

Qzone Weblog for Critical Peer Feedback to Improve Business English Writing: A Case of Chinese Undergraduates

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ABSTRACT

This study explores Qzone weblog for critical peer feedback (CPF) in Business English writing (BEW) among the Chinese undergraduates. A qualitative case study is conducted by Nvivo 8 to analyze the three research data of semi-structured interviews, BEW writing assignments, and CPF artifacts on Qzone weblog. Three research questions are focused to study the case participants' perception of this study, the strength and weakness of Qzone for critical peer feedback, and online features of Qzone affecting critical peer feedback in Business English writing. The study aims to explore how Qzone weblog affect critical peer feedback in the online environment. The findings indicate that Qzone is a suitable type of weblog for online critical peer feedback, especially, for the Chinese undergraduates. The strength and online features of Qzone are models by Nvivo 8 for description by figures. The six aspects of strength and five online features are coded by Nvivo 8. The only weakness of Qzone is the character number limitation for each blog and feedback. The conclusion of this study will be implied for the use of Qzone weblog and other kinds of weblog for online peer feedback in English writing.

Keywords: Qzone weblog, critical peer feedback, Business English writing

INTRODUCTION

With the development of internet technology (IT) and the application of mobile learning (mLearning), the internet and smart phone have been used in the feedback assessment (Siraj, 2012; DeWitt, Siraj & Alias, 2014). Online feedback is more conveniently applied in the teaching and learning such as Facebook, Twitter, blogs, and many other internet communicative platforms. Online feedback has many advantages such as flexible idea expression, effective peer feedback, positive performative assessment, multi-media learning and teaching, improving autonomy learning, and the construction of authentic learning and working simulation environments (Yunus et al., 2013). In China, Qzone is one of the most popular weblogs among young generations 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 which are helpful to guide the positive use of internet among students. Therefore, this study will conduct Qzone weblog for critical peer feedback and study how it affects the peer feedback in Business English Writing among Chinese college students.

LITERATURE REVIEW

Online Feedback

With the development of information communication technology (ICT) and mobile-assisted language learning (MALL), the online teaching and learning has been welcomed by students and teachers. 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).

From the perspective of L2 learning, Chen (2014) summarizes the advantages of online feedback 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 also is studied for the synchronous feedback by online chat room or instant communication (IM) software like Skype,

Wechat and QQ, etc. The online writing could receive asynchronous feedback when internet is available at any time and place.

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

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

Therefore, with the ample use of internet, computer and smart phone, the online feedback will be one of the most popular way to offer feedback in the future, not only in education but also in other fields. More technique forms of online communication and feedback software or platform will be invented in the near future. There is a research gap to explore the online features in online feedback, to study what kinds of online features will be more helpful for online feedback.

Qzone Weblog

Weblog, Blackboard, Second Life, etc, are widely used in CAI education. Weblog has been used as a tool for collaboration and self-reflection on course content, 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, etc.

Qzone is a new kind of weblog combined with instant message (IM) software QQ, developed by Tencent company at 2005, and QQ has about 848 million active users at April 2014.¹ QQ and Qzone are the most popular IM in China, which is completely free for users. The English version of QQ is QQ International that the users can download it free from its website (www.imqq.com) for computer and smart phone. After QQ is downloaded, the Qzone can be registered and designed by the users when it is accessing internet service.

Characteristics of Qzone Weblog

Qzone is different from Facebook and Sina Blog, which has more powerful specific characteristics. From the aspects of technology, the characteristics of Qzone can be concluded as:

1) Integration of IM and Weblog

Qzone is combined with IM software - QQ, which is developed by Tencent in China at 2005. The user registers QQ for one time, and the QQ registration number, which will be generate by system for the register, is unique and can be used for other Tencent software services such as Qzone, Wechat, WebQQ, QQ Music, QQ Player, QQ Games, QQ IE, QQ Mail. All Tencent softwares have versions for computer operating systems such as Windows, Lunix and Mac, and smart phone operating systems such as Android, IOS, Window Phone and BlackBerry. With the internationalization of QQ, the users can also use their e-mail address to register a QQ account.

