the research, the participant shall

- 1) develop all-round abilities to apply Business English Writing;
- 2) understand the teaching content and assignment;
- 3) have an understanding of peer feedback and evaluation of writing;
- 4) can completely attend the training and activities;
- 5) full share their Qzone to peers;
- 6) keep the relevant information secret when it is required;
- 7) keep the copyright of others' writing;
- 8) discuss with the instructor in time when any problem arises.

(Cell phone No.:15237428858 E-mail:pierregao@tom.com QQ:39414916)

I consent that my writing and comments in the Qzone to be used as research materials. I consent to attend the research as required.

Signature of Participant: Je Lu

Cell Phone: 131 Number: 10 Date: 11/9/2015

Consent Form

Dear Sir/Madame,

This study is one PhD program, named "*Critical Feedback to Improve Business English Writing on Qzone Weblog: A Case of Chinese Undergraduates*", at Faculty of Education, University of Malaya. The activity that you are currently taking is to study the effectiveness of critical feedback on Business English Writing. The data in this study is only used for this study and would be confidential to others.

Thanks for your support!

Sincerely,

Gao Xianwei (Signature: Gao Xianwei)

During the research, the participant shall

- 1) develop all-round abilities to apply Business English Writing;
- 2) understand the teaching content and assignment;
- 3) have an understanding of peer feedback and evaluation of writing;
- 4) can completely attend the training and activities;
- 5) full share their Qzone to peers;
- 6) keep the relevant information secret when it is required;
- 7) keep the copyright of others' writing;
- 8) discuss with the instructor in time when any problem arises.

(Cell phone No.:15237428858 E-mail:pierregao@tom.com QQ: 39414916)

I consent that my writing and comments in the Qzone to be used as research materials. I consent to attend the research as required.

Signature of Participant: Wan W

Cell Phone: 180 999 9999 QQ Number: 20 000 0000 Date: 11-9-2015

Consent Form

Dear Sir/Madame,

This study is one PhD program, named "*Critical Feedback to Improve Business English Writing on Qzone Weblog: A Case of Chinese Undergraduates*", at Faculty of Education, University of Malaya. The activity that you are currently taking is to study the effectiveness of critical feedback on Business English Writing. The data in this study is only used for this study and would be confidential to others.

Thanks for your support!

Sincerely,

Gao Xianwei (Signature: Gao Xianwei)

During the research, the participant shall

- 1) develop all-round abilities to apply Business English Writing;
- 2) understand the teaching content and assignment;
- 3) have an understanding of peer feedback and evaluation of writing;
- 4) can completely attend the training and activities;
- 5) full share their Qzone to peers;
- 6) keep the relevant information secret when it is required;
- 7) keep the copyright of others' writing;
- 8) discuss with the instructor in time when any problem arises.

(Cell phone No.:15237428858 E-mail:pierregao@tom.com QQ:39414916)

I consent that my writing and comments in the Qzone to be used as research materials. I consent to attend the research as required.

Signature of Participant: shen Y. J.

Cell Phone: 11 QQ Number: 25 Date: 11-9-2015

Consent Form

Dear Sir/Madame,

This study is one PhD program, named "*Critical Feedback to Improve Business English Writing on Qzone Weblog: A Case of Chinese Undergraduates*", at Faculty of Education, University of Malaya. The activity that you are currently taking is to study the effectiveness of critical feedback on Business English Writing. The data in this study is only used for this study and would be confidential to others.

Thanks for your support!

Sincerely,

Gao Xianwei (Signature: Gao Xianwei)

During the research, the participant shall

- 1) develop all-round abilities to apply Business English Writing;
- 2) understand the teaching content and assignment;
- 3) have an understanding of peer feedback and evaluation of writing;
- 4) can completely attend the training and activities;
- 5) full share their Qzone to peers;
- 6) keep the relevant information secret when it is required;
- 7) keep the copyright of others' writings;
- 8) discuss with the instructor in time when any problem arises.

