

AN ANALYSIS OF CONVERSATIONAL EXCHANGES BETWEEN GRADE 12 THAI
STUDENTS AND NATIVE ENGLISH SPEAKERS VIA A CHAT PROGRAM:
STRATEGIES OF NEGOTIATING FOR MEANINGS

A THESIS

BY

NATTANAN LENGUAN

Presented in partial fulfillment of the requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

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AN ABSTRACT

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The purposes of the study were to examine the strategies of negotiating meanings employed by students and their language improvement during the conversational exchanges via a chat program. Also, the chat program itself was valued by students as to whether or not it is useful in language learning. The subjects were twelve grade 12 Thai students interacting with native English speaker volunteers via a chat application for the total of 16 chat sessions. The transcripts of conversational exchanges were used for data analysis to investigate 1) the strategies of negotiation of meanings students used in transmitting and receiving messages 2) the indications of improving language ability during online interaction. Also, questionnaires and semi-structured interviews were administered to gather students' and the native speakers' opinions toward using a chat program as a tool in language learning.

The results from this research showed that

- 1) a chat program could provide Thai students with increasing opportunities to engage in meaning negotiation in the target language. With a total of 4,587 turns submitted by students during the on-line interaction, 178 negotiations were evident.
- 2) There was obvious evidence indicated that students' language skills were improved. Along the chat sessions, students subsequently produced and developed their discourses which facilitated successful communication.
- 3) The students strongly concurred with the pedagogic method of using a chat program as a tool in language classroom. The post questionnaire mean score was significantly higher than that of the pre questionnaire at the 0.001 level.

การวิเคราะห์บทสนทนาภาษาอังกฤษระหว่างนักเรียนไทยและเจ้าของภาษา
ผ่านโปรแกรมสนทนาทางอินเทอร์เน็ต: กลวิธีในการต่อรองความหมาย

บทคัดย่อ

ของ

ณัฐนันท์ เล่งล้วน

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

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งานวิจัยชิ้นนี้มีวัตถุประสงค์เพื่อศึกษากลวิธีในการตีความความหมายที่นักเรียนใช้ในการระหว่างการสนทนาโต้ตอบกับเจ้าของภาษาผ่านโปรแกรมสนทนาทางอินเทอร์เน็ต (A Chat Program) และสอบถามความคิดเห็นของนักเรียนที่มีต่อการใช้โปรแกรมสนทนาทางอินเทอร์เน็ตในการเรียนภาษากลุ่มทดลองประกอบด้วยนักเรียนไทยชั้นมัธยมศึกษาปีที่ 6 จำนวน 12 คน สนทนาโต้ตอบกับเจ้าของภาษาที่เป็นอาสาสมัคร ผ่านโปรแกรมสนทนาทางอินเทอร์เน็ต จำนวน 16 ครั้ง บทสนทนายระหว่างนักเรียนและเจ้าของภาษาได้บันทึกในรูปแบบเอกสาร Microsoft Word เพื่อใช้ในการวิเคราะห์หา 1) กลวิธีที่นักเรียนใช้ในการตีความความหมาย 2) พัฒนาการและทักษะความสามารถในการใช้ภาษาอังกฤษและใช้แบบสอบถาม และการสัมภาษณ์ในการรวบรวมความคิดเห็นของนักเรียนที่มีต่อการใช้โปรแกรมสนทนาทางอินเทอร์เน็ตเป็นสื่อในการเรียนการสอน รวมถึงสัมภาษณ์เจ้าของภาษาเพื่อสอบถามความคิดเห็นเกี่ยวกับการพัฒนาความสามารถในการใช้ภาษาอังกฤษของนักเรียน

ผลการทดลองพบว่า

- 1) นักเรียนใช้กลวิธีที่หลากหลายในการตีความความหมายในระหว่างการสนทนาโต้ตอบทางอินเทอร์เน็ต โดยพบว่ามี การตีความความหมายในระหว่างการสนทนา จำนวนทั้งสิ้น 178 ครั้ง
- 2) นักเรียนมีพัฒนาการในการใช้ภาษาอังกฤษเพิ่มมากขึ้นอย่างต่อเนื่อง โดยสังเกตได้จากรูปประโยคที่ถูกต้อง และสื่อความหมายได้อย่างมีประสิทธิภาพ
- 3) นักเรียนเห็นด้วยอย่างยิ่งว่าโปรแกรมสนทนาทางอินเทอร์เน็ตเป็นสื่อที่มีประโยชน์ในการเรียนการสอนภาษาอังกฤษ โดยค่าเฉลี่ยของแบบสอบถามความคิดเห็นของนักเรียนหลังการทดลองสูงกว่าค่าเฉลี่ยก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.001

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Master of Arts degree in Teaching English as a Foreign Language
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May 2008

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TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION	
Background.....	1
Research Objectives.....	4
Research Questions.....	4
Significance of the Study.....	5
Scope of the Study.....	5
Definition of Terms.....	6
2. REVIEW OF THE LITERATURE	
Communicative Language Teaching (CLT) and Communicative Competence.....	7
Interaction in the Language Classroom.....	10
Comprehensible Input and Interaction Hypothesis.....	11
Comprehensible Output in the Context of Interaction.....	13
Meaning Negotiation and Language Learning.....	14
The Role of Computer Technology in Language Classroom..	16
Computer Mediated-Communication (CMC) and Online Chat in Language Learning.....	18

TABLE OF CONTENTS (CONTINUED)

Chapter	Page
Related Previous Studies	21
3. METHODOLOGY	
Participants.....	23
Instruments.....	24
Procedure.....	26
Data Analysis.....	28
4. FINDINGS.....	33
5. CONCLUSION AND DISCUSSION	
Objectives of the Study.....	55
The Research Questions.....	55
Procedure.....	56
Research Findings.....	56
Discussion of the findings.....	57
General Recommendations.....	67
Limitations of the Study.....	68
Suggestions for Further Studies.....	69
REFERENCES.....	70

TABLE OF CONTENTS (CONTINUED)

Chapter	Page
APPENDICES.....	82
APPENDIX A: Pre-Questionnaire.....	83
APPENDIX B: Post-Questionnaire.....	85
APPENDIX C: Interview Questions.....	88
APPENDIX D: Communication Tasks.....	89
APPENDIX E: Students' Computer Skills Survey.....	91
APPENDIX F: Native Speakers Interviews.....	93
APPENDIX G: Students Interviews.....	102
APPENDIX H: Examples of Chat Transcripts.....	111
Vitae.....	146

