Critical Peer Feedback for Oral Presentation at TEFL Tertiary Education: Comparison, Perception and Reflection

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

Original Research Article

ABSTRACT

Critical peer feedback is regarded as an effective means to facilitate quality of peer feedback in TEFL class. In this study, a comparative study was conducted between two experimental classes (N_{c1}=31, N_{c2}=31) to study Chinese undergraduate perception and efficiency of critical peer feedback in oral presentation. By a mixed study, the 5-scale Likert questionnaires and semi-structured interviews (N=8) were implemented at the setting. The study finds that students have strong confidence that critical peer feedback can improve their quality of oral presentation and the quality of peer feedback. And the quality of oral presentation and quality of peer feedback are facilitated in this comparative study. However, the students still perceive that they are inefficient of the skills of oral presentation like eye contact, PPT design and language organization, and critical peer feedback like critical questions and rubrics. In addition, this implies that the skill training of oral

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presentation and critical peer feedback is the prerequisite for the novice users in TEFL class which can be facilitated by training, and critical peer feedback focuses on the critical content of peer feedback by critical thinking.

1. INTRODUCTION

Oral presentation is acknowledged as an essential ability in the tertiary education or career. Oral presentation competence is regularly defined as 'a combination of knowledge, skills and attitudes needed to speak in public in order to inform, self-express, relate, or to persuade' [1]. In the tertiary education of social science, especially EFL class, it is conducted as a key method to practice English speaking. A systematic review of literature revealed that feedback, peer feedback and self-assessment are effective methods for formative assessment of oral presentation [2,3]. Critical peer feedback is explored to offer higher-level peer feedback in content, form and affection differing with peer feedback [4,5,6,7,8,9,10,11]. However, it remains arguable to what extent feedback quality differs between peer feedback and critical peer feedback. This study attempted to conduct a comparative study by mixed method to dig the differences and effectiveness.

1.1 Oral Presentation

Oral presentation, abbreviated as OP, is regarded as a common skill of communication not only in classroom but also employment [12,13]. Many universities publish the online guides for effective oral presentation for the students, such as Duke University, University of Florida, and Monash University, etc. It is regarded as a basic survival skill in class for the novice undergraduates.

In native English class, "the ability to undertake an oral presentation is a valuable skill for assessment tasks, interviews and your future career." [1] In ESL and EFL countries, oral presentation is treated as an effective method to offer opportunities for students to speak English in public in order to practice their pronunciation, accent and fluency. In Japan, the Japanese Ministry of Education recognized the importance of public speaking for Japanese high school students and revised the high school English curriculum in 1994 [14]. In China, the Chinese Ministry of Education also emphasizes the importance of English speaking, especially for the English majors. In the cultivation plan of Business English Discipline, it is definitely written to cultivate the "the written and spoken English communication skills, able to communicate effectively, including writing foreign trade letters and telegrams, various business documents, business reports, statements and speeches, with clear expression and fluent writing".

The classroom.com defines oral presentation as:

An oral presentation is similar to giving a speech but is usually not just a person behind a lectern. Visual aids and teaching tools are used to further enhance the spoken words. An oral presentation can be given as an individual or as part of a group. It also might add components of technology, such as a slide show, video clip or audio recording. Another term for an oral presentation with technology or other aids is a multimedia presentation, indicating that forms of media are being used. Most oral presentations require the presenter to use a combination of spoken words and visual aids to present an idea or explanation to their audience.[2]

In academic fields, De Grez [1] defined oral presentation as "the knowledge, skills and attitudes required to deliver information, express oneself, establish connections and persuade in public." In examination, the oral presentation tasks require the candidates to be able to describe one's experience, narrate the process, explain the situation, and discuss the feelings and gains. This reflects the ideational function of the language to express the real experience, inner world and real feelings [15,16,17,18]. Wen [19] and Jin [20] claimed that oral presentation is a common subject in university classroom for evaluation in China. In the output oriented college English classroom, it can not only exercise the ability of English expression, but

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[1] *A guide to oral presentations, retrieved on 1st April, 2020 at https://www.monash.edu/rlo/quick-study-guides/a-guide-to-oral-presentations*

[2] *Definition of an "oral presentations", retrieved on 1st April, 2020 at https://www.theclassroom.com/definition-oral-presentation-6324248.html*

also develop students' cooperation, and advance higher-order thinking abilities such as comprehension and analysis.

In China, the importance of oral presentation is declared at *Guide of College English Teaching,* which is an official document for College English teaching education. In *National Criterion of Teaching Quality for BA Program in Business English*, it also emphasizes the performance of oral presentation. It requires the graduates with the oral communication abilities to present their personal opinion and emotion; statement of facts, reasons and description of events or articles; elaboration, explanation, comparison and summary of familiar concepts, theories, etc. Oral presentation is a combination of expression ability, analysis ability, coordination ability and adaptability. It is practical and plays an important role in students' professional learning, career development, academic exchange and international cooperation.

Scholars studied the teaching methods, skills, efficiency, rubrics and assessment, etc., in the term of "oral presentation", "oral speech", or "oral statement", etc. [14,16,17,21,22,23,24,15]. 4P Theory is widely accepted for the process of oral presentation including plan, prepare, practice and present [13]. However, Yang [24] argued the process as prepare, present, feedback and evaluation. Feedback and evaluation are important processes in oral presentation. Therefore, The question is how to feedback and how to evaluate oral presentation? In addition, how to improve the quality of oral presentation by peer feedback?

1.2 Critical Peer Feedback

To deal with the question - how to improve the quality of peer feedback, Gao, Samuel and Adelina [4-7] argued the theoretical framework and conceptual framework of critical peer feedback (CPF), and effectively practice the teaching in Business English writing. They defined critical peer feedback as "a kind of higher-order assessment with critical thinking skills of analysis, evaluation and creation to improve the quality of peer feedback by using the cognition foundation of knowledge", and further explained that the ability of CPF can be cultivated by teaching and practicing. They confined "quality of peer feedback" as "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" [9].