Qzone weblog has the function of instant messaging which can notice your QQ friends when you upgrade your Qzone blog instantly. Information upgrading of Qzone can notice your “QQ friends” by the function plates of “instant talk”, “personalized signature”, “instant emotions”, etc, which is different from the traditional blog. The “friend” IM upgrade will notice the “QQ friends” automatically and synchronologically, and will be highlighted at your online devices as long as there is internet connect service.

2) Resource Access and Sharing Needs Permission

Qzone is widely connected with other websites for resource sharing such as the social network service (SNS) websites like Sina blog, Tencent blog, Renren, etc, and service websites like Phoenix, Sina, Youku, etc. The blog of Qzone resource sharing and visiting need the permission of the Qzone owner. The visiting authority of Qzone

¹ *Tencent Company*. Retrieved 26, August, 2014 from <http://www.tencent.com/zh-cn/ps/sng.shtml>.

is controlled by the Qzone owner who can decide the permission to visit and share your blog information. But other blogs are total open to any reader which is difficult to keep the personal privacy.

There are two relationships in the QQ users' "Contact List". One is "Friend" and the other is "Stranger". With the relationship of "Friend", the contact list numbers can obtain many "friend" information and visit each other's Qzone. However, with the relationship of "Stranger", he or she can not visit a stranger's Qzone weblog which needs to apply the owner's warranty and permission.

The instant communication of Qzone "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 between QQ "friends" and QQ "strangers", in which the solid line means that they can visit each other directly, but the dashed line means that the visit need be applied by the stranger. The stranger can apply to be one friend of the Qzone owner, then they can visit each other directly.

3) User-friendly Template and Plate Compilation

Qzone is an open blog which can be compiled by the users with their preference and requirement, which offers beautiful free templates and basic plates for any user. Qzone also offers lots of template for users to decorate and modify their blogs, but some templates shall be bought from Tencent company, which has the whole-sale service for months, seasons and years on the Qzone weblog. The plates on Qzone can be compiled by the users as their requirement such as weblog, album, message board, etc, which offer the developing space for other uses such learning, teaching, entertainment, personal showcase, business activities and even marketing, etc.

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

Qzone is a multimedia blog in which the blog can be compiled not only with words but also image, audio, video and flash, etc, which has no limitation of words, length, and storage, etc. Qzone can fulfill the needs of text processing and editing for various specific purposes.

Qzone Weblog in Instruction

Qzone has been researched in the field of instruction by many researchers. In English teaching and learning, many scholars articulate the application of Qzone in English teaching and learning in college and middle school. Wang (2009) conducts an empirical quantitative study of Qzone application on the course of English Pedagogy, who finds that Qzone can fulfill the needs of instruction feedback, motivate peer feedback, accelerate learning resource sharing, stimulate the in-depth communication.

Xie (2010) studies the application of English translation on Qzone in vocational and technique college. Du (2013) explores the course design of Business English teaching on QQ platform. Zhu (2013), Wen and Lai (2012) study the Qzone application in middle school English teaching. In English writing, Yu (2010) explores the QQ-assisted English writing and insisted to integrate Qzone, QQ Friends, QQ Group, and QQ Discussion Group to improve the English writing. She designed the QQ platform of English writing teaching resources and the platform of learning interaction to conduct English writing. At the platform of learning interaction, Yu (2010) emphasizes the peer feedback and teacher feedback in English writing.

In this study, the Qzone will be developed as a online feedback platform for Business English writing learning and peer formative assessment, which is a new approach of Qzone application in instruction. The participants will visit each other's Qzone weblog and make feedback to each other. The online feedback is regarded as an efficient platform for writing. However, it is important to discuss how and to what extent the online feature helps to improve the online feedback.