LIST OF TABLES

Table	Page
1 Long's definition of negotiation	1
2 Strategies of Negotiating for Meaning submitted by students during conversational exchanges with NSs.....	36
3 A comparison of the mean score of pre-questionnaire and that of post-questionnaire on students' language ability	51
4 A comparison of the mean score of pre-questionnaire and that of post-questionnaire on students' opinion toward using a chat program as a tool in language learning	52
5 An analysis of the mean scores of the students' opinions toward using a chat program as a tool in language learning	53
6 An analysis of percentage on open-ended questions	54

LISTS OF FIGURES

Figure	Page
1 Yahoo Messenger chat window	26
2 Analysis of strategies of negotiating for meanings	37

Chapter 1

Introduction

In the past decade, opportunities for language learning have evolved beyond the limits of time and place that are inherent in face-to-face (FTF) interaction (Blake, 2000). As computers are becoming an increasingly significant element in the teaching and learning environment, it is suggested that computer technology can be used as a tool in language learning and as a new medium of language and literacy practices alongside face-to-face communication and the printed page. Computer-mediated communication (CMC), an application of computer technology, has been employed in language learning classrooms and seems to have many benefits in second language learning (Blake, 2000; Beauvois, 1997; Kern, 1995; Warschauer, 1997). CMC has the potential to bring about effective foreign language learning. In addition, communication exchanges, the ultimate goal of language instruction, are permitted in different ways via CMC, synchronous communication or real-time chat is an example. Thus, it is important to investigate whether or not CMC fosters language learning that affects linguistic competence.

English is the major language used in international communication, it is, therefore, taught as a foreign language in Thai schools purposefully to prepare students to be ready to utilize English in the era of globalization. According to the ultimate goal of language instruction, students are expected to be able to express themselves effectively and appropriately during conversational exchanges with native speakers and/or non-native speakers in the target language. Nevertheless, teaching English currently in Thai schools appears to be unsuccessful in promoting English proficiency for communication. Only a few students are able to use English to communicate, whereas the majority of learners still lack the confidence to express themselves in English. The deficiency of communicative English competence seems to result from the lack of interpersonal interaction in English which is claimed to be essential to language learning (Long, 1983, 1996; Pica, 1994). With the enormous numbers of students in classrooms, there are only limited opportunities for authentic language interaction. Moreover, it is very difficult to be exposed to a target

language outside the classroom since English is not used as a means of communication in Thailand. Krashen (1986) notes that having conversations with sympathetic native speakers, in the real world are very helpful for learners towards improving their English. Also, Ellis (1986) points out that a one-to-one native speaker to non-native speaker linguistic environment is superior to a language classroom in providing opportunities for negotiated interaction. It is, therefore, a challenge for teachers to include pedagogical approaches and instructional activities into language classroom that provide students with opportunities to engage in meaningful interaction with native speakers.

Interpersonal interaction is regarded as a fundamental requirement of second language acquisition (SLA) and the key to language teaching for communication (Ellis, 1988; Krashen, 1986; Rivers, 1987). Some researchers in SLA assume that a great deal of language learning takes place through social interaction (Schmitt, 2002). The interactive perspectives place attention on the role of interaction in general, and meaning negotiation in particular, which are considered theoretically important conditions for SLA. In this view, meaning negotiation can be accomplished for SLA by 1) helping learners make input comprehensible and modify their own output and 2) by providing opportunities for them to access second language (L2) forms and meanings (Pica; 1994). Thereby conditions for SLA are crucially enhanced by having L2 learners negotiate meaning (i.e. resolve their miscommunications) with other speakers, native or otherwise (Long & Robinson, 1998, cited in Blake, 2000). Thus the interactive learning environment, where speakers in the target language and negotiate meanings through interaction, is considered to be very important in helping learners use the language effectively.

As mentioned, communication exchanges, conveying and receiving messages effectively and successfully, is the most important goal of language learning. In order to develop such competence, learners need to learn how to use language effectively to achieve their purposes. However, to master such those skills are not limited to classroom learning by memorizing vocabulary and producing limited simple sentences. Learners who learn grammar well may not be able to understand the language used outside the classroom. Though learning language system may be useful for learners, it does not automatically result in the development of ability to process language in real situations and

the ability to respond meaningfully and appropriately. Opportunities to use the target language to communicate in meaningful situations helps learners achieve language competence rapidly. Active use of language is, therefore, essential in the language learning process.

As a learning environment becomes more technology rich, it is suggested in some research that computer-mediated communication (CMC) can be used as a means of supporting instruction in classrooms. It may facilitate conditions for optimal language learning environments (Egbert & Hanson-Smith, 1999). In Thailand, Information Technology (IT) has become an important part of education. Internet is a global resource of information that both students and teachers can freely access (Charupan, Soranastaporn & Suwattananand, 2001). Real-time chat is one of the components of synchronous CMC in which learners become familiar with and access the program at school. Using a chat program, therefore, is challenging for language teachers as they try to bring it into their English language classrooms. Providing learners opportunities to interact with native speakers would help learners improve their communicative competence. Tudini (2003) reported in his study that though chatting with native speakers in chat rooms can neither replace oral interaction in real life nor provide the physical aspects of oral discourse, the opportunity to negotiate supports learners the external use of the target language. In addition, it provides an authentic and purposeful cross-cultural experience which is limited in the traditional learning environment.

The CMC environment was found to affect the communicative interaction among language learners, allowing them to play a greater role in managing the discourse. Chun (1994) found that learners perform a wider range of speech acts, including negotiation, in their online communication than in the conventional teacher-centered classroom. Smith (2003) also reported that "learners use a wide variety of communication strategies during task-based CMC and that the CMC environment shapes this use". Overall, research into CMC attests to the richness of this new medium, its potential to promote strategy use in general and the use of negotiation strategies in particular. This is because the interactional structures in CMC resemble FTF discourse and CMC competence may be transferable to spoken interaction (Chun, 1994).

With inter-actional perspectives as the fundamental element of second language learning, and with respect to the benefits of synchronous CMC, it is assumed that a chat program, an application of synchronous CMC will meet the needs of the teaching of English as a foreign language in the Thai context. It will provide students with more opportunities for meaning negotiation and the use of other linguistic features. Though there have been many studies conducted in foreign countries investigating the effectiveness of using synchronous CMC in language learning, little research has been conducted to examine the strategies used for meaning negotiation and the effects of synchronous CMC in the Thai context. Consequently, this study will investigate whether synchronous CMC is worthwhile in providing students' opportunities to engage in meaningful negotiation by designing an online learning environment between native speakers (NSs) of English and learners who are non-native speakers (NNSs) via a chat program in the Thai context.

Objective of the Study

This study aimed at examining how synchronous CMC, a real-time chat, can provide Grade 12 Thai students opportunities to engage in meaningful negotiations and strategies used in order to transmit and receive the messages meaningfully and effectively during conversation exchanges. Additionally, the chat program itself is valued by students as to whether or not it is useful in language learning as well as if it helps students improve their English ability.