By the teaching experiment, Gao, Samuel and Adelina [4-7] found that critical peer feedback can help students to improve their quality of peer feedback, and improve their performance level of writing in Business English writing. However, their study lacks of rubrics for critical peer feedback, and its effectiveness without quantitative data. They argued the model of critical peer feedback in EFL writing [7]. Therefore, it is still arguable to study that whether critical peer feedback can improve the quality of oral presentation and the performance in oral communication at EFL classes.

This study will try to use the theory of critical peer feedback to study the hypothesis in oral presentation at the EFL context.

The Course of Integrated Business English: *Integrated Business English* is a major course in the curriculum of Business English Discipline. In China, Business English is stipulated as a discipline in higher education at 2007 which is unique globally [25,26]. Business English Discipline is a cross-discipline with the integration of English Language and Literacy, economy, management, trade and law, etc. 294 universities have set up Business English Discipline for bachelor's degree and 13 universities for master's degree in China by 2016 [26]. The performance of oral communication is essential in Business English language cultivation.

According to *National Standard for the Teaching Quality of Undergraduate Business English Majors, Integrated Business English* is set to cultivate students' comprehensive application ability of business English, including English language knowledge and performance, business knowledge, theory and application ability, workplace adaptability and development ability, and the ability to comprehensively use all kinds of knowledge to solve practical business problems. It emphasizes the organic integration of language, culture and business. Language knowledge and skills, business knowledge and skills, and cultural knowledge are distributed in the course. It also takes into account the organic connection with other business English skills courses and business courses. The content of the textbook is closely related to the hot topics of the society, and the texts with different difficulties and styles are selected, taking into account

language learning, general business knowledge, foreign culture and Chinese culture.

In the curriculum of Business English Discipline, *Integrated Business English* is designed for 4 semesters leveled 1 to 4 at the first 4 semesters. It is a basic English language course to cultivate 5 language abilities such as listening, speaking, reading, writing and translating. In this study, *Integrated Business English 3* is conducted for the whole third semester with the coursebook of *Business English: An integrated Course 3*. It is one of the most popular coursebooks in China edited by Lifei Wang on 2019 who is the pioneer of the establishment of Business English Discipline and the academic leader of its study on the pedagogy of Business English.

1.3 Research Questions

1. What are the participants' perceptions of peer feedback and critical peer feedback in oral presentation?
2. Which specific criteria do critical peer feedback outperform peer feedback in oral presentation?
3. To what extent does critical peer feedback reinforce oral presentation compared with peer feedback?

2. METHODS

2.1 Setting

This study is conducted at application-oriented four-year university to cultivate qualified technique skilled workers for companies or industries at the middle of China. This university has the vivid characteristics of application-oriented teaching, entrepreneurship, and outcome-based instruction. The major of Business English is special at talent cultivation of cross-border e-business and international businessman.

This study is studied at the course of *Integrated Business English* (scaled from Level 1 to Level 4) which is one of the key courses in the curriculum of Business English major to cultivate the basic English language abilities, such as listening, speaking, reading, writing and translating. Furthermore, the ability of oral presentation is crucial in the cross-boarder e-business and international business communication. In the study, *Integrated Business English 3* is taught with 5 credit and 6 credit hours each week.

2.2 Participants

The participants are junior college students at 2 classes majoring Business English, which are the overall enrolled candidates at the major of Business English on the year of 2022. Each class has 31 students and been divided into 8 groups by random. These 2 classes have the similar educational background and curriculum with the same lecturer. Class 1 (male = 4; female = 27) is the case class and Class 2 (male = 2; female = 29) the contrast class. Oral presentation in Class 1 was conducted and advocated by critical peer feedback, and Class 2 in peer feedback. Class 1 and Class 2 followed the five steps of study design (see Fig. 1 & Fig. 2).

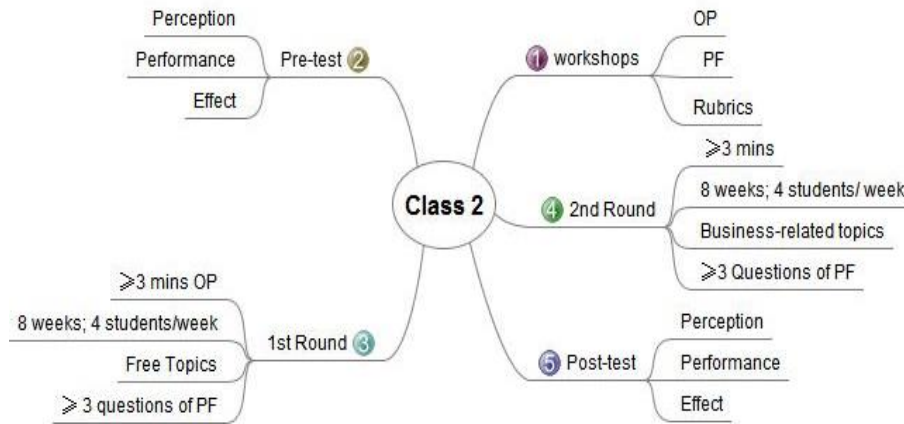**Fig. 1. The study design of Class 1**

Fig. 2. The study design of Class 2

Fig. 3. The data collection of this study

2.3 Duration

The study has been diachronically conducted for 1 semester at the first semester of 2023-2024. This semester has 16 semester weeks, plus 1 week of vacation break and 1 week of final examination. The 2 classes are taught by the same lecturer and researcher. The oral presentation tasks are assigned at each week. The tasks are designed based on the development of the study.