RESEARCH QUESTIONS

1. What's the perception of Qzone weblog in critical peer feedback to improve Business English writing among the Chinese undergraduates?
2. What are the strength and weakness of Qzone weblog for critical peer feedback to improve Business English writing?
3. What's the online features of Qzone weblog in critical peer feedback to improve Business English writing?

RESEARCH DESIGN

A qualitative case study is conducted in this research. The setting of this study is at School of Foreign Languages, Xuchang University, China, which is one of the representative universities of applied science. Case study of qualitative research is employed in this study. A case group of 6 case participants is selected from the 7 groups. The time duration of this study is one semester at the second semester of 2015 to 2016.

This study is carried out in two phases. The first phase focuses on the two workshops on the introduction of Qzone and critical peer feedback. Each of the workshops is conducted for two times with three hours. The second phase focuses on the collection of data for the study, and the data analysis. Three kinds of data are collected including semi-structured interviews, artifacts of Business English writing, and artifacts of critical peer feedback.

During the second phase, the semi-structured interviews are conducted three times among the six case participants, which are based on the interview protocols. Each of the interviews is lasted for 30 to 45 minutes. The interviews are conducted at the researcher's office at after work time. The researcher tries to set a free and comfortable environment for the interviewees. The researcher in this study is the interviewer and observer, while the lecturer is the conductor of syllabus and critical peer feedback. The six Business English writing assignments are written by the case participants based on the syllabus and uploaded on their Qzone for critical peer feedback. The three times of interviews for each case participants are recorded and transcribed. The three kinds of data are collected and analyzed during the second phase.

The data from interviews and artifacts are analyzed by QSR Nvivo 8 to gain insights on the case participants' justification on the perception, process, content and factors of critical peer feedback. The online features of Qzone for critical peer feedback in Business English writing, are analyzed by QSR Nvivo 8 based on the data of interviews and artifacts on Qzone. The trustworthiness of this study is concerned and the triangulation of data is conducted.

The findings are illustrated after the data analysis of QSR Nvivo 8 with free nodes, tree nodes and models. The writing of findings is based on the data analysis with quotations of data sources. The findings are based on data and the research questions. After the description of findings, a discussion of each research questions is conducted to summarize the relevant findings. Figures and tables are illustrated to make the summary more readable and visual.

FINDINGS

RQ1: Perception of Qzone weblog in critical peer feedback to improve Business English writing among the Chinese undergraduates

With the development of digital devices and internet, Qzone, QQ, Wechat and Facebook becomes the daily necessary instruments for the instant communication, which are also widely used in online learning. The case participants indicate that Qzone is a scientific and reasonable platform for online peer feedback.

First, the case participants indicate that Qzone is the most welcome weblog among the case participants, who has been habitual to the usage of Qzone. Everyone has 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 experiences, CP4 five years, CP1 three years, and the others three case participants two years. They admitted that they has been very familiar with the techniques and skills of Qzone weblog. In the following example 1, CP1 points out that Qzone is a more convenient and efficient tool for critical peer feedback, which can fulfill the whole requirement for online feedback.

Example 1:

By Qzone, we upload our writing, make feedback with each other. It is very convenient and efficient. The function of Qzone weblog has fulfilled our needs. We has no other special needs.

(Cited from Interview Transcript/CP1/23, Oct., 2015)

Second, the case participants have the experience of peer comment or review on Qzone weblog. In the daily usage of Qzone, they used to upload their dairies, individual instant affection writings, or shared articles onto their weblog, which likes an online portfolio. At the same time, their Qzone friends will instantly give comments to each other. This kind of mutual comments on Qzone have become an instrument for online ideology communication, which has become the stable foundation for critical peer feedback on Qzone. They believe that Qzone can meet their needs for critical peer feedback.