Research Questions

1. What types of meaning negotiation strategies do students employ during online interaction via a chat application?
2. Is there any indication of improving students' language ability during online interaction?
3. What are the students' opinions toward using real-time chat as a tool in English language learning?

Significance of the Study

This study investigated whether or not real time chat, synchronous CMC, provides students' opportunities to employ strategies of negotiation for meanings in conveying and receiving information as well as if it helps students improve their language abilities. It is expected to benefit teachers and educators in realizing the effectiveness of using chat programs, synchronous CMC, in teaching and learning English. This study can then be a guideline for those teachers in adapting teaching instructions. They can then bring this back to their classrooms and promote their students communicative competence.

Scope of the Study

1. This study examined studied students' strategies of negotiation for meanings in transmitting and receiving information during conversation exchanges via a chat program.
2. Twelve Grade 12 Thai students involved in the experiment interacted with twelve native English speakers, teachers and educators in Vermont, USA, via a chat program, Yahoo Messenger, using communication tasks provided.
3. The study was conducted from February - April 2007 where class met 4 times a week; twice for online chat with native English speakers for a total of 16 chat sessions and twice for each instruction and feedback session on their chat experiences.
4. Text and messages during the conversation exchanges between students and native English speakers were recorded as student profiles in order to quantitatively and qualitatively analyze the process and types of negotiation of meaning, strategies and other linguistic features that occur.
5. Questionnaires and semi-structured interview were used to gather the students' opinions about perceived advantages and disadvantages of communicating via synchronous CMC, real-time chat in language learning.

Definition of terms

Synchronous Computer mediated-communication (S-CMC) refers to real-time, text-based communication via a chat program.

A **chat program** refers to an application of synchronous communication, Yahoo Instant Messenger.

Conversation exchange refers to the process of interaction, negotiation of meaning, turn taking and clarifying in transmitting and receiving messages that arise when learners seek to prevent a communicative impasse or to remedy an actual impasse that has risen.

Negotiation for meanings refers to communication strategies used during a conversation in order to create, share and repair meaning. They are clarification requests, comprehension checks, confirmation checks, self-repetition and incorporation.

Language ability refers to learners' ability to apply and extend their language knowledge in forms, negotiation of meanings and strategies to exchange the information successfully and appropriately use the target language during online conversation exchanges.

Chapter 2

Review of the Literature

In this chapter, the related literature is discussed and divided into 8 parts as follows.

- 2.1 Communicative Language Teaching (CLT) and Communicative Competence
- 2.2 Interaction in the Language Classroom
- 2.3 Comprehensible Input and Interaction Hypothesis
- 2.4 Comprehensible Output in the Context of Interaction
- 2.5 Meaning Negotiation and Language Learning
- 2.6 The Role of Computer Technology in Language Classroom
- 2.7 Computer Mediated-Communication (CMC) and Online Chat in Language Learning
- 2.8 Related Previous Studies

2.1 Communicative Language Teaching (CLT) and Communicative Competence

Communicative Language Teaching (CLT) is the most recent trend in teaching a second and foreign language. It emphasizes interaction as both the means and the ultimate goal of learning a language. It stresses the need to teach communicative competence as opposed to linguistic competence. Thus, function is emphasized over form. Learners usually work with authentic materials in small groups on communicative activities, during which they receive practice in negotiating meaning (Snow, 1992.) In addition, a CLT approach highlights the learners' communicative competence (Hymes, 1972). This is defined as the learners' ability to efficiently express what they mean in the target language and successfully achieve communications in real-life situations (Lightbown & Spada, 1999;

Power, 2003). Successfully learning a foreign language is assessed in terms of how well learners develop their communicative competence and ability to apply knowledge of both formal and sociolinguistic aspects of a language with adequate proficiency to communicate.

Nunan (1991:279) divides CLT into five features below:

- 1 An emphasis on learning to communicate through interaction in the target language.
- 2 The introduction of authentic texts into the learning situation.
- 3 The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- 4 An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- 5 An attempt to link classroom language learning with language activities outside the classroom.

Practitioners of CLT claim that these five features show the needs and desires of learners. They also show a connection between the foreign languages as it is taught in the classroom and as it used outside the classroom. Under this broad umbrella definition, any teaching practice that helps learners develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which learners practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

In Canale and Swain's studies (1980) and later in Canale's (1983), is defined and divided communicative competence into four components. The first two components reflect the use of the linguistic system itself while the other two define the functional aspects of communication. The four components are as follows:

1. Grammatical competence; the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.);

2. Discourse competence; the ability to combine language structures into different types of cohesive texts (e.g. political speech, poetry);
3. Sociolinguistic competence; the mastery of the socio-cultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation);
4. Strategic competence; the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

The goal of CLT is to increase communicative competence. This means being able to understand and interpret messages, understand the social contexts in which the language is being used, apply the rules of grammar, and employ strategies to keep communication from breaking down (Savignon, 1997). Communication strategies help learners to communicate successfully when they face problems in speech production (Wannurak, 2003). Thus, teachers should integrate strategy instruction into interactive activities, providing a wealth of information about communicative strategies to raise learners' awareness about their own learning styles so that learners can tailor their strategies to the requirements of learning tasks (Shumin, 1997).

With regard to CLT perspectives, it is a challenge for teachers to establish a learning environment that provides learners with an opportunity to employ the target language by talking to native speakers via a chat program. In this way, learners can expand their knowledge of the language and their confidence in using it. In addition, communicative skills (i.e. carrying on a conversation, negotiating meaning) and social skills (i.e. greeting, introducing, leave taking and interacting politely and appropriately) which are essential components of communicative competence will be developed afterwards.

2.2 Interaction in the Language Classrooms

Interpersonal interaction is considered a fundamental requirement of second language acquisition by many researchers. Kramsch (1986) states that to help learners to acquire the language, meaningful interaction in the target language is required in language instruction. He suggests a three-step approach to improve natural discourse and to build interactional competence; 1) to work on teacher/student-oriented interaction where learners practice the target language with their teacher as a conversational partner, 2) partner-centered interaction where learners learn to negotiate meaning with partners in the classroom as well as how to generate meaning, 3) learners practice ways to interact without violating social and cultural constraints that learners can come across natural conversations.

According to Rivers (1987), interaction is the key to language teaching for communication that is served as the facility in using language when attention is focused on conveying and receiving authentic messages. She suggests avoiding teacher-dominated classrooms but would rather have them be cooperative in order to promote interaction in the language learning. Ellis (1988) also states that classroom second language development can be successful when a teacher not only provides an input with X features in a target language, but provides more reciprocal interaction.

