

Study on the Function of Teachers' Appraisal in the Peer Feedback Translation Teaching Mode

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ABSTRACT

The Appraisal theory by Martin and White is the further development of Systematic Functional linguistics. The research, based on the three subdivisions of Appraisal Theory, including Engagement, Attitude and Graduation, analyzes the unique features of teachers' intervention speech and peer feedback and compares the pedagogic value of the intervention speech in different types of peer feedback translation teaching mode and, thus summing up the elements that are contributed to the effect of the different teachers' intervention speech on the overall pedagogic value of peer feedback translation teaching mode. According to the data analysis, it shows that soft focus teachers' appraisal with soft focus can produce the highest pedagogic value in the teachers' feedback-reassured type in peer feedback teaching mode. In teachers' feedback extension type in peer feedback mode, teachers' appraisal with sharp focus can effectively motivate the feedback to identify the lexical errors while it cannot effectively guide feedback to identify the textual errors such as cohesion. Based on the findings above, this research suggests some plausible ways to maximize the pedagogic value of peer feedback translation teaching mode, such as by identifying errors with firm and positive attitude and providing consolation to students later, which enables teachers to be aware of the indispensable role they should play in the peer feedback translation teaching mode besides encouraging the interaction between students and other improvement measures in order to promote the development of this teaching mode in the future.

Keywords: *peer feedback, teacher intervention, appraisal system, translation teaching*

I. INTRODUCTION

According to Systematic Functional linguistics, every language consists of ideational, interpersonal and textual meaning. Martin & White (2005) proposed appraisal system as its further development, which is divided into three domains – 'engagement', 'attitude' and 'graduation'. Engagement is subdivided into the domains of 'entertain', 'proclaim', 'disclaim', and 'attitude'. Entertain mainly expresses personal opinions and indicates acceptance of various opinions. Proclaim includes 'endorse', 'pronounce' and 'concur'. 'Concur' means that opinion of dialogic counterparts, mainly referring to the receivers, is accepted. 'Pronounce' means that the speaker's own opinion is regarded as correct and denies other possibilities; and 'endorse' means that the rationality of others' discourse is explained by other sources. The difference between 'endorse' and 'concur' lies in that 'endorse' shows the discourse of the addressees' position. The data of this study mainly are based on 'proclaim', 'disclaim' and 'entertain' system. Attitude subsystem can be divided into the three domains, 'affect', 'judgment' and 'appreciation'. 'Graduation' can be divided into 'force'

and 'focus', and 'focus' can be further subdivided into 'sharpen' and 'soften'.

Chinese researches on the application of appraisal theory in teaching mainly focus on that of oral English, listening (Patri et al.,2002; Fang et al.,2018; Xu, 2013; Qi, 2006; Ma, 2007), reading (Nina Schinemann et al.,2017;Xu, 2006), writing (Huisman et al.,2018; Yu et al.,2016; Zhang & Mceneaney,2019)but rarely on translation teaching. This study is to analyze the factors influencing the interaction and validity of peer feedback translation teaching mode through quantitative and qualitative research, to explore the relevant variables in the teachers' effective contribution in feedback interaction.

In terms of teaching discourse research, the current research on teaching discourse mainly focuses on the critical discourse of addressors (teachers) (Liu, 2015; Wood & Su, 2017), with the preferred focus on taking teachers' discourse as the research domain, and it neglects the observation and exploration of students' interaction; some studies have demonstrated that relying too much on students' individual interaction without effective teachers' involvement, fails produce

sufficient teaching validity (Xu & Guo, 2016). The complete appraisal system of teaching should be as shown in "Fig. 1".

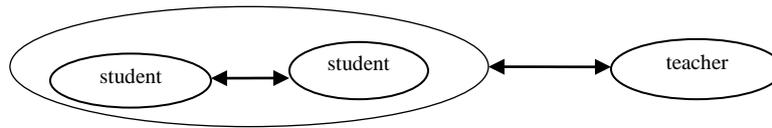


Fig. 1. Appraisal system of peer feedback teaching.