Third, the case participants believe that Qzone is an efficient communication platform of critical peer feedback for the large class teaching in this study. Large class teaching of 42 students has the limitation for face-to-face critical peer feedback in the classroom. However, the online Qzone weblog offers a possible portfolio platform for them to store their writing artifacts, share within peers, and then make their critical peer feedback. In the following example 2, CP1 directly indicates that Qzone has the advantages for big class teaching for critical peer

feedback in their Business English writing.

Example 2:

It is impossible for critical peer feedback among 42 students in a 45 minutes class. However, if we divided into groups on Qzone, we share our writing with peers and make online comments. This is possible. We can read other groups' writings and make feedback if we want. We can read more and learn more.

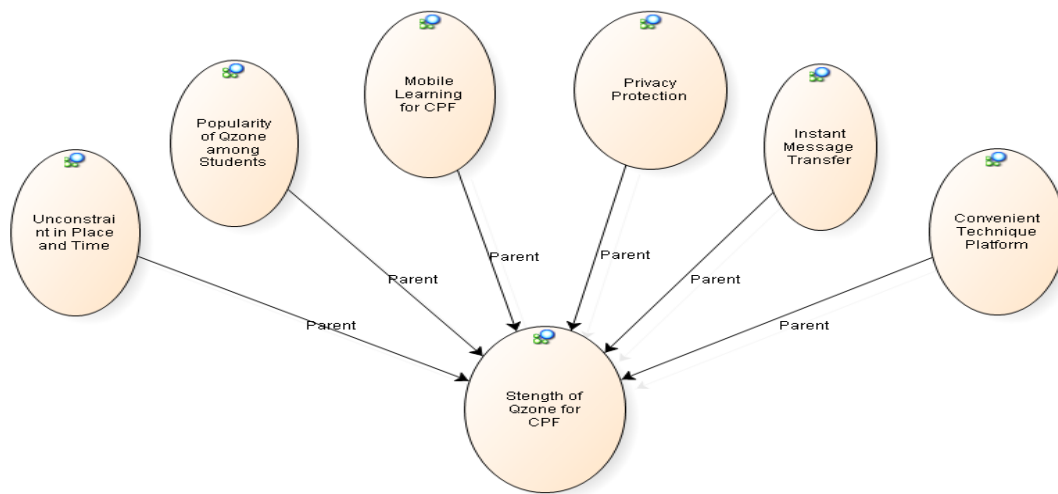
(Cited from Interview Transcript/CP1/23, Oct., 2015)

RQ2: The strength and weakness of Qzone weblog for critical peer feedback to improve Business English writing

Strength

According to the data analysis, the model of the strength of Qzone has been conducted by QSR Nvivo 8 (see Figure 1). The strength of Qzone has been categorized into the following six parts such as popularity of Qzone among students, unconstraint in place and time, mobile learning for CPF, instant message transfer, convenient technique platform, and privacy protection.

Figure 1. The Strength of Qzone for Critical Peer Feedback



Based on the data analysis, the case participants indicate that Qzone is the most popular weblog among them. Everyone has the Qzone weblog and has the application experiences for more than two years. Qzone can be accessed without the constraint in place and time. There is convenient free internet access in their campus. With the development of portable digital devices such as smart phone and ipad, mobile learning with Qzone and internet materials is becoming more popular and acceptable. Qzone connected with QQ has become the most popular IM software among the students, which is a convenient technique platform for instant message communication.

One of the most important strength of Qzone is privacy protection which can control the access of weblog readers. The weblog readers must apply for the agreement of the access of the peer's Qzone. After they obtain the agreement, they obtain the permission to browse and read the blogs. In critical peer feedback, the Qzone owners can keep their privacy out of the unwelcome peers.