As communication is a goal of communicative approaches in the second or foreign language classroom, to enable learners to use language in as natural a communicative situation as possible, Kramsch (1986) suggests that learners should be provided with opportunities to interact with both the teacher and fellow learners through turn-taking, giving feedback to speakers, asking for clarification, and starting and ending conversations. Nunan (1987:137) also advocates that "genuine communication is characterized by the uneven distribution of information, the negotiation of meaning through clarification requests and confirmation checks, topic nomination and negotiation by more than one speaker, and the right of interlocutors to decide whether to contribute to an interaction or not."

However, because of large class sizes, learners in traditional L2 classrooms receive only a limited amount of individual speaking practice. In addition, teachers seem to monopolize the discourse and the information predominantly flows in one direction, from

teachers to learners. The less assertive and less proficient learners receive minimal output opportunities (Chaudron, 1988; Ellis, 1990; Johnson, 1995). In particular, language learners are scarcely pushed through negotiation of meaning (Lyster & Ranta, 1997; Van den Branden, 1997). It is, therefore, important for teachers to construct interactive activities providing opportunities to actively participate in language development interaction. In addition, teachers are required to design their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context (Mackey, 1999). Through interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give-and-take exchanges of chat messages will enable them to create a discourse that conveys their intentions in real-life communication (Shumin, 1997).

Thus, with respect to interaction hypothesis, and to help learners exploit the language as naturally as in real-life communication as possible, this study is designed to increase interaction competence by motivating learners to interact in an authentic context with native speakers via chat program. In this way, it is anticipated that learner autonomy and face-to-face interaction (which are limited in traditional classrooms due to teacher role and number of learners) will be promoted effectively and appropriately.

2.3 Comprehensible Input and Interaction Hypothesis

Some studies have been concerned with whether and how input and/or interaction affect second language acquisition. Interactionist theories of L2 acquisition acknowledge the importance of both input and internal language processing. Learning takes place as a result of a complex interaction between the linguistic environment and the learner's internal mechanisms (Ellis, 1997). Krashen (1980) states that in order for acquisition to take place learners need to have comprehensible input. He further claims that this input must be at a stage slightly beyond the competence of the learner ($i+1$). The function of modified input and modified interaction is, therefore, to make language comprehensible so that communication can take place (Gass & Madden, 1985).

Long's interaction hypothesis also emphasizes the importance of comprehension input but claims that it is most effective when it is modified through the negotiation of meaning (1983b). He claims in his research, a study of NS-NNS oral talk, that they make use of conservation tactics such as repetition, confirmation checks, comprehension checks or clarification request to solve communication problems for comprehension (Mayles & Mitchell, 1998). Long and Robinson (1998) have subsumed the process of negotiation of meaning under the *Interaction Hypothesis*, which states that the conditions for SLA are crucially enhanced by having L2 learners negotiate meaning with other speakers, native or otherwise (cited in Blake, 2000). Among the benefits cited, these negotiations tend to increase input comprehensibility through language modifications (simplification, elaboration, confirmation and comprehension checks, clarifications requests, or recasts) --which end up providing the L2 learner with type of negative evidence deemed necessary by some SLA theories for continued language development (Gass, 1997:143; Long, 1996; White, 1991). This type of negotiation is also described in the literature as Focus on Form, and is defined by Long (1991, pp. 45-46) as follows:

"Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions."

The functions of spoken language are interactional and transactional. The primary intention of the former is to maintain social relationships, while that of the latter is to convey information and ideas. In fact, much of our daily communication remains interactional. Being able to interact in a language is essential. Therefore, teachers should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction as the key to teaching language for communication because "communication derives essentially from interaction" (Rivers 1987:xiii).

To sum up, comprehension input and interaction are essential tools in language learning. It is, therefore, a challenge for teachers to construct an appropriate learning environment to promote interaction and allow students to communicate meaningfully. In addition, negotiating of meaning being used during communication will increase

comprehension input and language learning can then develop successfully.

2.4 Comprehensible Output in Interaction

Whereas Krashen claims comprehensible input is a necessary condition for SLA, Swain (1985) argues that comprehensible output also plays important role in SLA. He feels that learners must also be given the opportunity to produce a compressible output. According to Swain (1985:252), the role of output is "to provide opportunities for contextualized, meaningful use, to test out hypothesis about the target language, and to move the learner from a purely semantic analysis of the language to a syntactic analysis of it." This hypothesis has been refined and developed by Swain and Lapkin (1995), who claim that the activity of producing the target language is a mechanism that enables learners to notice a gap (a linguistic problem) in their existing interlanguage capacity. Once noticed it pushes them to consciously reprocess their performance in order to produce modified output. Swain (1995, 1998) argues that language production gives learners the opportunity to reprocess and modify their performance toward comprehensible output and prompts learners to stretch their current interlanguage capacity in order to fill the gap by having to actually produce language forces learners to think about syntax.

Van den Branden (1997) studied the effects of negotiation on language learner's output and reported that participants modified their output during negotiations which were determined by the type of negative feedback they received, and that negotiations also had significant delayed effects. According to these findings, Van den Branden (1997) argues that L2 learners enhanced performances is primarily determined by the frequency of negotiation routines they are engaged rather than their level of language proficiency. In addition, he emphasizes that negotiation obviously increased the learners' production level. Also, through negotiation routines, learners can be pushed to the production of output that is more complete and accurate, far more than merely comprehensible. Similarly, Lyster and Ranta (1997) assert that "negotiation involves... the provision of corrective feedback that encourages self-repair involving accuracy and precision and not merely comprehensibility."

According to the output hypothesis, it seems that opportunities are needed for

learners to have for output during interaction to facilitate SLA. However, in many second language classrooms, learners often observe the output but rarely produce their own output. Regarding to all the results from the previous studies, opportunities to produce output seem to be crucial in improving a learner's use of the target structure, and negotiation promotes output production. Language instruction is, therefore, necessary to allow learners to participate in interaction that offers opportunities for negotiation to take place.

2.5 Negotiation of Meanings and Language Learning.

The term 'negotiation' is defined as "the modification and restructuring of interaction that occurs when learners and interlocutors anticipate, perceive, or experience difficulties in message comprehensibility" (Pica, 1994:494). In Gass's words (1997:107), "negotiation refers to communication in which participants' attention is focused on resolving a communication problem as opposed to communication in which there is a free flowing exchange of information". Jepson (2005) defines negotiation of meaning as a cognitive process that speakers use to better understand one another, that is, to increase the comprehensibility of language input.

According to the Interaction Hypothesis (Long, 1985; 1996), interactive negotiation of meaning facilitates comprehension and the development of L2. During conversational exchanges, to resolve their miscommunication, learners regularly contribute the strategies of negotiating for meanings such as confirmation checks clarification requests. Many researchers have proposed that negotiation of meaning is inevitable between speakers and listeners, because the process of communication needs the expression of a message, its interpretation and negotiation of its meaning.