(Cell phone No.: 15237428858 E-mail: pierregao@tom.com QQ: 39414916)

I consent that my writing and comments in the Qzone to be used as research materials. I consent to attend the research as required.

Signature of Participant: Sun n

Cell Phone: 186 QQ Number: 14 752 Date: 2015.9.11

Appendix D Signed Confirmation Form of Interview Transcript

Confirmation Form of Interview Transcript Translation

Dear Participants and Lecturer,

Thank you for your insightful responses in the interviews for the study on “*Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates*”. The interview records had been translated from Chinese into English for data analysis in this study. Please confirm the accuracy and completeness of your interview translations which had been printed at your sight.

If the interview translations are your words and language, please sign your name in the following table. Your interview translations will be only used in this study.

Thank you for your support!

Participants	Interview Transcript 1	Interview Transcript 2	Interview Transcript 3	Signature	Date
CP1	✓	✓	✓	Lee	18/12/2015
CP2	✓	✓	✓	Li	18/12/2015
CP3	✓	✓	✓	Lu	18/12/2015
CP4	✓	✓	✓	Wan	18/12/2015
CP5	✓	✓	✓	Shen	18/12/2015
CP6	✓	✓	✓	Sun	18/12/2015
Lecturer	✓	✓	✓	Zhao	18/12/2015
Third Party	✓	✓	✓	Li	18/12/2015

Your sincerely,

Gao Xianwei

Signature: Gao Xianwei

Date: 18/12/2015

Appendix E Signed Confirmation Form of Interview Transcript Translation

Confirmation Form of Interview Transcript Translation

Dear Participants and Lecturer,

Thank you for your insightful responses in the interviews for the study on "Critical Peer Feedback for Business English Writing Using Qzone Weblogs Among Chinese Undergraduates". The interview records had been translated from Chinese into English for data analysis in this study. Please confirm the accuracy and completeness of your interview translations which had been printed at your sight.

If the interview translations are your words and language, please sign your name in the following table. Your interview translations will be only used in this study.

Thank you for your support!

Participants Correctness	Interview Transcript 1	Interview Transcript 2	Interview Transcript 3	Signature	Date
CP1	✓	✓	✓	Lee	18/12/2015
CP2	✓	✓	✓	Li	18/12/2015
CP3	✓	✓	✓	Lu	18/12/2015
CP4	✓	✓	✓	Wan	18/12/2015
CP5	✓	✓	✓	Shen	18/12/2015
CP6	✓	✓	✓	Sun	18/12/2015
Lecturer	✓	✓	✓	Zhao	18/12/2015
Third Party	✓	✓	✓	Li	18/12/2015

Your sincerely,

Gao Xianwei

Signature: Gao Xianwei

Date: 18/12/2015

Appendix F A Sample of BEW and CPF on Qzone Weblog

(Instruction: This is a sample of Business English Writing on Qzone weblog for critical peer feedback. This sample is excerpted from CP6.)



The screenshot shows a web browser displaying a Qzone weblog post. The browser's address bar shows the URL: user.qzone.qq.com/2628830325?ADUIN=39414916&ADSESSION=1464920760&ADTAG=CLIENT.QQ.5449_FriendInfo_PersonalInfo.0&ADPUBNO. The page header includes navigation links for 'QQ空间', '她的主页', '她的动态', and '亲密度 48'. The main content area features a post titled 'Business Report' dated '2015-12-20 19:25' with '阅读(29)' views. Below the title are interaction buttons for '赞(1)', '评论(8)', '转载', '分享', '复制地址', '收藏', and '更多'. A banner at the top of the post reads '尊享无限量精美信纸! 立即 开通黄钻'. The main body of the post is a light-colored envelope-style document with the following text:

Business Report

To: Export Sales Manager
From: Li Xiaoyu
Date: December 20, 2015
Subject: look for new agents for international freight

Introduction
This report sets out to look for new agents for international freight.