Qzone weblog can be used as an electronic portfolio for storing and sharing artifacts on the internet such as textual writings and photos. The "comment" and "reply" function by text message in Qzone weblog is suitable for critical peer feedback, which is the direct reason of how critical peer feedback improves their Business English writing via Qzone. Qzone weblog offers a platform for the peers to share their writings with each other, access their peers' writings, and make their feedback with the software function of "comment" and "reply".

Weakness

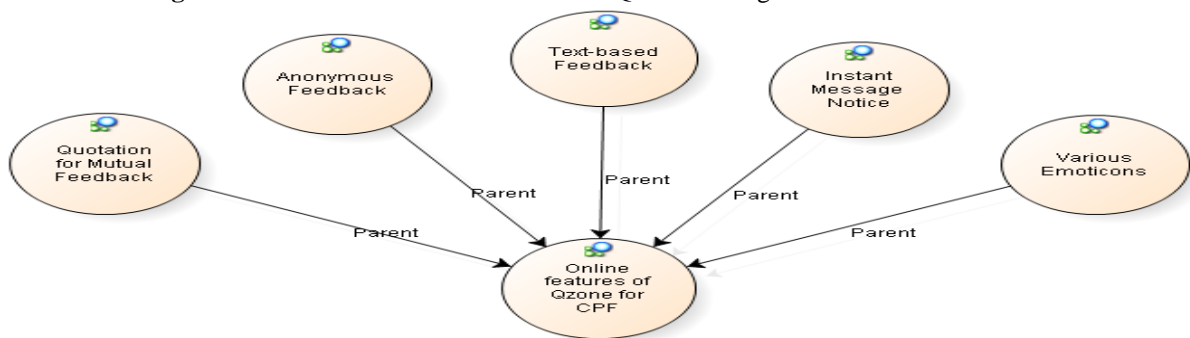
Based on the data analysis, the case participants indicated that there are two main weakness of Qzone for critical peer feedback. First, there is only a Chinese version of Qzone, which means that Qzone is more suitable for the Chinese students. While, there are translation tools for the international bloggers such as the internet explorer of Chrome with the function of various language translation.

Second, the case participants point out that the other software weakness is the number limitation of character for one feedback and blog. According to the technique support from Tencent Company, the number limitation of character is 5,000 bytes in computer and 400 bytes in smart phone 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 number limitation of character of 10,000 bytes on each blog length. However, the case participants indicate that 10,000 bytes of blog length is sufficient for their present Business English writing. According to the requirement of Business English discipline, the undergraduate graduation thesis is about 3,000 to 5,000 words in English.

RQ3: The online features of Qzone weblog in critical peer feedback to improve Business English writing

In this study, online features refer to the characteristics and special functions of an online software for fulfilling the efficient communication or the needs of application. Based on the data analysis by QSR Nvivo 8, the online features of Qzone for critical peer feedback can be categorized into five nodes which include text-based feedback, various emoticons, anonymous feedback, quotation for mutual feedback, and instant message notice. The online features of Qzone for critical peer feedback can be modeled by QSR Nvivo 8 in details at the following figure (see Figure 2).

Figure 2. The Nodes of Online Features of Qzone Weblog for Critical Peer Feedback



1) Text-based Feedback

The form of feedback and comment function on Qzone is a text-based written feedback, which means the 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. The feedback and comment dialogue box is located at the bottom of the web page. The users can write their feedback and comment into the web page dialogue box (see Figure 3). After the writing of feedback and comment, the users can click the icon “Submit” (“发表” in Chinese) to submit the feedback and comment to the Qzone. After the submission, the feedback and comment will be displayed to the Qzone owner and the owner’s “Qzone friends”. In the process of critical peer feedback, the peers can directly write their feedback into the page dialogue box, and then submit the feedback. In the following figures, the peer’s name on Qzone has been blurred by mosaic to protect the privacy.