Pica (1994) claims that meaning negotiation can help learners accomplish their language learning by helping them make input comprehensible and modify their own output and by providing opportunities for them to access L2 form and meaning. Long also states that negotiation of meaning benefits comprehension and that negative feedback obtained during negotiation may facilitate L2 development, at least for vocabulary, morphology, and language specific syntax. As cited above, these negotiations tend to increase input

comprehensibility through language modifications such as simplifications, elaboration, confirmation and comprehension checks, clarification requests, or recasts. These language modifications provide the L2 learner with negative feedback to facilitate L2 development (Gass, 1997; Long, 1996.) Long and Robinson (1988) have subsumed this process of negotiation of meaning under the Interaction Hypothesis, which states that the conditions for SLA are crucially enhanced by having L2 learners negotiate meaning with either an NS or NNS.

Ellis (1990), on the other hand, indicates that having opportunities to negotiate meaning whenever learners experience difficulties in communication foster L2 acquisition efficiently, but that the evidence to support this is indirect and slightly meager. Sato (1986) argues that the role of interaction in language acquisition is far more complex than has been conceived thus far. Though negotiation of meanings serves a conversational function, it cannot account for all L2 learning (Pica; 1994). Therefore, as Long (1996) points out, it is advisable to see the role of interaction, not as a cause of acquisition but a facilitator. Taken as whole, it seems that meaning negotiation can have positive effects on L2 development.

To sum up, negotiation of meaning can be promoted in an English classroom when the teacher constructs an interactive learning environment with appropriate communication tasks. Practicing interaction during communication exchanges in the classroom have been used in Thai EFL classrooms to improve learners speaking ability. However it may be more challenging to employ synchronous CMC (real-time communication) into English classrooms as a way to promote meaning negotiation, by encouraging learners to use English to communicate with native speakers via a chat program.

2.6 The Role of Computer Technology in the Language Classroom

In recent years, computer technology, particularly the Internet, has begun to play an important role in education. The possibilities for computer enhanced language learning have been on the forefront of educational studies (Chafe, 1999). Many language instructors feel that the use of technology changes the dynamics of their classrooms. Tiene and Luft (2001-2002) studied the effect of computer technology in language learning and reported

that computers encouraged the learners to cooperate with one another. Learners had the opportunity to work on their own, and teachers were able to individually assist learners who needed more help. This learner-centered approach also allowed learners to follow their own interests and progress at their own pace resulting in a higher motivation for the tasks at hand. Tiene and Luft (2001-2002) summarized the benefits of using technology in the classroom as follows:

- 1 improved technology skills for both teachers and learners
- 2 better individualization of student assignments
- 3 more emphasis on independent student work
- 4 student interaction increased and cooperative learning was enhanced
- 5 teachers felt better able to dynamically present materials to the class with technology
- 6 working in a technology-rich environment was rewarding for teachers
- 7 teachers perceived themselves to be more effective
- 8 student learning seemed to have been enhanced

Similarly, Ivers (2003) describes the advantage of technology in the language classroom as follows;

“Technology is a tool to help teachers gather and learn new information, locate lesson plans, participate in collaborative projects, engage in peer discussions and teaching forums, manage learners records, and create instructional materials and presentations...similarly, technology is a tool to help learners gather and learn new information; participate in lessons and collaborative projects; engage in peer discussions and real-world learning experiences; manipulate, organize, and evaluate information; and create projects and presentation. It is a learning source that many learners may not have at home and often fail to benefit from in many classroom environments.”

(Ivers; 2003, p. 2)

There are many studies supporting the use of technology in the classroom. Studies have shown technology to be effective for teaching and learning with all levels of learners, including those with special needs (Howell, 1996; Holzberg 1998; Palloff & Pratt 1999; Xin 1999). Some studies reported that using technology can increase student achievement across a variety of subject areas (Christmann & Badgett 1999; Isernhagen 1999; Middleton & Murray, 1999).

In addition to increasing learner achievement, technology can improve learner motivation (Marr 2000; Okoto & Ferretti 1998). Researchers have found that learners using technology have increased self-confidence and higher self-esteem and are more successful and motivated to learn (Sivin-Kachala & Bialo 1996; Wishart 2000). Learners perceive computers as having a positive effect on their learning (Liu, Macmillian, & Timmons 1998) and are more likely to exhibit on-task behavior when technology is involved (Sivin-Kachala & Bialo 2000).

Warschauer and Healey (1998) divide the history of computer use in language learning into three main stages, behaviouristic, communicative, and integrative. Behaviouristic computer assisted language learning (CALL) emerged in the 1950's and involved drill and practice, grammatical explanations, and translation tests. In the late 1970's and early 1980's, communicative CALL was developed and focused largely on the use of the target language with text reconstruction and simulation. With a greater interest in language use in more "authentic social contexts" (Warschauer & Healey 1998), came the move towards integrative CALL, which involved authentic uses of the language with the language skills of listening, speaking, reading, and writing.

Generally, these three stages seem to have followed the evolution of language learning approaches. The use of computer-mediated communication (CMC) is more recent, and seems to fit with the current trend of language learning, the communicative approach. Warschauer and Healey (1998) postulate that it was the advent of Computer Mediated Communication which has changed the way computers are used in the second language classroom.

2.7 Computer-Mediated Communication (CMC) and Online Chat in Language Learning

In the age of rich technology, the method of communication has changed. Computer-Mediated Communication (CMC) has been used widely to communicate all over the world. Electronic mail is widely used instead of letter writing. Similarly, chat, a form of synchronous CMC where one can have a conversation with one or more people in real time, is now used widely instead of the telephone. On the other hand, CMC has been integrated into language in language teaching and learning as a tool.

Computer Mediated Communication (CMC) is defined as "communication that takes place between human beings via the instrumentality of computers" (Herring, 1996). Warschauer (1999), on the other hand, restricted the term to modes in which people send messages to individual groups. Murray (2000) restricted Herring's definition by modifying communication to include only text-based modes. This definition also allows for the binary division of CMC into synchronous and asynchronous modes. In synchronous modes of CMC, such as chat programs, communication occurs in real time where participants react simultaneously in the same session. Asynchronous modes of CMC, such as e-mail and bulletin boards, do not require participants to be on line at the same time.