In order to show the panorama of the teaching mode, this study is based on the three subsystems of appraisal analysis as the framework, through the annotation of the peer feedback appraisal discourse and teacher appraisal discourse¹ as 'engagement', and the results of peer feedback, that is, the comparison of two translation errors, so as to explore the characteristics and situations of students' appraisal discourse and different types of teachers' engagement in the model of peer feedback translation teaching. Therefore teachers can better monitor and fully explore the application value of this teaching model.

II. RESEARCH DESIGN

A. Research questions

The purpose of this study is to explore the internal and external factors that affect the teaching validity of peer feedback appraisal. In order to analyze the teaching validity of peer feedback and the reasons, the appraisal system framework of Martin & White (2005) is applied to study the discourse characteristics before and after peer feedback by using different types of teachers' discourse as the breakthrough point, and explores the validity of different types of teacher engagement appraisal discourse in peer feedback translation teaching mode by comparing the error residues in translation exercises. This study mainly answers the following two questions:

- What are the main types of teacher engagement discourse and peer feedback discourse appraisal in peer feedback translation teaching related to the same linguistic points?
- What is the teaching validity in these types respectively? What are the reasons for their similarities and differences?

This study focuses on the comparison of the disappearance or retention of translation errors before and after peer feedback to explore how teacher engagement discourse affects the process of peer feedback discourse.

This study chooses 384 freshmen of non-English majors in three universities and two college English teachers in Zhanjiang as subjects, and collects their Chinese-English translation assignments in six peer feedback teaching sessions from 2015 to 2017. The main process is shown in "Fig. 2".

The error annotation of the first and second drafts of translation exercises are mainly based on the classification system of speech errors compiled by Gui Shichun and Yang Huizhong, together with the common errors in translation, i.e. under translation, over translation and mistranslation (Newmark, 1982; Liu, 2003). In order to show the acceptability of peer feedback, Xu Yingying (2016) further develop the classification according to the retention or disappearance of errors in the first and second drafts of translation exercises with reference to Jacobs (1989). The classification is as follows: one in which errors are appraised in first draft and corrected appropriately in the second draft (1dy2n); one in which errors are neither appraised in first draft nor correct in the second draft (1yn2y); one in which errors are appraised in first draft but incorrect in the second draft (1dy2y); one in which correct form in first draft is appraised as errors and the second draft remain correct (1nd2n); and one in which correct form in first draft is appraised and the second draft is incorrect (1nd2y).

¹ Teacher evaluation discourse includes question answering and guidance between peer feedback and teaching discourse as commentary. This research only focuses on the first type.

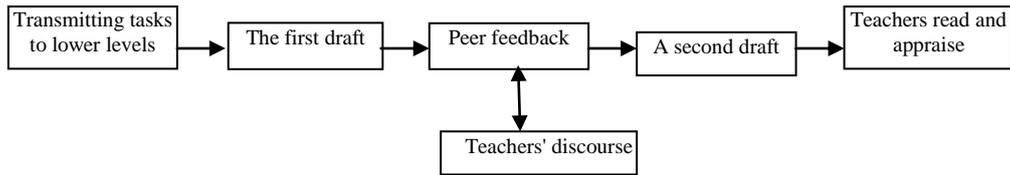


Fig. 2. The process of peer feedback teaching.