2.4 Data Collection

Totally, 2 rounds of oral presentation and 4 types of data at the semester were collected for data analysis at each class: class observation and transcripts of oral presentation, transcripts of semi-structured interviews, and questionnaires (see Fig. 3). The participants' oral presentations were videoed by smart phones and collected. Semi-structured interviews were conducted at each class from the beginning to the middle and end of the semester to study the students' perceptions of this study. The interview protocols were designed based on the study questions. The interview protocol has 15 questions. The interviews were recorded and transcribed into words for QSR NVivo 8.0 data analysis. The transcripts were checked and proved by the interviewees for authenticity and precision. The interview transcripts were agreed by the participants to use only for this study. The Questionnaires were conducted at the two

classes at the beginning and the end of this study for comparative study.

2.5 Data Analysis

The qualitative data including the semi-structured interviews transcripts, notes of class observation, and transcripts of oral presentation, were analyzed by QSR NVivo 8.0 for free coding, node coding, tree coding and finally modeled. The quantitative data of questionnaires were analyzed by SPSS 19.

2.6 Comparative Study of Oral Presentation by Critical Peer Feedback

Pre-test study design: To understand the abilities and perceptions of students toward oral presentation and peer feedback, a questionnaire survey was conducted among the participant - Class 1 and Class 2. The survey was separated in the two classes. The questionnaire was designed using the 5 ranks of Likert Scale ranging from "Strongly Disagreed (S.D., pint = 1)", "Disagreed (D., point = 2)", "Neutral (N., point = 3)", "Agreed (A., point = 4)", "Strongly Agreed (S.A., point = 5)". The questionnaire includes15 question items for the three phases of report preparation, presentation, and feedback and evaluation. The researcher issued 31 questionnaires at each class. The quantitative data were analyzed by the statistical software SPSS 19. Meanwhile, random interviews were

executed among the participants by semi-structured interview protocol (see Appendix 1).

Pre-test findings and comparison: The pre-tests were conducted between Class 1 (n=31) and Class 2 (n=31) with 26 valid questionnaires (n = 26) in Class 1 and 24 valid (n = 24) in Class 2. T-test was processed by SPSS 19 (p<0.05) (see Table 1). There is no variable below 0.05 (p<0.05). The pre-test data were processed and the average of the 15 variables was found to be above the median number 3. The data indicate that there is no significance difference at the pre-test variables between Class 1 and Class 2. There is no significant difference with the three steps of oral presentation between Class 1 and Class 2. The students have strong believes that oral presentation can improve their performance of communication in Class 1 with the maximum mean of all variables ($M_{Item\ 15}$ = 4.50, $SD_{Item\ 15}$ =

0.76) and Class 2 ($M_{Item\ 15}$ = 4.38, $SD_{Item\ 15}$ = 0.65). They are not quite satisfied with their feedback quality in Class 1 (M = 3.27, SD = 1.00) and Class 2 ($M_{Item\ 11}$ = 3.46, $SD_{Item\ 11}$ = 0.83). Class 1 students lack confidence in oral presentation with the minimum mean of all variables ($M_{Item\ 6}$ = 3.12, $SD_{Item\ 6}$ = 1.07). While Class 2 students are not satisfied with their slide designs ($M_{Item\ 6}$ = 3.33, $SD_{Item\ 6}$ = 0.96) and not definite about the rubrics of oral presentation and peer feedback at the minimum mean of all variables ($M_{Item\ 13}$ = 3.33, $SD_{Item\ 13}$ = 0.87). Class 2 has the biggest difference in confidence (Item 6) and pronunciation (Item 7) in oral presentation. In addition, the non-significant differences of all means also show that students are not quite satisfied with their language, structure, content and skills of oral presentation, and are not confident in their language expression and public speaking ability.

Table 1. Data comparison of pre-test in oral presentation

Type	Variable	Pre-test Class 1 (n=26)		Pre-test Class 2 (n=24)		F	P
		M	SD	M	SD		
Prepare	1. I can carefully collect material and study my topic.	4.12	0.82	4.13	0.68	0.002	0.964
	2. I know the OP structure.	3.38	0.90	3.38	0.82	0.002	0.969
	3. I know the logic content of OP.	3.27	1.00	3.42	0.83	0.318	0.575
	4. I know the OP expression skills.	3.23	0.99	3.33	0.96	0.137	0.713
	5. I can design PPT for OP.	3.27	1.12	3.46	0.78	0.475	0.494
Present	6. I am confident in OP.	3.12	1.07	3.42	0.97	1.077	0.305
	7. I can correctly pronounce in OP.	3.35	0.98	3.42	0.97	0.065	0.8
	8. I have eye contacts with my audiences in OP.	3.85	1.05	3.88	0.74	0.012	0.912
	9. I have clear outline and I can express logically.	3.27	1.00	3.58	0.93	1.315	0.257
	10. I can manage the time and rhythm in OP.	3.58	1.06	3.71	0.81	0.239	0.627
Feedback & Evaluation	11. I can give critical questions for OP by analysis, comprehension and creation.	3.27	1.00	3.46	0.83	0.522	0.474
	12. I am always satisfied with peer feedback.	3.85	0.88	3.83	0.76	0.003	0.956
	13. I know the rubrics for feedback.	3.35	1.06	3.33	0.87	0.002	0.963
	14. I always summarize and reflect after OP.	4.00	0.85	3.71	0.75	1.646	0.206
	15. OP improves my performance of communication.	4.50	0.76	4.38	0.65	0.388	0.536

The pre-test indicates the participants in the local university have no significant difference in the knowledge and competence of oral presentation, and training of oral presentation is needed among the novice presenters. Oral presentation is familiar for the participants in EFL classroom and university class. It also implies that lecturers shall play an crucial role in the learning of oral presentation.

1st round study design: At the 1st round oral presentation, the workshops of oral presentation skills and peer feedback were conducted in Class 1 and Class 2 at the beginning of the study. The workshop handout of oral presentation skills was selected from Duke University requirement of oral presentation for Thompson Writing Program[3] and printed for each student with hard copy. The workshops of peer feedback were followed with rubrics of oral presentation and peer feedback.