Chat is a two-way form of synchronous computer-mediated communication (CMC), a dialogue in real time as we keyboard or speak our words, an online conversation between two or more people (Almeida d'EÁa, 2002). Texts typed in a line of conversation in the window can be seen immediately by the other person so that they can reply straight away. Using chat means that the target language is learned by interacting with people (native or non-native speakers) in real time) using the language of the language of the real world (Almeida d'EÁa, 2002). Chat environments have been found to be advantageous over face-to-face interactions that are conducive to SLA. For example, as learners interact, they can monitor and edit their language. In addition, they can review their produces in chat logs after the chat sessions (Kern, 1995; Ortega, 1997; Pellettieri, 2000). This aspect of chatting may promote "noticing," an important principle of SLA research which is described by Swain and Lapkin (1995):

In producing the L2, a learner will, on occasion become aware of (i.e., notice) a linguistic problem (brought to his/her attention either by external feedback (e.g., clarification requests) or internal feedback). Noticing a problem "pushes" the learner to modify his/her output. In doing so, the learner may sometimes be forced into a more syntactic processing mode than might occur in comprehension. (p. 373)

Also, Kern (1995), Chun (1994) and Warschauer (1996b), favour chat interactions for their equalizing effect which may facilitate SLA. They noted a decentralization of the instructor and a greater role for the learners in managing their discourse. Kern (1995) observed that the direction of learners' discourse is different from face-to-face: there are more exchanges in student to student rather than in teacher-student. These studies indicate that shy learners who are generally dominated in discussions by confident learners and the teacher can easily take the floor when chatting.

A number of researchers in the field found some similarities between chatting, text-based interactions via computer, and face-to-face interactions. Tudini (2002) regards text-based chat as the way people actually talk via the computer. Though real-time chat seems to lack many aspects of oral interaction as speakers do not actually use their mouths to speak, they do not integrate the various physical aspects of talking, for example, with other aspects of oral interaction. Non-verbal components of communication, such as facial expression, context, and pragmatics of oral interaction, are also missing. Despite the apparent lack of contextual support in text-based communication, it is, however, suggested in some researches worthwhile and motivating activity for interlanguage development, especially as a bridge to oral interaction (Tudini, 2002).

In addition, previous researches on CMC have demonstrated several advantages of using CMC in promoting communication exchanges. These studies show that, during CMC chats, learners report reduced anxiety about participating and increased motivation for using the target language, both of which result in greater quantities of target language production (Beauvois, 1992; Chun, 1998; Kelm, 1992; Kern, 1995). These findings point to

the suggestion that synchronous CMC allows language learners to be involved in an active learning environment, where they can experience more opportunities for input in a target language and modify their current interlanguage capacities.

Some studies also claim that learners participated more during on-line discussions than they usually do in oral discussions (Beauvois, 1992; Kelm, 1992; Kern, 1995). Kern concludes that learners created more turns and produced more words and sentences in the computer-mediated discussion than in the oral discussion. Kelm and Beauvois, on the other hand, report increases in the participation pattern of shy, low-motivated and unsuccessful language learners in electronic discussions who are less willing to participate in teacher-led discussions.

To sum up, chat, a form of synchronous CMC, constitutes a stimulus for increased written L2 production, strong motivation, equal participation, a text-based medium that amplifies student's attention to linguistic form. In addition, language practice through CMC can facilitate the development of interactional competence and even grammatical competence. Moreover, the task-based synchronous CMC can foster the negotiation of meaning as beneficial to SLA as oral interaction.

2.8 Related of Previous Studies

Computer-mediated communication (CMC) was reported in numbers of previous study that it is benefits to language learning in many ways: it facilitates communication (Cooper & Selfe, 1990), reduce anxiety (Kern, 1995; Sullivan, 1993), increase oral discussion (Pratt & Sullivan, 1994), develop the writing/thinking connection (Warschauer, Turbee, & Roberts, 1996), facilitate social learning (Barker & Kemp, 1990), promote egalitarian class structures (Cooper & Selfe, 1990; Sproull & Kiesler, 1991), enhance student motivation (Warschauer, 1996a), and improve writing skills (Cohen & Riel, 1989; Cononelos & Oliva, 1993).

Also, the findings in earlier researches indicate that online chat, synchronous CMC, can facilitate the development of socio-linguistic and interactive competence (Kern, 1995; Chun, 1997). Kern (1995) studied the amounts of different discourse patterns and the

characteristics of discourse for the networked computer mediated discussion compare to oral discussion. He reported that learners produced more turns and sentences and used a greater variety of discourse structures in the networked computer mediated communication than learners in the oral discussion did. Chun (1998) also illustrates that CMC is an effective medium for facilitating the acquisition of the discourse skills and interactive competence. His study, investigating the language production of first and second semester learners of German, shows that learners produced a wide range of discourse structures and speech acts, and that the learners' interact directly with each other with minimal pressure on response time and without the psychological pressure of making mistakes or looking foolish.

Negotiations, as reported in the synchronous CMC literatures apparently, tend to follow a similar pattern to those evidenced in face-to-face literature. Smith (2003) builds on Varonis and Gass' (1985) model of negotiation within the CMC context and proposes an expanded model of "computer-mediated negotiated interaction." He studied negotiation sequences based on the chat negotiations of learners of English working in pairs on jigsaw and decision making tasks and found that negotiation sequences are composed around one-third of total turns, confirming previous research by Pellettieri (2000). Also, he finds that lexical problems are the main triggers for negotiation, as in previous face-to-face literature.

Tudini's (2003) examined open-ended conversations regarding a set topic between Italian NSs and NNSs in text chats. He discovered that speakers engaged in modified interaction, triggered mainly by lexical confusion, which could facilitate SLA. Similarly, Toyoda and Harrison (2002) investigated open-ended text chat conversations between Japanese NSs and NNSs and discovered several triggers for repair moves and recommended that teachers attend to those triggers in task-based interaction. In light of these studies, the conversational mode of chat interaction is possibly significant to interactionist theories of second language development. Language learners may benefit from the opportunity to negotiate meaning in entirely authentic target language settings. Furthermore, authentic, conversational settings, which are typical of many online text and voice chat rooms, are often the most practical and accessible for people across the globe whom are attempting to learn English.

Tudini's (2003) research is more closely related to the conversational variable of the present study, in that the research explored open-ended conversations regarding a set topic between Italian NSs and NNSs in text chats. Tudini discovered that speakers engaged in modified interaction, triggered mainly by lexical confusion, which could facilitate SLA. When investigating open-ended text chat conversations between Japanese NSs and NNSs, Toyoda and Harrison (2002) also discovered several triggers for repair moves and recommended that teachers attend to those triggers in task-based interaction. In light of these studies, the conversational mode of chat interaction is possibly significant to interactionist theories of second language development: Language learners may benefit from the opportunity to negotiate meaning in entirely authentic target language settings. Furthermore, authentic, conversational settings, which are typical of many online text and voice chat rooms, are often the most practical and accessible for people across the globe whom are attempting to learn English.