Then, transcription and annotation of the peer feedback and teacher appraisal discourse is carried out. Data are divided into halves randomly for two different researchers to annotate, and compare the results later. In order to test the experimental validity of the two

teachers (Teacher A and B) this study compares the appraisal discourse of two teachers based on the appraisal framework of Martin & White, and finds that regarding most of rubrics the results have showed significant differences. (see "Table I")

TABLE I. COMPARISON OF TEACHERS' DISCOURSE

	Teacher B	Teacher A	Logarithmic likelihood ratio	Significance	Significance positive or negative
Entertain	138	224	19.52	0.000	-
Proclaim-pronounce	198	110	26.66	0.000	+
Proclaim-endorse	169	125	7.20	0.007	+
Disclaim	91	25	40.76	0.000	+
Affect	67	30	14.96	0.000	+
Judgment	41	132	49.18	0.000	-
Appreciation	130	55	32.29	0.000	+
Force	51	20	14.41	0.000	+
Focus-sharpen	67	18	30.71	0.000	+
Focus-soften	31	91	30.05	0.000	-

Next, a parallel corpus is established in terms of the residual and disappearance of translation errors before and after peer feedback. The Turn-taking theory is applied to the annotation to show the interaction of the peer feedback and teachers' discourse regarding the same knowledge points.

$\langle s1 \rangle \dots \langle t1 \rangle \dots \langle s2 \rangle \dots \langle t2 \rangle$

('s' means peer feedback, 't' means teacher feedback, and number means represents the rounds of feedback)²

Then, Antconc3.4.4.0 is used to analyze the keyword list of the discourses, so as to compare linguistic features of teacher appraisal and peer appraisal regarding their different teaching validity. The appraisal discourse is bilingual conversation of blending Chinese and English. Since Chinese corpus retrieval³ needs parsing, words in the same semantic

group may be separated into two parts. In order to retain the appraisal context to the greatest extent, the study cannot use the wordlist to observe the main features of appraisal discourse. Therefore, the study only selects the lexical bundles with certain characteristics of appraisal meaning by Antconc's N-gram. The distribution of a certain appraisal sentence pattern was analyzed by line statistics, and the comparative significance was analyzed by using the log likelihood ratio tool designed by Xu Jiajin (2013).

III. RESULTS AND ANALYSIS

It is observed that the interaction between teacher entertain discourse and peer feedback mainly include teacher-feedback-end type (s1+t1), teacher-feedback-developing type (s1+t1+s2) and teacher-feedback-confirmation type (s1+t1+s2+t2). Different teaching validities for three different types of teacher intervention model, is reflected in the appraisal accuracy, that is, the rate of accuracy of correct errors

² In this study, students stopped discussing language points after the teacher intervened in the feedback, and some of them would not continue a round of peer feedback. In the end, they could not choose or confirm with the teacher, so they stopped in the second round.

³ Considering that students are non-English majors without high the English proficiency, peer feedback should be conducted in

Chinese; therefore, professional teachers also use Chinese when teaching for better communication.

after peer feedback and teachers' appraisal, which leads to the disappearance of errors in final draft of translation.

Peer feedback accuracy = $1y_{d2n} / (1y_{d2y} \text{ in first draft} + 1n_{d2y} \text{ in first draft} + 1y_{d2n})$

According to statistics (as shown in "Table II"), the highest teaching validity of Teacher A is reflected in teacher-feedback-end type, and the lowest teaching validity occurs in teacher-feedback-developing type when peer feedback further develops without teacher feedback support. The highest teaching effectiveness of Teacher B occurs in teacher-feedback-developing type and the lowest in the teacher-feedback-confirmation type.

TABLE II. TEACHING VALIDITY OF DIFFERENT TEACHER APPRAISAL DISCOURSES IN DIFFERENT INTERVENTION MODES

	Teacher A	Teacher B
s1+t1	48%	30%
s1+t1+s2	44%	53%
s1+t1+s2+t2	51%	23%

A. *The teaching validity of teacher appraisal discourse in different teacher engagement modes*

According to "Table I", it can be seen that Teacher A is significantly higher in the domains of 'entertain', 'judgment' and 'focus-soften', while Teacher B is significantly higher in the domains of 'pronounce', 'disclaim', 'appreciation', 'focus-sharpen'. Based on the significant appraisal characteristics of different types of teachers, the study compares the teaching validity of different modes of teacher intervention.