Figure 3. The Feedback Dialogue Box of Qzone for Critical Peer Feedback



(Cited from Qzone/CP1/20 Dec., 2015)

There is an English character limitation writing in the dialogue box for different digital devices, 5,000 characters on computer and 400 on mobile devices such as smart phone and ipad. However, the peers can make several comments or feedback to express their critical peer feedback. After the feedback, the commenter’s individual

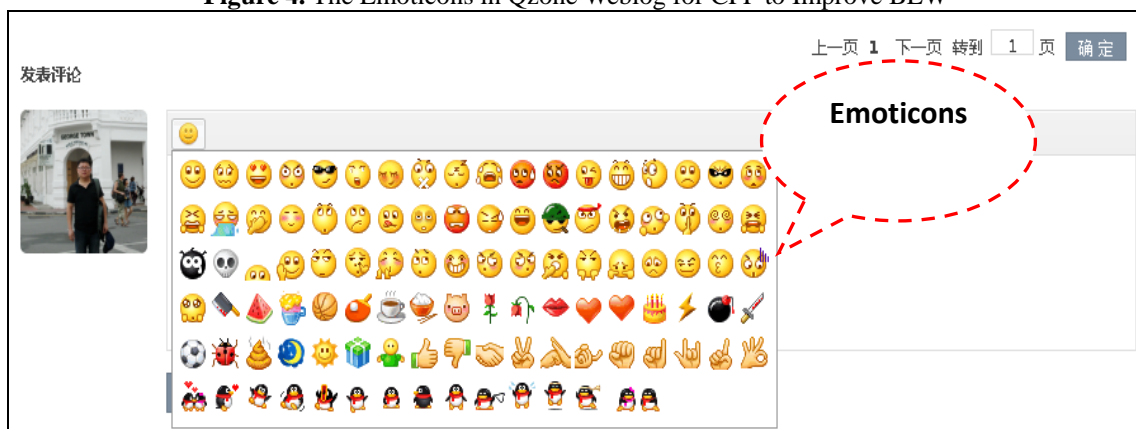
photo image and name will be shown on the left of their comments. Other information will also be shown on the web page such as time of feedback, devices of feedback such as computer, smart phone, or ipad, and your Qzone grade and point, etc. The Qzone grade and point can illustrate your experiences in the use of Qzone, who with higher grade and point will have more rights in controlling the Qzone. The Qzone “friends” in the peer group can visit their peers’ Qzone by clicking the photo image or name.

2) Various Emoticons

“Emoticon” is a combination of word “emotion” with “icon”, which has become a popular online subculture. Emoticon is used to express the writer’s emotion and feeling in online communication, which has become a non-language communication method. Emoticon is presented by icon, image, photo, or combined punctuation marks in computer.

Based on the data analysis, the case participants indicate that they are used to selecting emoticons in dialogue box to express their different emotions during critical peer feedback such as agreement, appraise, thank, happiness, consolation, angry or sadness, etc. There are about 105 emoticons, which is located at the up-left corner of Qzone dialogue box (see Figure 4).

Figure 4. The Emoticons in Qzone Weblog for CPF to Improve BEW



(Cited from Qzone/CP1/20 Dec., 2015)

The case participants argue that they are used to adopting a “smile face” to comfort peers when they are going to write the weakness of their peers’ writings, “thumb up” to praise their writings, “hug” to console the peers, and “shake hands” to express the agreement and thanks, etc. They believe that the emoticons have the pragmatic functions to save their face and keep the peer’s face, which can not be expressed in language during the critical peer feedback. The use of emoticons is connected with their personality and culture. However, they indicate that this is an informal expression in critical peer feedback and it is difficult to control the balance between formal and informal during critical “peer” feedback. They further that they are used to being informal among the peers in forms of online communication, even including critical peer feedback.

Example 4:

I feel the emoticons are very vivid. We usually will choose these emoticons to express our real idea and feelings.

(Cited from Interview Transcript/CP1/23 Oct., 2015)

I like to use emoticons. Because, if you add a “smile face” icon at the end of your feedback, it means that I point out his errors in a good emotion, it is not a vicious, shameful criticism.