In addition, a workshop of critical peer feedback was only organized at Class 1 and the effectiveness was achieved. The training handout of critical peer feedback is digested from *Handout of Critical Peer Feedback Workshop* (Gao, 2019:267-278).

In this study, the oral presentation was stipulated with minimum 3 minutes and minimum 3 questions were required for the classmates by random. An oral presentation was limited within 15 minutes. The presentation topics were decided by the presenters without the lecture's requirement. The processes were videoed by recorders with smartphones, uploaded to QQ class groups, and transcribed by the presenters. The transcripts were collected within the presentation week for data analysis. The pedagogy is the same for the experimental class and control class. The researcher is the lecturer in this class and takes class observation during the oral presentation. Random interviews were executed among the participants by semi-structured interview protocol (see Appendix 1). The interviews were recorded and transcribed after each interview.

In the 1st round study, the data are class conservation, transcripts of semi-structured interviews and transcripts of oral presentation. The qualitative data of transcripts of semi-structured interviews and transcripts of oral presentation were analyzed by QSR NVivo 8.0. These three kinds of data were triangle tested in findings.

2.7 Findings and Comparison of 1st Round Study

Students' perception of oral presentation: By data analysis in the 1st round study, there are similar problems that there is no significant difference on the understanding and performance of oral presentation between Class 1 and Class 2. First, The topic of oral presentation was focused, and the language has many grammatical errors and limited vocabulary. Every one has a topic addressed at the beginning of the presentation like "*Hello, my topic is...* " or "*The topic of my presentation is...* ". However, their language has limited vocabulary and illogical structure. If there are better ones, that is because they prepare well their presentation manuscripts and read. The following examples are transcripts with same topic in Class 1 and Class 2 - My Hometown.

Oral Presentation 1:

1 Good afternoon, everyone! It's an honor to give a speech to you. The topic of my speech today is my hometown.

2 My hometown is in Xixia, it is a modern cultural city, garden city, health city. Here is not only beautiful scenery, people are beautiful and kind. I love my hometown. Xixia county is a small town in Nanyang city, covering an area of 3,454 square kilometers. It is the birthplace of Chongyang culture in China, the hometown of Qu yuan, a famous historical figure, and the main remains of Qu yuan's culture.

3 Xixia has many beautiful mountains and waters, there are a variety of natural landscape, cultural landscape, is an ideal tourist resort, including Xixia dinosaur relics park, Xixia laojie ridge, Xixia longtan ditch, Qu yuan gang and other tourist attractions.

4 Xixia also has many specialty products, such as mushroom, kiwi fruit, dogwood and so on, these are not only delicious but also all have obtained the national origin product protection certification, Xixia also is know as these products.

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[3] *Oral Presentations, retrieved on 3nd March, 2020 at https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/oral-presentation-handout.original.pdf*

5 Xixia economy is mainly composed of industrial economy and agricultural economy. In recent years, Xixia economy has been developing steadily, and I believe the development will get better and better in the future.

6 Xixia is my hometown. I hope it will become more beautiful in the future! We welcome you to visit anytime!

7 That's all! Thanks for your listening!

Oral Presentation 1 was presented by student *Bai* at Class 2, which is a presentation about his hometown. This presentation transcript was transcribed and handed in by *Bai*. There are many sentences with grammar errors such as dangling structures without conjunctions from Paragraph 2 (Herefrom "paragraph" shorted as Para.) to Para. 4, incorrect tense in Para. 5, error expressions of proper noun in Para. 3, etc.

Oral Presentation 2:

1 Hello, everyone. Today my topic is <u>Xiao Yao town hu hot soup</u>. Have you all had ho hot soup? Are you like it? The most authentic hu hot soup is Xiao Yao town Hu hot soup. It is one of the Chinese flavors, good color and aroma, and can *decanter*, *refreshing* appetizers and spleen, originated in <u>Xiao Yao town, Zhou kou, He nan province</u>.

2 There is a story about the origin of Hu hot soup. To be precise, this is about a little eunuch story. The origin of it could date back to Song dynasty. At that time, there was a little eunuch in the palace, and he was loved by emperor. So the emperor authorized him to go out of the palace to visit his relatives.

3 On his way home, his first station is Shaolin Temple. An abbot showed him great hospitality. Serving a bowl of decanting soup, the eunuch felt good, so he asked the abbot for prescription. His second station is Wudang Mountain. The head prepared a tea for digestion for him. And he asked the head for prescription, too. When he backed to the palace, he let someone mix up these two prescriptions to be one soup. The give the soup to emperor. The emperor was full of praise. After the eunuch left the palace, he made a living by the soup. One day, he made pepper into the soup *uncarefully*, but after the guest ate, the guest felt very good. So the hu hot soup was born.

Nowadays, the hu hot soup is widely known.

Oral Presentation 2 was presented by student *Yang* at Class 1, which is a presentation about a traditional Chinese food. In this presentation, there are many mistranslations of proper noun like food "Hu hot soup" and places "Xiao Yao Town", "Zhou kou", and "He nan province" in Para. 1. This food "胡辣汤" in Chinese is translated as "Hu hot soup" in this presentation, and this translation is not literal translation losing the translation principles of "faithfulness" and "expressiveness". Pinyin "Hu" in Chinese word "胡" is not translated. The official translation is "Hot Pepper Soup" by *A Guide to English Usage in Public Services Henan Province[4].* The place is translated as "Xiao Yao Town" in Chinese by Pinyin translation. Therefore, "逍遥胡辣汤" shall be translated as "Xiaoyao Hot Pepper Soup". In addition, there are grammar errors like "refreshing" (refresh) in Para. 1 and vocabulary errors like "decanter" in Para. 1, "uncarefully" (accidentally) in Para. 3.