TABLE III. DISTRIBUTION OF TEACHER A'S SIGNIFICANT APPRAISAL DISCOURSE IN DIFFERENT ENGAGEMENT MODES

	s1+t1	s1+t1+s2	s1+t1+s2+t2
Entertain	32	38	154
Judgment	10	11	20
Focus-soften	25	46	20

As can be seen from "Table III", the reason why the teacher-feedback-confirmation type can produce the highest teaching validity may be due to the positive 'entertain' and 'judgment' in the teacher's intervention discourse. In this mode, the first turn of teacher engagement course is not successful for some reason, so the second turn of teacher' confirmation is needed. At this time, if the teacher's authoritative entertain can effectively eliminate the misunderstanding of knowledge points and produce effective teaching validity (See Example 1).

Example 1:

<t2> Student W: Hi, Miss, do you think the base form of a verb should be used in this sentence?

Teacher A: Yes, you must have learned that we should add base form of a verb after the word "see" in middle school.

Student W: Yes, that is exactly what I remember, too.

(Originally in Chinese, translated by the author)

The teacher-feedback-developing type shows the lowest teaching validity, which may be due to the fact that the teacher has no obvious appraisal discourse in the first round of engagement and increases the difficulty of peer feedback in identifying errors. (See Example 2)

Example 2:

Student C: Is this word properly used?

Teacher A: What does the word 'mask' mean?

Student C: It means "面具". It's not a phrase.

Teacher a: What part of speech 'mask' belongs to?

Student C: A verb.

Teacher a: What part of speech 'smile' belongs to?

Student C: A verb.

Teacher A: No matter what you find on the Internet, you should first check the grammar.

Student C: I didn't check it online. I learned it before.

(Originally in Chinese, translated by the author)

Teacher: How is it possible? For two verbs, you can change one of the verbs to progressive form. Maybe, you may get confused. Just keep the expression 'and smile' is ok. You may choose one of the two forms.

In this example above, the teacher uses three interrogative sentences to respond to the students' questions. The interrogative sentence pattern belongs to the uncertain weakening appraisal. In addition, the knowledge points in the questions are not appropriately explained. The downtoners such as "吧" and the hedge such as "may" aggravate the authoritative status of teachers' appraisal (Martin & White, 2005). Therefore, in view of the error analyzed by Teacher A's appraisal, the second draft of student C has not been appropriately corrected.

B. *The teaching validity of focus-sharpen appraisal discourse in different teacher engagement models*

Then, according to Table IV and Table II, it can see Teacher B's focus-sharpen pronounce and disclaim

engagement model with the most effective appraisal discourse and teacher-feedback-developing type. In order to further understand the change in the entertain of peer feedback under this engagement mode, this study compared the addressors' focus-sharpen in peer feedback before and after teacher engagement and the appraisee's focus-soften. (As shown in "Table IV").

TABLE IV. DISTRIBUTION OF TEACHER B'S SIGNIFICANT APPRAISAL DISCOURSE IN DIFFERENT ENGAGEMENT MODES

	s1+t1	s1+t1+s2	s1+t1+s2+t2
Pronounce	50	99	49
Disclaim	17	47	20
Sharpen	10	30	27

Teaching validity is not only reflected in the disappearance of translation errors, but also reflected in the increase of the evaluator's pronounce or the focus-sharpen judgment before and after the teacher engagement, and the increase of the addressee's downtoners with disclaim or the focus-sharpen concur. In this study, with focus-soften disclaim focus-sharpen concur as search keywords, the percentage of two turns of peer feedback with different peer feedback results was calculated. (as shown in "Table V" and "Table VI").