(Cited from Interview Transcript/CP2/23 Oct., 2015)

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 emoticons to encourage them. However, it is better to express for detailed emotion in language, which is better for your peers.

(Cited from Interview Transcript/CP6/23 Oct., 2015)

At the example 4, CP1, CP2 and CP6 directly argue that they prefer to using emoticons to expression their emotions at Qzone in online communication. Emoticons have the pragmatic functions instead of language in Qzone communication, which have become a special feature in critical peer feedback.

3) Anonymous Feedback

Anonymous feedback has been widely studied in peer feedback, which has many advantages in peer feedback

such as little peer pressure and freely feedback (Zhao, 1996; Lu & Bol, 2007). However, this study is not designed to conduct anonymous critical peer feedback, which is depended on their case participants' preference. The Qzone weblog can provide two methods for anonymous peer feedback. One is that a peer can use his or her code name or pseudonym to make their critical peer feedback. The other is that the Qzone id designed with the function toolbar for anonymous feedback (see Figure 5). If one wants to make an anonymous critical peer feedback, he or she can tick the choice box, written on the right of "Submit" with "Anonymous Comment" ("匿名评论(隐身草)" in Chinese).

Figure 5. The Function of Anonymous Feedback on Qzone for CPF



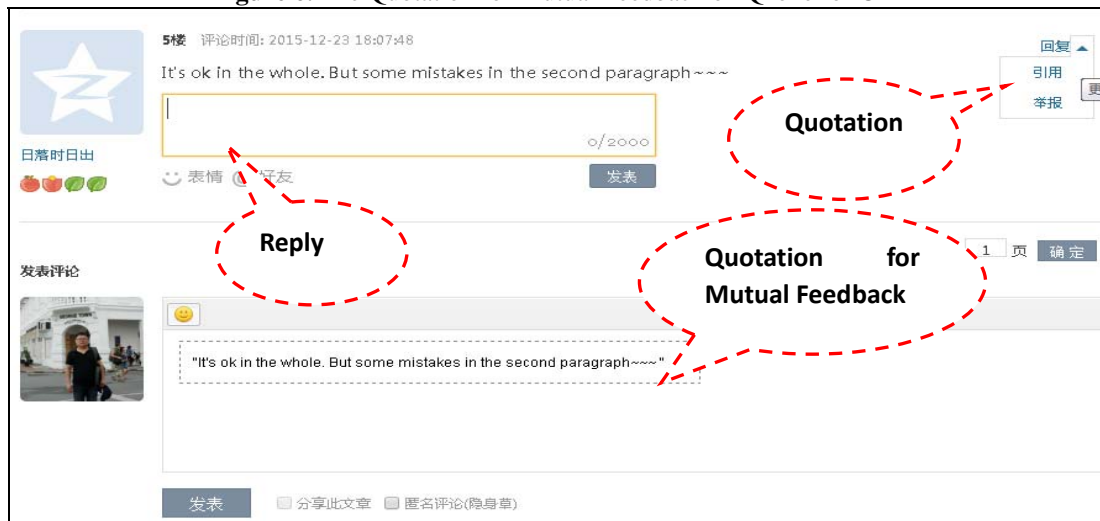
(Cited from Qzone/CP6/20 Dec., 2015)

Based on the data analysis, the case participants insist that they will not use anonymous feedback to their peers in this study, because they have been familiar with each other and their critical peer feedback is for the purposes of learning. However, they indicate that they will make anonymous critical peer feedback to other groups of students in their Business English writing lesson, which could keep their privacy and save their face for the reasons of modesty or "poor" feedback. The function of Anonymous feedback is useful for many situations to keep the commenter's privacy in critical peer feedback.