Then, their PPT designs are very simple and monotonous and many PPT texts have punctuation errors, and inharmonious color matching. Their oral presentations are restrained and stiff with unnatural body language and vague words. Some students read their manuscripts rather than presenting without interaction with the audience. Many students did not practice with poor time control and incorrect word pronunciations. The audience was not interested in the topics and rarely asked critical questions or comments.

In addition, their feedback questions are plain and not critical such as "Why do you choose this topic?", "What do you think of ...?", or "Do you want to...?", etc. By random interviews in Class 1 and Class 2, the participants also confirmed that they just described some topics or phenomena, and they were very clear statements. Therefore, they believed that there is no need for further discussions and it is difficult to ask critical questions. In conclusion, it is suggestible to stipulate the topics of oral presentations and offer rubrics for peer feedback and critical peer feedback.

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[4] *A Guide to English Usage in Public Services Henan Province, retrieved on 1st April, 2020 at https://wsgz.hactcm.edu.cn/info/1023/1494.htm*

The interviewees claimed that by the affect of Confucianism, they seldom had peer cooperation and discussion, and they feel very shy and embarrassed in oral presentation and lack of confidence. This is consistent with the characters of Chinese and other Confucian-circle Asian students such as shyness, respect of teachers, keeping quiet and few questions in class, etc. [27,9] They also believed that they are inexperienced in oral presentation and need more exercises, and they do not know what questions to require and discuss. This implies that further training of the skills of oral presentation and peer feedback are necessary. They also complemented that they need workshops of PPT design.

Students' topics of oral presentation: In Class 1 and Class 2, the participants economically choose simple and familiar non-business-related topics (see Table 2), and they claimed that they have anxieties to choose challenging topics. There are 28.13% psychological topics in Class 1 and 46.86% in Class 2. The topic of psychology is the most popular topic among the participants. There are no business-related topics which is abnormal for the majors of Business English. They furthered in interviews that they are sophomores and have learned few business-related courses.

Although there is no significant difference on the feedback in Class 1 and Class 2 in 1st round study, the questions in Class 1 of peer feedback is a litter bit of deeper than Class 2. In Class 1, the students sometimes comprehended and summarized the contents of oral presentation, and then ask questions. This implies that Class 1 already has unconscious performance of critical thinking in peer feedback. The concept and rubrics of critical peer feedback shall be cemented in the second round of study.

2nd round study design: At the 2nd round oral presentation in Class 1 and Class 2, the duration and process of oral presentation were the same as 1st round. But the presentation topics were stipulated with business-related topics assessed with rubrics (see Table 3). The questions were required with more detailed and critical ones. And the critical peer feedback was assessed with rubrics [27] (see Appendix 2). PPT shall be more harmonious with the topics with less texts and more pictures. The skills of PPT design were introduced. Readings of PPT or manuscripts were forbidden in oral presentation. The concept and skills of critical peer feedback were reviewed in Class 1. And the concept and skills of peer feedback were reviewed in Class 2.

In the 2nd round study, the data are class presentation, transcripts of semi-structured interviews and transcripts of oral presentation. The qualitative data of transcripts of semi-structured interviews and transcripts of oral presentation were analyzed by QSR NVivo 8.0. The three kinds of data were triangle tested in findings. At the end of the study, the post-test questionnaires were conducted in Class 1 and Class 2. The quantitative data of the two round study were analyzed and compared by SPSS 19.

Table 2. Topics of oral presentation in 1st round study

No.	Topic	Class 1		Class 2	
		Number	**Percent (%)**	**Number**	**Percent (%)**
1	Business	0	0	0	0
2	Family	2	06.25	1	03.13
3	Hobby	1	03.13	1	03.13
4	Nature	3	09.38	3	09.38
5	Movie	3	09.38	3	09.38
6	Education	4	12.50	4	15.63
7	Celebrity	3	12.50	1	03.13
8	Politics	1	03.13	0	0
9	Psychology	9	28.13	15	46.86
10	Travel	5	15.63	3	09.38
Total		31	100	31	100

Table 3. Rubrics for oral presentation in 2ⁿᵈ round study

Criteria	1 (unacceptable)	2 (Marginal)	3 (Good)	4 (Excellent)
Attention to Audience	Not attempt to engage audience	Little attempt to engage audience	Engage audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Engage audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation
Clarity	No appartent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Development of presentation is clear though use of specific and expropriated examples; transitions are clear and create a succinct and even flow
Content	Unclear and information appears randomly chosen	Clear but supporting information is disconnected	Information relates to a clear topic; many relevant points, but they are somewhat unstructured	Exceptional use of material that clearly relates to a focused topic; abundance of various supported materials
Language	Multiple grammar errors and use of inappropriate vocabulary	One or two minor grammar errors; vocabulary use is too detract from the presentation	Correct grammar; vocabulary mostly appropriate for the purpose and the audience	Correct use of grammar; use of some advanced language; effective use of appropriate vocabulary for the purpose and for the audience
Visuals	No visuals	Ran to quickly through visuals and spoke more to the screen than to the audience; visuals did not detract from the presentation	Gave audience almost enough time to absorb materials, but occasionally read the slide; visuals added to the presentation	Gave audience ample time to absorb information on visual; spoke to the audience, not the screen; visuals greatly enhanced presentation
Creativity	Delivery is repetitive with little or no variety in presentation techniques	Material presented with little interpretation or originality	Some apparent originality displayed through use of original interpretation of presented materials	Exceptional originality of presented material and interpretation
Speaking Skills	Monotone; presenter seemed uninterested in material; rate too slow/fast	Little eye contact; fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lacks confidence with material	Clear articulation, eye contact, enthusiasm, proper volume, steady rate, good posture, confidence

