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,
Online Features of Qzone Weblog for Critical Peer Feedback to Facilitate Business English Writing

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Abstract
Qzone weblog is one of the most popular weblogs in China. This study explores Qzone weblog for critical peer feedback to facilitate Business English writing among the Chinese undergraduates. A qualitative case study is conducted by NVivo 8 to analyze the three research data of semistructured interviews, Business English writing assignments, and critical peer feedback artifacts. Three research questions are focused on 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 findings indicate that Qzone weblog is a convenient information communication technology platform for online critical peer feedback among the Chinese undergraduates. The six aspects of strength and five online features are coded by NVivo 8, which are models by NVivo 8 with figures. The weakness of Qzone is the character number limitation for blogging and feedback. The conclusion of this study will be applied for the use of Qzone weblog and other kinds of weblog for online peer feedback in English writing.

Keywords
Qzone weblog, critical peer feedback, online feature, Business English writing

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