主人的热评日志

Memo (修改过) 2015-11-22 22:19
notice 2015-12-06 19:45
祝贺信 2015-10-19 09:04

评论(8)

互动(1)

显示评论签名



1楼 评论时间: 2015-12-23 12:46:50

回复

About finding,you can explain how to choose the two company.Others are good.

孙豪斌



2楼 评论时间: 2015-12-23 13:11:33

回复

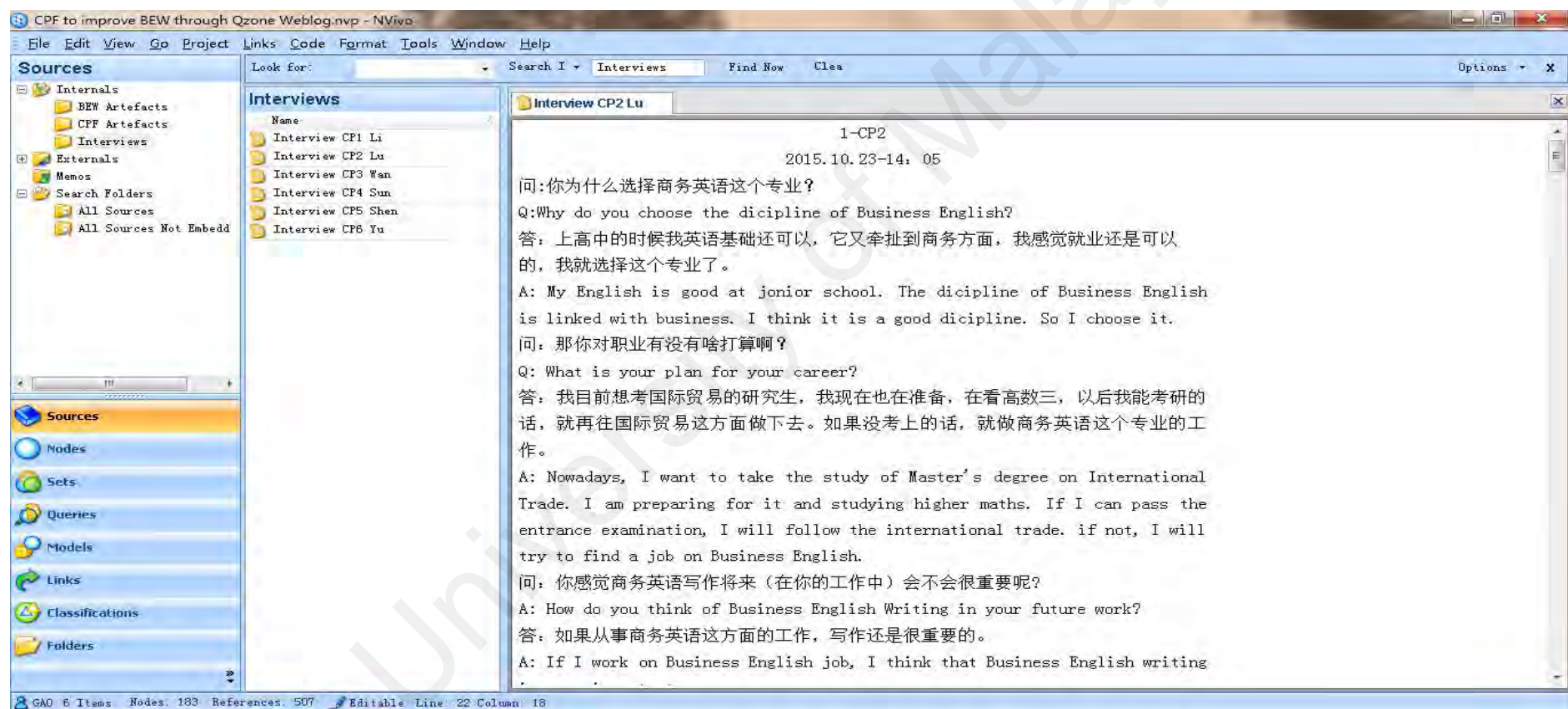
good, u express it clearly and briefly.