Table 4. Topics of oral presentation in 2nd round study

NO.	Topic	Class 1		Class 2	
		Number	**Percent (%)**	**Number**	**Percent (%)**
1	Businessman	11 (9 CN+ 2 INT)	34.38	21 (12 CN+ 9 INT)	65.62
2	Businesswoman	2 (1 CN+ 1 INT)	06.25	3 (2 CN+ 1 INT)	09.38
3	Company	8 (7 CN+ 1 INT)	25.00	5 (4 CN+ 1 INT)	15.63
4	Brand	7 (3 CN+ 4 INT)	21.88	2 (1 CN+ 1 INT)	06.25
5	Cosmetics	2		0	0
6	E-business	1	03.12	1	03.12
7	Economy	0	0	0	0
8	Management	0	0	0	0
9	Foreign Trade	0	0	0	0
10	Marketing	1	03.12	0	0
Total		32	100	32	100

Note: CN: China; INT: International

2.8 Findings and Comparison of 2nd Round Study

Students' topics of oral presentation: In 2nd round study, the topics of oral presentation were stipulated for business-related topics. However, their topics were statements of business-related information or facts but no discussible and challenging topics. In Class 1, there are 11 topics about successful businessmen including 9 Chinese businessmen and 2 international businessmen which takes 34.38%, and 2 topics about businesswomen taking 6.25%. 8 topics of successful company (25%) includes 7 successful Chinese companies and 1 international companies. In Class 2, there are 21 topics about successful businessmen including 12 Chinese businessmen and 9 international businessmen, which totally takes 65.62%.

The table revealed that there are few topics about the curricula knowledge of Business English Discipline such as e-business (3.12% in Class 1), economy, management, foreign trade and marketing (3.12% in Class 1) (see Table 4). These are the main major courses in Business English discipline.

The researcher found that the participants were having the major courses of *International Marketing*, *Western Economy* and *Cross-border E-business* at the study semester. However, the participants claimed that the main reason is that they still are not confidence to major knowledge and learn few contents of major courses at the beginning of fourth semester and they feel challenging and controversial to choose major topics.

"Yeah, It's easy to talk some successful businessmen and companies. I'd like to talk major, but I am not sure. I think we shall learn some major courses earlier. Oh, we are learning *Western Economy* and *International Marketing* now. We learned *Cross-boarder E-business Practice* last semester. " (Student *Du*, Class 1)

"Haha, I don't want to get trouble, so I choose simple topics. I just show something and want to finish my task. ... It's so embarrassed to argue with classmates. I don't want to do that, anyway." (Student *Wang*, Class 1)

Many students have the minds to finish their tasks of oral presentation as easy as possible. This is an important rule for the choice of business-related topic. They are afraid of challenging and critical topics and do not want to be evolved into critical peer discussion.

Students' languages of oral presentation: In 2nd round study, the language of oral presentation has improved with fewer grammatical and spelling errors than 1st round study. But there are still many mistakes of punctuation, proper noun, capital letter and translations. There is no significant difference of language performance in oral presentation between Class 1 and Class 2. However, Class 1

pays more attention to their stage performance during oral presentation such as eye contact, body language, methods of questioning, task responsibility, and class initiative.

Oral Presentation 3:

1 Hello, everyone! Today I will introduce Liu Chuanzhi. Do you know who is he? Liu Chuanzhi, the founder of Lenovo. He is 75 years old and has been charged the Lenovo for 35 years.

2 He was born in Zhenjiang, Jiangsu province in 1944. In 1955 to 1961, he was study in Beijing No.25 middle school. He graduated from Xidian University in 1966. Then he worked as an Intern researcher at State Commission of Science for National Defense in Chengdu. He was sent to farms in Hunan and Guangdong. He worked as a cadre in Chinese Academy of Sciences in 1970 to 1984.

3 At the age of 40, he started his business. He founded Beijing computer new technology Development Company, once served as the general manager and president. He founded Hong Kong Lenovo in 1988 and served as its chairman. He proposed restructuring and distributed shares to employees in 1993. But next year he disagreed with Ni Guangnan, and then became enemies with each other. And then Beijing Lenovo merged with Hong Kong Lenovo, Liu Chuanzhi is chairman of Lenovo Group in 1997.

4 Lenovo's computers ranked first in the Chinese market for five consecutive years. Became one of the five board card manufacturers in the world. Lenovo Group took the initiative to restructure its business on a large scale to form two major subsidiaries: Lenovo computer company, Lenovo Digital China Co., Ltd. In December 8th, 2004, Lenovo acquired the IBM PC department and became the third largest PC manufacturer in the world. But it lost billions of dollars. At the time of crisis, Liu Chuanzhi, 65 years old, came out again to be chairman of Lenovo Group, which made Lenovo grow rapidly and became the second largest PC manufacturer in the world. In 2012, He announced his resignation again. In 2013, Lenovo computer sales volume is the first in the world, and became the largest personal PC manufacturer in the world. However, because of the brand crisis of Lenovo in the event of "5G voting" and falling into the rumors of "selling the country". Liu Chuanzhi came out again, started

the "Lenovo Defense" in 2018. This Wednesday Liu Chuanzhi, 75 years old, officially announced his retirement.

5 His wife is Gong Guoxing, they fell in love at university. His daughter, Liu Qing, graduated from Peking University, and then entered Harvard University. Now she is current president of Didi Travel. His son and daughter-in-law are Liu Lin and Kang Le, and they got married in 2017.

6 Ma Yun said, "China has Liu Chuanzhi, Liu Chuanzhi and Lenovo no less than any great entrepreneur or godfather of any entrepreneur in the world. He is the wealth of Chinese business community". Wang Jianlin said, "I'm proud to have brother and friend like Liu Chuanzhi". Lei Jun said, "In the heart of every Zhongguancun person, Liu Chuanzhi is the godfather of Zhongguancun."