According to the previous study mentioned above, it is assumed that synchronous CMC is a benefit to language competence development. Much research has investigated the effects of CMC in language learning. However, little research has examined the effectiveness of CMC in Thai EFL context. It is, therefore, a challenge to integrate CMC into Thai EFL classrooms and investigate the result.

Chapter 3

Methodology

This study aims at investigating meaning negotiation strategies and the effects of synchronous CMC in enhancing a students' communicative competence. In this chapter, the methodology is described in each component as follows:

3.1 Participants

3.2 Instruments

3.3 Procedure

3.4 Data Analysis

3.1 Participants

The participants in this study were Matayom 6 (the twelfth grade) students of Rasanupradit-anusorn School, Trang. There were 12 students, male and female, whose ages range from 17-18 who volunteered to participate in the research project. Most of them were at a pre-intermediate level of English proficiency. To ensure that students would be comfortable using computers and the chat program for the study, they were provided with a training session on how to use Yahoo Messenger for synchronous chatting at a distance prior to the study.

Native English speakers also participated in this study and interacted with Thai students during the online communications. These native speakers were 12 educators from Vermont, USA, who volunteered to help in the study. These native speakers were informed about the study and provided with the communication tasks prior to the study. They then signed into the chat program and talked with students on specific topics within the given timetable.

3.2 Instruments

This study aims to investigate the use of a chat program in promoting students' communicative competence. The study also examined student opinions, perceptions towards the chat program in learning English. The following research instruments were applied in this study for qualitative and quantitative data collection.

Pre- and Post-Questionnaires

Pre- and post-questionnaires based on the self-rated, Likert scale, were used to assess the students' English ability, interest, and confidence. Pre-model surveys were used to gain baseline information on demographics and student attitudes, while post-model gathered opinions about perceived advantages and disadvantages of synchronous CMC, real-time chat, in learning English. The questionnaires comprised rating scales and open-ended questions for more useful information (see Appendix A and B).

The Semi-Structured Interview

Semi-structured interviews are well suited for case studies because they include specific, well-defined questions determined in advance, while at the same time allowing for elaboration of responses and subsidiary questions (Sudman, 1982). They are also useful tools for eliciting opinions, feelings, and values (Merriam, 1988; Patton, 1990). In this study, a semi-structured interview was used to investigate students' opinions about their learning experience via the chat program. Each student was asked open-ended interview questions which are designed to motivate students to talk about the *class* and the learning environment. The interview was audio recorded and analyzed during the last week of the study. Also, native speaker volunteers in this study were interviewed via e-mail to gather their feedback on students' learning (see Appendix C).

Student Profiles

The written discourse transcripts that were produced in chat windows were collected as a profile for each student in order to examine the strategies of negotiating for meanings and the language development at the end of the study.

The Chat Program, Yahoo Messenger

Yahoo Messenger is a free chat program which is widely used and capable for synchronous communication between two or more Internet users using Windows or Macintosh computers. Yahoo Messenger was used to run the research as it was reported has a good potential for second language learning (Cziko & Park, 2003). Another reason for using this program is that it can easily record all of the written transactions entered in a chat window. This provides the researcher with an instantaneous transcript of all user exchanges, and all the written transcripts can conveniently be printed.

Yahoo Messenger is a very versatile program, which provides both one-to-one and multiparty text chat as well as one-to-one audio and video conferencing. The program can be used in three different environments: Instant Message, Conference, and Chat Room. The instant message environment is for one-to-one communication. In this study, the communication was in text-based chat using instant message where participants could interact with native English speakers one-to-one. The chat window is shown in Figure 1.

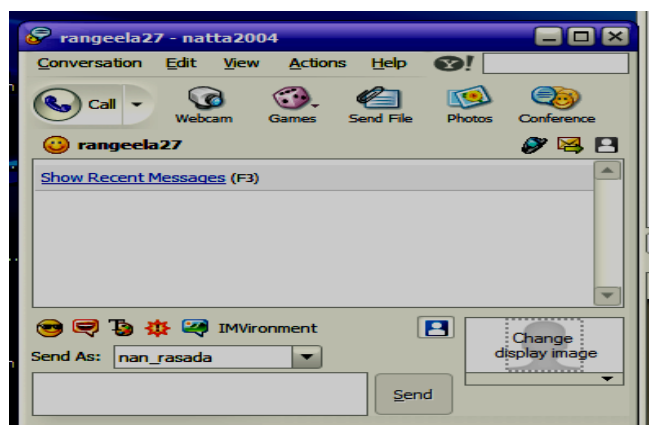


Figure 1. Yahoo Messenger chat window

Communication Tasks

This study aims to investigate how students engage in negotiation for meanings during conversational exchanges with native speakers through text chat. Communication tasks, therefore, are essential for students so that they can achieve the goal of this study.

Conversations have been studied for some time by researchers interested in language behavior, language acquisition, and social interaction, and some of their main features have been identified (Carroll, 2004). It is claimed that an effective way to assist language learning in the classroom or to study the processes of second language acquisition (SLA) is revealed and validated through the use of communication tasks (Pica, Kanagy, & Falodun, 1993; Nobuyoshi & Ellis, 1993). Classroom and research activities, therefore, should be structured to provide a context whereby learners not only talk to their interlocutors, but also negotiate meaning with them (Pica, Kanagy & Falodun, 1993). Consequently, eight communication tasks (see appendix D) were designed with a variety of topics according to Pica's model in order to support the purpose of this study. The open-ended tasks were developed according to the content areas of communication for Grade 12 Thai students which were arranged from basic to more complex. All participants were informed about the tasks prior to the experiment.

All instruments, namely, pre-post questionnaires and semi-structured interview were validated by two EFL experts.

3.3. Procedure

Preparation stage

Time table of experiment

Timing is an important issue in the global classroom, in terms of course dates and synchronous learning opportunities (White, 2003). Smith and Salam (2000) noticed that as the timing of academic terms varies around the world, it is impossible to establish the dates and duration for an online language course which will suit all audiences. Timing is even more complex when online language schools include synchronous learning

opportunities. To anticipate this difficulty, times and dates were fixed and agreed on by both native speakers and Thai students prior to the study conduct.

CALL Procedure

Twelve computers were required and set up to access an internet system in the self-learning center for the study. Each computer was downloaded to the chat program, Yahoo Messenger. Prior to the project, participants were given a "Students' computer skills survey" (see appendix E) to identify individuals requiring special assistance with hardware or software. Based on survey results, computer training was given in basic skills needed for the study (i.e. typing, opening and closing files, saving documents). Documents were also developed to introduce participants briefly on Internet etiquette and how to access and use the chat program. Pre-activities were provided to ensure participants have enough skills and to decrease their anxiety when the program is run. Participants were allowed to use computers to practice computer skills when they had free time.