4) Quotation for Mutual Feedback

During the critical peer feedback on Qzone, peers can directly conduct their critical peer feedback for the writing to the writer. They can also conduct mutual feedback with each other's critical peer feedback or comment. This kind of mutual feedback is a further critical peer feedback among the peers during the study of critical peer feedback. At the practice of critical peer feedback on Qzone, if one peer want to make a critical peer feedback to someone's feedback, he or she can click "Reply" ("回复" in Chinese) on the up-right of the comment, a new dialogue box will be displayed for feedback and comment. If the peer wants to make a concrete and detailed feedback to someone's critical peer feedback, he or she can use "Quotation" ("引用" in Chinese) (see Figure 6).

Figure 6. The Quotation for Mutual Feedback on Qzone for CPF



(Cited from Qzone/CP1/07 Dec., 2015)

When you click "Quotation", the peer's feedback will be in your dialogue box, you can make a further feedback for his or her feedback. However, you can only make a mutual feedback to one peer at one time for 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 smart phone and ipad, there is only “Reply” function on Qzone feedback and comment. If you are the owner of the Qzone, there are more options for the owner in “Reply” 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 the complaint the commenter to Tencent Company of Qzone to report the commenter’s unsuitable feedback or comments. The commenter maybe will be prohibited to make feedback by Tencent Company for the reasons of virus, sex, intellectual property, or advertisement, etc. The function of “Report” has been seldom used in mutual feedback among peers.

The “quotation” function in Qzone for mutual feedback, offers a direct and clear way for peers to make a further feedback to one’s comment. Based on the data analysis, the case participants indicated that they made few mutual feedback or mutual discussion for others’ feedback. This function can be highlighted in the further practice.

5) Instant Message Notice

Qzone weblog is connected with IM software QQ, which are designed by Tencent Company in China. Qzone has the software version for smart phone operational system. QQ and Qzone both have the function of synchronous notice for new feedback or comment on Qzone.

If one peer gets critical peer feedback, he or she can notice it synchronously when his or her smart phone, ipad or computer is connected with internet and installed with QQ or Qzone. QQ and Qzone installed on smart phone or ipad and other portable devices have the function of automatic notice.

Based on the data analysis, the case participants indicate that there is no problem of synchronous feedback notice. They has the daily usage habit of smart phone and computer with QQ and Qzone. They can receive the critical peer feedback notice almost synchronously, which is helpful for critical peer feedback.

CONCLUSION

In this study, Qzone is explored as a technique software platform for critical peer feedback in Business English writing among the Chinese undergraduates. Qzone can be regarded as a convenient and practical software platform for critical peer feedback in Business English writing in China. There is no need of specific knowledge about computer programming and webpage design during the use of Qzone. The Chinese undergraduates have been habitual of updating their Qzone daily. The present environment of internet and mobile learning is also suitable for online collaborative learning. Qzone also is an efficient communication platform for critical peer feedback in large class teaching.

The strength of Qzone in this study has been emerged such as popularity among students, unconstraint in place and time, mobile learning for critical peer feedback, instant message transfer, convenient technique platform, and privacy protection. However, the weakness is the character limitation of 5,000 bytes in computer feedback and 400 bytes in smart phone for one feedback, and 10,000 bytes character limitation of the blog length. This weakness may be overcome by more blogs and feedback. However, five online features of Qzone positively affect the critical peer feedback in Business English writing.

RECOMMENDATIONS

During the practice of critical peer feedback on Qzone weblog, the lecturer shall enhance the supervision in assignment writing and critical peer feedback. The learners should enhance self-discipline and self-supervision for effective critical peer feedback. They could also supervise other peers on the effectiveness of their critical peer feedback. Anonymous feedback may be conducted with criticism for the poor feedback and inefficient feedback to avoid invalid critical peer feedback. The formal language in critical peer feedback is more efficient to scaffold their peers’ writing. The informal language is unacceptable for the purpose of learning. The learners should also improve their involvement and performance and upload their critical peer feedback on time.

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