7 Liu Chuanzhi was named "godfather of business" by other entrepreneurs. He is a symbol of China's first generation of entrepreneurs, a flag of national industry, a monument to China's commercial civilization. His era is over, but in any case, Liu Chuanzhi is worthy of our heartfelt salute and a salute of this era.

Oral Presentation 3 is cited from Student Yun in Class 1. Yun gives a more complete introduction of Lenovo founder, a successful Chinese businessman – Liu Chuanzhi. She claimed that she had consulted a lot of online information and prepared well with harmonious and pictured PPT.

Oral Presentation 4:

1 Good morning, everyone! Have you ever been to PDL (shopping mall)? Often to go? And do you like it? OK, Next I will introduce PDL to you from four aspects, including history, head office, main productions, and service. Before we get start these, let's meet the CEO of PDL, Yu Donglai. He comes from Xuchang, had been to school only seven years. He had sold ice lollies, fruit and movie ticket. He had worked as a worker at state-owned company and resigned. The young man who lost his career, started with a small liquor and tobacco store and went on to turn into a retail business with more than 8000 employees. It is a marvel of Chinese retailing.

2 This is its history. Since 1995, under the effort of CEO, Wang Yue Lou Pangzidian Grocery

Store has been constantly improving and developing. It has a sincere idea of serving the people, until today we see the glorious moment.
3 Its headquarter is in Xuchang and its branch in Xinxiang City. <u>May be only these two cities have PDL</u>. These are its competitor...Walmart, Xuhui, Dashang and so on.

4 The retail industry deals with a wide range of goods. Look at this pictures, including medicine, <u>electrical life supermarket</u>, <u>clothing goods</u> and so on.

5 Its services are the most popular and it has an excellent reputation in the retail industry. These are just a few of the services. If you have been gone there, you could be able to feel it.

6 Thank you all!

The example of Oral Presentation 4 is conducted by Student *Kong* at Class 2. Kong introduced a famous local retailer – PDL Shopping Mall. She designed more photos on her PPT, but had short language statement. Her language has many lexical misuses such as "*meet*" (introduce), "ice lollies" (ice-lollies) in Para. 1; "electrical life supermarket" (household appliance) , "closing goods" (clothes) in Para. 4; and grammar errors like "May be only these two cities have PDL." in Para. 3. These language problems are common among all the students. However, their peers had pointed out some errors in peer feedback of error correction.

Table 5. Data comparison of post-test in oral presentation

Type	Variable	Post-test Class 1 (n=28)		Post-test Class 2 (n=22)		F	P
		M	SD	M	SD		
Prepare	1. I can carefully collect material and study my topic.	4.39	0.74	4.45	0.60	0.102	0.751
	2. I know the OP structure.	4.18	0.82	4.23	0.87	0.041	0.84
	3. I know the logic content of OP.	4.21	0.79	4.09	0.92	0.261	0.612
	4. I know the OP expression skills.	4.11	0.74	4.00	0.98	0.196	0.66
	5. I can design PPT for OP.	4.25	0.75	3.95	1.05	1.351	0.251
Present	6. I am confident in OP.	3.86	0.80	3.64	1.18	0.62	0.435
	7. I can correctly pronounce in OP.	3.89	0.79	3.73	1.03	0.415	0.522
	8. I have eye contacts with my audiences in OP.	4.11	0.74	4.05	0.90	0.071	0.791
	9. I have clear outline and I can express logically.	3.93	0.86	3.86	0.99	0.062	0.805
	10. I can manage the time and rhythm in OP.	4.04	0.74	3.86	0.99	0.492	0.486
Feedback & Evaluation	11. I can give critical questions for OP by analysis, comprehension and creation.	3.96	0.79	3.73	1.08	0.804	0.374
	12. I am always satisfied with peer feedback.	4.29	0.71	4.18	0.80	0.237	0.629
	13. I know the rubrics for feedback.	4.04	0.96	4.09	0.87	0.044	0.834
	14. I always summarize and reflect after OP.	4.29	0.71	4.18	0.73	0.255	0.616
	15. OP improves my performance of communication.	4.59	0.69	4.59	0.59	1.16	0.287

Students' perception of critical peer feedback in oral presentation: According to the post-test data analysis of the questionnaire survey, t-test was processed by SPSS 19 ($p<0.05$) (see Table 5), and there is no variable below 0.05 ($p<0.05$). It found that the post-test average data of the 15 variables were above the median number 3. The data indicate that there is no significance difference at the post-test variables between Class 1 and Class 2. However, compared with the means of pre-test, the means of post-test are all increased which implies the enhance of their cognition and believes. Among them, the students still have strong believes that oral presentation can improve their performance of communication in Class 1 with the maximum mean of all variables ($M_{Item\ 15} = 4.59$, $SD_{Item\ 15} = 0.69$) and Class 2 ($M_{Item\ 15} = 4.59$, $SD_{Item\ 15} = 0.59$). They are not quite satisfied with their critical peer feedback skills and quality in Class 1 ($M_{Item\ 11} = 3.27$, $SD_{Item\ 11} = 1.00$) and Class 2 ($M_{Item\ 11} = 3.73$, $SD_{Item\ 11} = 1.08$). Class 1 ($M_{Item\ 6} = 3.86$, $SD_{Item\ 6} = 0.80$) and Class 2 ($M_{Item\ 6} = 3.64$, $SD_{Item\ 6} = 1.18$) students still lack confidence in oral presentation with the minimum mean of all variables. While Class 2 students are still not satisfied with their pronunciation ($M_{Item\ 7} = 3.73$, $SD_{Item\ 7} = 1.03$) and their oral presentation rhythm ($M_{Item\ 9} = 3.86$, $SD_{Item\ 9} = 0.99$) and logic ($M_{Item\ 10} = 3.86$, $SD_{Item\ 10} = 0.99$). Class 2 has the biggest difference in confidence ($SD_{Item\ 6} = 1.18$) and skills of critical peer feedback ($SD_{Item\ 11} = 1.08$). In addition, the non-significant differences of SD in Class 1 also show that students do not have big different believe on the 15 variables. However, Class 2 students have significant different believes on their confidence ($SD_{Item\ 6} = 1.18$), slides design ($SD_{Item\ 5} = 1.05$), pronunciation ($SD_{Item\ 7} = 1.03$), and skills of critical peer feedback ($SD_{Item\ 11} = 1.08$).