TABLE V. PEER FEEDBACK OF EVALUATOR'S PRONOUNCE OR THE FOCUS-SHARPEN JUDGMENT

	First round (s1)	Second round (s2)	Increasing percentage
1yd2y	14	21	50%
1yd2n	57	90	58%
1nd2n	14	27	93%

TABLE VI. PEER FEEDBACK OF APPRAISEE'S DOWNTONER DISCLAIM OR THE FOCUS-SHARPEN CONCUR

	First round (s1)	Second round (s2)	Increasing percentage or reducing percentage
1yd2y	17	22	29%
1yd2n	39	57	46%
1nd2n	37	14	-62%

It can be seen from Table V and Table VI that in the teacher focus-sharpen engagement, the addressors in peer feedback have more confidence or adapt a positive attitude in their own feedback, and the appraisees also approve the result of peer feedback. Even there is the "pseudo-correctness" (1nd2n)⁴, the focus-sharpen teacher engagement in discourse significantly reduces the endorse of the appraisees, thus avoiding the residual errors and effectively promoting the positive development of peer feedback.

However, the two tables above also show that there are some errors that cannot be eliminated in the focus-sharpen teacher engagement. Learners' errors (Gao, 2003) can be divided into four categories: phonetics, vocabulary, grammar, textual and pragmatic errors. However, the translation errors in this study do not include phonetic and pragmatic types. Among the types of vocabulary, grammar and textual errors, the proportion of focus-sharpen teacher engagement in the

total token is not significantly different (3%, 3.2%, 3.5%). According to statistics, it is found that there is a significant difference in the focus-sharpen peer pronounce appraisal in terms of vocabulary errors, with the largest gap (47%) and the smallest one (20%) in terms of macro errors. The addressor's pronounce or disclaim focus-sharpen discourse feature in the second turn of peer feedback (s2) was compared by using the keyword list in Antconc. The keyword list refers to that the frequency lists of two corpora are significantly higher than those of the other. (See "Table VII" and "Table VIII")

⁴ That is, there is no error in the study itself, but peer feedback thinks that there is an error.

TABLE VII. KEYWORD LIST OF VOCABULARY ERRORS

Rank	Freq	Keyness	Keyword	Translation
1	77	18.772	应该	should
2	29	7.070	表	mean
3	27	6.582	翻译	translate
4	26	6.339	为	is
5	25	60.95	谓语句	verb
6	22	5.364	主语	subject
7	20	4.876	不知	don't know
8	20	4.876	前面	on the front
9	20	4.876	过去	come
10	19	4.632	也	too
11	19	4.632	错误	mistake
12	177	4.616	不	not

TABLE VIII. KEYWORD LIST OF MACRO ERRORS

Rank	Freq	Keyness	Keyword	Translation
1	35	151.543	老师	teacher
2	5	21.649	问	ask
3	14	18.626	什么	what
4	4	17.319	赞美	praise
5	8	16.98	一下	once
6	10	16.915	他	he
7	3	12.989	告诉	tell
8	3	12.989	庄	Zhuang
9	16	10.797	你	you
10	2	8.66	吕	Lv
11	2	8.66	笑	smile
12	2	8.66	夸口	boast

As can be seen from "Table VII" and "Table VIII", the modal verb "应该(should)" is used more frequently in the first round of teacher engagement in evaluating vocabulary errors. Modality is an expression of the speaker's attitude or opinion on a proposition (Lyons,

1977). The word "应该 (should)" reflects the speaker's subjective expression through reasoning (Chen Jiajia, 2006). In order to further clarify the position of this part of appraisal discourse, this study uses "应该(should)" as the keyword to analyze the N-gram.

TABLE IX. THE ANALYSIS ON THE N-GRAM WITH "SHOULD" AS THE KEYWORD

Rank	Freq	Range	Cluster	Translation
1	32	1	应该/v 是/vshi	should be
2	7	1	应该/v 用/p	should use
3	6	1	应该/v 用/v	should use
4	5	1	应该/v 加/v	should add
5	4	1	应该/v 去掉/v	should erase
6	4	1	应该/v 改/v	should change
7	2	1	应该/v 从/p	should come
8	1	1	应该/v 不/d	should not
9	1	1	应该/v 为/p	should (do)for
10	1	1	应该/v 为/v	should think for
11	1	1	应该/v 修饰/v	should modify

As can be seen from "Table IX", the word "should" is followed by a position which is mainly the focus-sharpen word "是"(is). The word "是" can be used as a positive 'pronounce' or 'focus-sharpen graduation'. This double focus-sharpen appraisal effect reflects the

effectiveness of peer feedback after the first turn of teacher engagement, emphasizing the correctness of information and the necessity of reminding the evaluator to accept the consequences. This is also reflected in the characteristics of the differences in the

'endorse' discourse of the appraisees before and after the peer feedback (as shown in "Table X").

