การใช้งาน Meeting Chat ในชั้นเรียนวิชาภาษาอังกฤษ: มองผ่านความรับรู้ของผู้เรียนระดับชั้นมัธยมศึกษาปีที่ 4

The Use of MS Teams' Meeting Chat in EFL Classrooms: Revealing Perceptions of Grade 10 EFL Students

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บทคัดย่อ

งานวิจัยเชิงคุณภาพชิ้นนี้มีวัตถุประสงค์ (1) เพื่อศึกษาความรับรู้ของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 4 โรงเรียนสาธิต มศว ประสานมิตร ที่มีต่อการใช้งาน Meeting Chat ซึ่งเป็นการโต้ตอบผ่านกล่องข้อความของโปรแกรม MS Teams ในระหว่างการเรียนการสอนในรายวิชาภาษาอังกฤษ และ (2) เพื่อศึกษาว่าการใช้งาน Meeting Chat มีอิทธิพลต่อการโต้ตอบและการมีปฏิสัมพันธ์ของผู้เรียนระหว่างการเรียนการสอนอย่างไร ผู้วิจัยนำการใช้งาน Meeting Chat ไปใช้กับชั้นเรียนของตนเองในรายวิชา อ31203 เสริมทักษะภาษาอังกฤษพื้นฐาน 1 จากนั้นผู้วิจัยดำเนินการเก็บข้อมูลจากนักเรียนระดับชั้นมัธยมศึกษาปีที่ 4 ที่กำลังศึกษาในรายวิชาดังกล่าวด้วยวิธีการสัมภาษณ์เดี่ยว โดยมีนักเรียนอาสาให้ข้อมูลทั้งสิ้น 3 คน ผลจากการวิเคราะห์ข้อมูลช่วยให้ผู้วิจัยพบว่า (1) การใช้งาน Meeting Chat มีประโยชน์ในการใช้ประกอบการเรียนการสอน (2) การใช้งาน Meeting Chat ช่วยกระตุ้นการโต้ตอบและการมีปฏิสัมพันธ์ของผู้เรียนกับชั้นเรียน ผลการศึกษาของงานวิจัยชิ้นนี้ทำให้เห็นว่าการโต้ตอบผ่านกล่องข้อความสามารถนำมาใช้ประกอบการเรียนการสอนเพื่อเสริมสร้างการมีปฏิสัมพันธ์ในชั้นเรียนให้มากขึ้นได้ แต่ถึงอย่างไรก็ตาม (3) การใช้งาน Meeting Chat ยังคงมีข้อจำกัดในบางบริบทหรือสถานการณ์ ดังนั้น ผู้สอนจะต้องพิจารณาถึงเนื้อหาหรือกิจกรรมการเรียนการสอนของตนเองว่ามีความเหมาะสมกับการโต้ตอบผ่านกล่องข้อความมากน้อยเพียงใด

คำสำคัญ: ปฏิสัมพันธ์ในชั้นเรียน, ชั้นเรียนภาษาอังกฤษเป็นภาษาต่างประเทศ, Meeting Chat, กระบวนทัศน์การวิจัยเชิงคุณภาพ, เทคนิคการกำหนดรหัสจำแนกข้อมูล (open coding) และการสร้างความสัมพันธ์ของข้อมูลที่ผ่านการเข้ารหัส (axial coding)

Abstract

This qualitative study aims to (1) determine the perceptions of grade 10 EFL students at Prasarnmit Demonstration School (Secondary) towards the use of Meeting Chat, a chat box feature of MS Teams application, in their EFL online classrooms and to examine (2) how the use of Meeting Chat influences the EFL students' responses and interactions in their EFL classrooms.

To do so, the researcher implemented the use of Meeting Chat in his English language online classroom to reinforce students' responses and interactions during the class. After that, the researcher interviewed 3 students who enrolled in his course, EN32103 Supplementary English 1, and consented in the study. An analysis of the transcribed data helped the researcher find that (1) the use of Meeting Chat is advantageous and (2) this technique could reinforce students' interaction. In essence, the findings of the study suggested that the use of texting though the chat box could be used as a choice to enhance students' interaction during instruction. Nevertheless, (3) limitations of the use of the Meeting Chat were identified. Therefore, practitioners should consider whether their lessons or instructional activities are more or less appropriate to use this interactive technique.

Keyword: Classroom interaction, EFL classrooms, Meeting Chat, Qualitative research paradigm, Open and Axial coding techniques

The significance of the study

In language education, it is admitted that interaction among students and teachers is crucial. It is because the interaction will not only allow the students to practice the language, but also allow the teachers to recognize the students' language performance. Consequently, this will help the teachers design or reshape their instruction more effectively. Mindful to this, the language instruction will be normally designed to encourage students to interact as much as possible. However, once the instruction becomes online, teachers and students may find several difficulties (or sometimes excuses) during the class, for instance, students not wanting to turn on their camera, instability of the internet, malfunction of audiovisual devices, and so on.

Therefore, both teachers and students could not interact among each other adequately. To deal with this issue, one technique that can be used to promote students' interaction is to allow the students to respond via the chat box. In the MS Teams, this function is called

'Meeting Chat'. Hence, the researcher implemented the use of Meeting Chat in his English language online classroom to reinforce students' responses and interactions during the class.