4. DISCUSSION, IMPLICATION AND CONCLUSION

Critical thinking is used to evaluate learning, program and avoid social problems [28]. And critical thinking studies the thinking and reasoning skills to effectively identify, analyze and evaluate arguments and truth claims; to formulate and present convincing reasons in support of conclusions; to make reasonable, intelligent decisions [29]. In addition, critical thinking is regarded as higher-order thinking by analyzing, evaluating and creating activities [30]. Based on these findings, many researchers found that critical thinking combined with peer feedback - critical peer feedback, can facilitate the quality of peer feedback and the quality of EFL writing [4-7,9,31,32]. In this comparative study, it also found that critical peer feedback facilitated the quality of peer feedback and the quality of oral presentation. The participants have strong believes that critical peer feedback can facilitate their quality of peer feedback and the quality of oral presentation. Smartphone-videoed oral presentation can assist students to review and reflect their performances in order to make further improvement. However, they argued that they need to acknowledge the rubrics and the skill training of critical peer feedback and oral presentation. In addition, teachers' role of supervision is essential to execute and guide the students' activities of feedback.
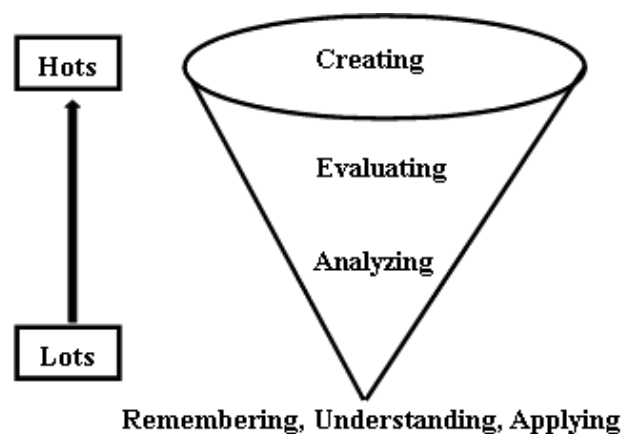

Fig. 4. Model of Critical Peer Feedback

Critical peer feedback is a process of critical thinking by analyzing and evaluating the contents, and then offer creative feedback and reflections by creating thinking and reasoning. In the activities of critical peer feedback, the outcome of critical peer feedback is focused to output more feedback by analyzing, evaluating and creating thinking and reasoning (see Fig. 4). Its form likes a bottom-up cone which is reverse with the stage of revised Bloom's Taxonomy [30]. This implies that this model of critical peer feedback focused on the critical outcome of critical peer feedback. However, the stage of critical thinking pays more attention to the pyramid rising of thinking orders.

The process and the content of creating are the key points in this model of critical peer feedback. However, how to create and what to create are not definite in the research fields [33]. Creative study has no all-encompassing definition for creativity and it is usually supported by a working culture that encourage space, freedom and communication for creativity [33]. Therefore, creating cultivation and competence in critical peer feedback has potential research prospects in instruction and learning.

It proved that peer feedback can facilitate the quality of writing and speaking, and improve the ability of critical thinking. In the reverse direction, critical thinking in peer feedback proves to improve the quality of peer feedback and the quality of writing and speaking [4-7,9,31,32], (Zeng, 2012). In different classes, the rubrics, teaching methods and students' characters are varied, which need to reform the instruction methodologies. In Asian classes, the students tend to be unwilling to feedback, low self-autonomy, shy, anxious and unconfident [4-7,9,34,35]. This therefore need rubrics and strict and formal instruction requirements to involve the students in the process of critical peer feedback [36-38].

Oral presentation is a common teaching method to promote language performance and integrate discipline knowledge, and it is significant to facilitate students' class performance and further cross-culture ability and career development in their workplace [13]. High quality of oral presentation need careful design, more practice and professional guide, and furthermore critical peer feedback can make the presenters reflect their presentations, deepen their thoughts and promote their creativity [39,40].

In the further study of oral presentation, the role of presenter is also one of key elements to study their performance, efficiency and quality of oral presentation. It is inspiring to study the quality of critical feedback from the aspect of teachers' questioning skills, teaching methods, efficiency and quality, etc. In addition, the contents, communication skills, and performance skills are also the research elements of oral presentation [41,42].

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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APPENDIX

Appendix 1

Interview Protocol for Oral Presentation with Critical Peer Feedback

1. How do you understand critical thinking?
2. How do you understand critical peer feedback?
3. What are the problems in your practice of critical peer feedback in oral presentation?
4. What are your focuses (preferences or criteria) in offering critical peer feedback in oral presentation?
5. What are your skills of critical peer feedback?
6. How does critical peer feedback improve your quality of feedback in oral presentation?
7. What are the advantages and disadvantages of critical peer feedback in oral presentation?
8. What the issues of critical peer feedback in oral presentation?
9. What kinds or types of critical peer feedback are more helpful to your oral presentation?
10. What are your suggestions for critical peer feedback in oral presentation?

Appendix 2

Rubrics for critical peer feedback on oral presentation:

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	No relevance of conclusion stated	Low relevance, with basic conclusions stated	Some relevance with basic conclusions, but does not personally connect to the	Complete relevance to the passage, explains several conclusions,	

Standards and Elements	1	2	3	4	Points
based on content			concepts	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 s	
Total Remarks:					

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