TABLE X. DIFFERENCES OF PEER FEEDBACK BEFORE AND AFTER THE FIRST ROUND OF TEACHER ENGAGEMENT

	s1	s2	Difference percentage
Vocabulary	23	40	74%
Grammar	21	34	62%
Macro	13	16	23%

Textual errors here mainly refer to the text level, such as cohesion or theme-rheme reasoning errors. Textual errors occurs because it is common for Chinese expressed in ellipsis, so when translated into English, it needs to be supplemented the missing parts from context. In Example 3, when describing the psychological activities and facial expressions of two people meeting, Chinese tend to omit some elements for readers to research the target of description in Chinese. However, the English expression tends to be specific, that is, person's heart and tears should be expressed to meet the English reading habit. Misjudgment concerning this knowledge point belongs to one kind of macro errors.

Example 3: 玛丽一看到他来, 心剧烈地跳着, 泪水涌上双眼。

Error: Mary found his coming, with (her) heart beating fast and (her) tear coming to eyes.

(The contents in the brackets indicate the translation under translation.)

According to statistics, more than half (54%) of the textual errors occurred in 1yd2y. However, as can be seen from "Table VII" and "Table VIII", the words with highest frequency of the second turn of peer feedback for textual errors was noun ("teacher"), verb ("ask") and interrogative words ("what"). It may be concluded that most of the peer feedback is uncertain in the event of textual errors because of the lack of teacher's guidance, but there is no second round of teacher engagement in the teacher-feedback-developing type, which reflects that peer feedback can enable students to discuss, but the sufficient acquisition of complex knowledge still needs the guidance of teachers. However, in China, College students of non-English majors usually have English lessons in large classes. Even if students have doubt about certain linguistic points in peer feedback, they may probably not get feedback in time, which will have a negative impact on teaching effectiveness.

IV. CONCLUSION

This study investigates different teachers' engagement in appraisal discourse, and analyzes its influence on the progress of peer feedback appraisal

discourse and the teaching effectiveness, so as to enable teachers to better guide students for more effective feedback.

As statistical analysis is shown, teacher appraisal downtoners produce the highest teaching validity in teacher feedback redefinition. The reason may be that proposition value is determined by the social roles of both sides of the discourse (Halliday: 2014). In order to reduce students' sense of being intimidated by teachers' authoritative status, teachers should show humbleness and adopt downtoner discourse, which is an effective discourse strategy. At the same time, it is found that teachers' appraisal downtoners produce the lowest teaching validity in the teacher feedback extension teaching mode, while the focus-sharpen teacher appraisal effectively promotes the positive development of peer feedback. In view of this, teachers should adopt clear guidance when peer feedback reach certain impasse, including pointing out directly where there is a mistake and the reason for the error. If the teacher is concerned about the negative effect of their comments on students' emotion, they may adopt encouragement after pointing out the errors. What's more, It is also found that the deficiency of identifying complex knowledge points such as text cohesion will have a greater negative impact on peer feedback. Teachers may systematically summarize such translation errors in the final exercise appraisal, with more examples to enhance students' understanding about related knowledge. Teachers also may ask students to discuss, analyze, summarize and comment the translation skills in some translation versions by well-known translators, in terms of the text or other sophisticated level in translation.

Peer feedback is a teaching mode that emphasizes the interaction between students, but the effective engagement of teachers plays an important role in its teaching effectiveness. Through empirical research, this study not only affirms its positive teaching effectiveness, but also provide some insight with teachers how to further adjust their role to it, so as to explore more application value.

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