沈莹



Appendix G A Sample of Interview Transcription in QSR NVivo 8.0

(Instruction: This is a sample of interview transcription from interviewee CP2. This interview is the first time interview with CP2. This interview was conducted at 14.05-14.26pm, 23 October, 2015.)



CPF to improve BEW through Qzone Weblog.nvp - NVivo

File Edit View Go Project Links Code Format Tools Window Help

Look for: Search Interviews Find Now Clear Options

Sources

- Internals
 - BEW Artefacts
 - CPF Artefacts
 - Interviews
- Externals
- Memos
- Search Folders
 - All Sources
 - All Sources Not Embedd

Interviews

- Interview CP1 Li
- Interview CP2 Lu
- Interview CP3 Wan
- Interview CP4 Sun
- Interview CP5 Shen
- Interview CP6 Yu

Interview CP2 Lu

1-CP2
2015.10.23-14:05

问:你为什么选择商务英语这个专业?

Q:Why do you choose the dicipline of Business English?

答:上高中的时候我英语基础还可以,它又牵扯到商务方面,我感觉就业还是可以的,我就选择这个专业了。

A: My English is good at junior school. The dicipline of Business English is linked with business. I think it is a good dicipline. So I choose it.

问:那你对职业有没有啥打算啊?

Q: What is your plan for your career?

答:我目前想考国际贸易的研究生,我现在也在准备,在看高数三,以后我能考研的话,就再往国际贸易这方面做下去。如果没考上的话,就做商务英语这个专业的工作。

A: Nowadays, I want to take the study of Master's degree on International Trade. I am preparing for it and studying higher maths. If I can pass the entrance examination, I will follow the international trade. if not, I will try to find a job on Business English.

问:你感觉商务英语写作将来(在你的工作中)会不会很重要呢?

A: How do you think of Business English Writing in your future work?

答:如果从事商务英语这方面的工作,写作还是很重要的。

A: If I work on Business English job, I think that Business English writing

GAO 6 Items Nodes: 183 References: 507 Editable Line: 22 Column: 18

Appendix H A Sample of Free Node on “Perceptions of CPF” in QSR NVivo 8.0

(Instruction: This is a sample of free code named “Perceptions of CPF” in QSR NVivo 8.0. The contents of this free code include the interview excerpts, coverage and resource information.)

The screenshot displays the NVivo 8.0 interface. On the left, the 'Nodes' pane shows a tree structure with 'Free Nodes' selected. The 'Free Nodes' list includes 'Perception to CPF', which is highlighted. The main window shows the details for 'Perception to CPF', including a list of references and their corresponding interview excerpts. The references are as follows:

- Reference 1 - 0.61% Coverage: 对于自己所创作的作品, 可能存在一些问题, 别人提出一些批判性意见, 然后再由老师提出一些建议, 就是批判性反馈。
- Reference 2 - 0.10% Coverage: 分析, 评价和创新。
- Reference 3 - 0.62% Coverage: 批判性反馈就是具有一些精神, 批判性思想, 对别人的作品有自己独到的看法和见解。对它进行分析评价, 再创作的过程。
- Reference 4 - 0.31% Coverage: 如果从分析评价和创新来说的话, 我感觉创新还是很重要的。
- Reference 5 - 0.68% Coverage: 你认为你自己批判性思维、发散性思维能力还是有限吧。在做批判性思维的时候, 能力受限制。
答: 对, 反馈的时候也受限制。
- Reference 6 - 0.41% Coverage: 我的理解就是, 能够提出自己的观点和看法, 能够突破性的创新, 提高写作能力。