The objectives of the study

1. To determine the EFL students' perceptions towards the use of Meeting Chat, a feature of MS Teams application, in their EFL online classrooms.

2. To examine how the use of Meeting Chat influences the EFL students' responses and interactions in their EFL classrooms.

Research procedures

1. The researcher implemented the use of Meeting Chat in his online English classroom when possible. The researcher asked his EFL students to respond the questions, to give the answer, to give feedback and opinions, etc.

2. At the middle of the course, the researcher invited his EFL students to participate in the study. The students' participation is based on their voluntary. Altogether 3 female students volunteered to participate in the study including *Nancy*, *Rachel*, and *Claire* (pseudonym).

3. The researcher conducted the semi-structured interview with these 3 student participants.

4. The researcher transcribed the interviews.

5. The researcher analyzed the interview data with Strauss and Corbin's (1990, 1998) notions of open and axial coding techniques.

Findings and discussion

Overall, an analysis of the interview data shown that allowing students to respond to the class via Meeting Chat was advantageous. This method, moreover, could partially encourage students' interaction during the class. However, some limitations were addressed.

1. Advantages of the use of Meeting Chat

First, all participating students considered the use of Meeting Chat as another alternative to respond to the teacher. In essence, they noted that to give a response through Meeting Chat is not only convenient, but it also makes the students feel more comfortable

to interact with the class. For example, *Nancy* shared with the researcher how responding through Meeting Chat could make her felt more comfortable to communicate. She noted,

> "I think responding to the class through Meeting Chat is good because it could reduce my shyness unlike interacting through microphone. You know when I turn on the microphone and speak up, everyone in the class would hear what I say and that sometimes makes me feel shy and not confident. That's why I'm more comfortable with texting through Meeting Chat."

Likewise, *Rachel* asserted that texting through Meeting Chat would allow the students who are not ready to respond to the class due to an inconvenience at that time. In her own word,

> "In my opinion, responding through Meeting chat is suitable especially in some particular situations. For example, some students who aren't ready to turn on their microphone or camera because of the noise or their untidy surroundings will have an option to engage with the class."

In addition, another advantage that *Rachel* found is responding through Meeting Chat would indirectly offer a chance to the students to exercise their writing and vocabulary skills. She explained,

> "Before texting, students need to check first how to spell that particular word correctly. It's unlike to speak because the students can speak it out even though they don't know the correct form of the word."

2. Students' interaction reinforcement by the use of Meeting Chat

Drawn from the interview data, the student participants agreed that allowing students to respond through Meeting Chat could partially encourage their interaction during the class. For example, *Nancy* recognized that more classmates would better respond when the teacher allowed them to respond through Meeting Chat. Simultaneously, *Nancy* could perceive the other classmates' ideas shared in the chat box. She stated,

> "I think responding via Meeting Chat works because as I observed during the class, many classmates enjoyed giving their responses rather than responding through microphone. Also, I could see the others' responses or opinions they shared with the class in the Meeting chat."

Similarly, *Rachel*'s response in the interview affirmed *Nancy*'s observation. She noted,

> "I noticed that several classmates became more active to give a respond via texting. From my observation, some of them seemed reluctant to turn their mic on and speak up, but once they were allowed to text, they texted."

3. Limitations of the use of Meeting Chat

Even the student participants acknowledged the benefits of the use of Meeting Chat, they denoted some limitations. For example, *Nancy* noted that to convey the messages, especially in detail, via Meeting Chat would not be as clear as speaking up. She explained,

> "In my opinion, sometimes texting cannot convey the messages as clearly as what I actually thought. I mean when speaking up, I can explain or elaborate things right away, but when texting, my response might be rather short, shorter than speaking."

In addition, *Rachel* suggested that of texting via Meeting Chat, the teacher might not be able to recognize the genuine expression of his students. She described,

> "Unlike responding through webcam and microphone, the teacher might not be able to see these things, for example, the students' facial expression, how they feel, or if they could follow the lesson. The communication might not be as effective as the use of webcam and microphone because this (*communicating through webcam and microphone*) is a lot more similar to face-to-face." (Italic added)

Correspondingly, *Claire*'s response in the interview was similar to *Rachel*'s. In her own word,

> "I think for responding by turning on the microphone, we can recognize whether the students enjoy the lesson, whether they want to engage in the lesson through their voice expression unlike texting that we can know nothing about this (*students' expression via voice*)." (Italic added)

To sum up, the use of Meeting Chat in the MS Teams provided some communicative and linguistical advantages including (1) offering an alternative to the students to respond to the class especially in case of an inconvenience to communicate orally and (2) proposing a chance to students to exercise their writing skills and word spelling. Also, the use of Meeting

Chat could partially increase students' interaction during the instruction. However, the use of Meeting Chat might not be able to fully cover some aspects of communication such as, voice and facial expression.

Pedagogical implications and suggestions

The findings of the study provided some insightful information into Grade 10 EFL Students' perceptions of MS Teams' Meeting Chat in their EFL Classrooms at Prasarnmit Demonstration School (Secondary). These would be beneficial to help teachers determine which kind of contents or instructional activities is suitable for allowing students to respond to the online class through a chat box. Additionally, the findings of the study suggested that the use of texting though the chat box could be used as an alternative way to promote students' interaction during the class. However, to fully enhance students' interaction, teachers should as well employ other methods so that students will be more eager to respond to the class with several forms of interaction.

References

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