Experimental stage

The study was conducted for eight weeks in the middle of February – April 2007. During the experimental stages, the participants (students) and their partners (native English speakers), met online twice a week for a total of 16 chat sessions. Another two sessions were provided Thai students each session for instruction and feedback on their chat experiences. Thai students and native speakers were paired up as partners randomly prior to the study for convenience to arrange them to meet online. Also, as native speakers would be asked to give feedback on each student learning, it was helpful to have the same partner throughout the study. Before beginning chatting in each session, instructions for the given task were explained to help ensure clarity of task directions. In each round, students were asked to chat with their native speaking partners for 45 minutes using a synchronous chat program, Yahoo Messenger. All written discourses entered in the chat window were recorded and all the written transcripts were printed for data analysis. At the final stage after the chat and feedback sessions (week 8), the students were surveyed with a questionnaire

to gather opinions about perceived advantages and disadvantages of learning English via the chat program. The questionnaires consisted of rating scales and open-ended questions for more useful information. A semi-structured interview was administered to encourage students to share experiences they have engaged in during the chat. Additionally, the native speakers were interviewed to gather feedback on students' language learning.

3.5. Data Analysis

Pre- and post-questionnaires

Quantitative data for this study came from pre and post-questionnaires. A t-test for correlated samples was performed on the Likert scale ratings for pre- and post- model questions with the same or very similar wording in order to determine whether there were statistically significant differences between the pre-model and post-model mean scores.

The students had to rate each statement according to their opinions and preference. The criteria of preference evaluation were as follows.

4.51 – 5.00	Strongly agree
3.51 – 4.50	Agree
2.51 – 3.50	Neutral
1.51 – 2.50	Disagree
1.00 – 1.50	Strongly disagree

Semi-structured interviews

The majority of qualitative data came from formal semi-structured interviews which were recorded and transcribed during the last week of the study. Students' feedback during the interview was examined qualitatively for their learning experiences and language development on synchronous CMC, real-time chat. In addition, native speakers' feedback on student learning and language development during online interaction was recorded and qualitatively examined.

Learner Profiles (Transcripts of Written Discourse)

The transcripts of written discourse from each chat session were recorded as a profile of each student for a total of 16 sessions. The conversation exchanges that appear in the chat window were then examined quantitatively and qualitatively for the in two aspects, namely, negotiation or meanings and language improvements

1) Strategies of Negotiating for meanings

The numbers of total turns and negotiations made by each student from each chat session were calculated for quantitative analysis. A turn was counted each time when "floor" is transferred from one participant to the other, regardless of its length. The number of negotiations in each session was frequency counted and then found out the mean score using SPSS for Windows.

The strategies of negotiating for meanings, for qualitative analysis, were categorized in the light of meaning negotiation based on Long's (1996) definition of negotiation as the following.

Table .1 Long's definition of negotiation

Negotiation of Meaning	
Types of Negotiations	Example
<p>1. Comprehension checks (COMP C)</p> <p>Asking if the other person understood what was said or written and generally expects the person to acknowledge that he has understood.</p>	<p><i>Do you understand?</i></p>
<p>2. Clarification requests (CR)</p> <p>Requesting clarification or meaning of a previous statement. Requesting a definition of a word or phrase in the target language (TL).</p>	<p><i>What do you mean by X?</i></p>

<p>3. Confirmation checks (CC)</p> <p>Asking for confirmation of a previously made statement to be sure s/he has understood correctly.</p>	<p><i>Did you mean/say X?</i></p>
<p>4. Self-repetition or paraphrase (SR/P)</p> <p>Correcting an error made by another speaker or self-correction of one's own error.</p>	<p>Which / plɪ:s / uh, / plɪ:s /, uh which landmark can I visit</p>
<p>5. Incorporations (I)</p> <p>Confirming a statement when someone requests confirmation.</p>	<p>Yes, I mean X. (in response to a clarification request)</p>

2) Language Improvements

Engaging in a communication task provides students with opportunities to develop insights from their interactions into linguistic form that will enable them to extend their linguistic skills to the performance of new tasks. Afterwards, those insights will be developed into the learning process that will enable them to organize their learning to its best effect and will derive maximum learning advantage from occasions of second language use (Little, 1996). Consequently, it was assumed that by participating in this study, students would improve their English later on. To answer this question, data from two sources of information were analyzed. First, the selection of transcripts from week 1, 5 and 8 (session 1-2, 9-10 and 15-16) were qualitatively analyzed for whether or not students' language competence is developed. The evidence counted was form, self-correction, and quality of negotiation produced in each chat session. The features were qualitatively analyzed using a descriptive method. Secondly, feedback from native English speakers was analyzed to see if it would support the evidence.

Analysis Framework

Forms

The role of native English speakers in this study was to be a facilitator to help students produce language as much as possible. During conversation exchanges, if students made some errors, the native English speakers could assist with linguistic problems by providing them corrective feedback. In language acquisition, the term feedback refers to the information given to learners that they can use to revise their interlanguage (Ellis, 1994). This is a benefit because students can realize their error and immediately correct components while still maintaining the central meaning of the message (Long, 1996). See the examples below;

Example:

NNS: And in the center-yeah, the two bottle.

NS: Two bottles?

NNS: Two bottles. I'm sorry.

Self-correction

In addition to monitoring partner messages, students would do a good deal of self monitoring. They would be more aware of conveying correct statements. Therefore, before giving up a conversational turn, learners would repair typographical and/or spelling errors, and also repair errors involving morphological agreement. Furthermore, they repaired their utterances to make syntactic elaboration, as shown in the example below, thus pushing their utterances to a more advanced syntax.

Example: Self-correction (1)

NNS: We have two vacation in Thailand.

NS: I see

NS: How long do the vacations last?

NNS: First vacation is about one month.

NS: I see

NNS: And second vacation is about two month.

NNS: Sorry, two months.

Self correction (2)

NNS: ...there are one man and one woman they have food

NNS: they have food?

NNS: yes, they are have food

NNS: they are sit on the chair

NNS: they are sitting at a table.. they are having food

NS: in my picture they don't eat food

Quality of negotiation of meanings

There are various ways in negotiating for meaning. Students may just use the simplest way to request clarification by saying "What?" However, to measure if the potential language used was developed, it was expected that students would produce more complex sentences over the time. For example, instead of saying "What?", they would say "What do you mean?"

As mentioned above, this study aimed at examining the strategies of negotiation for meaning and the effectiveness of CMC in language learning. The methodology of this study, therefore, was carefully designed to serve the purposes of the study.

Chapter 4

Findings

This study aimed to investigate the strategies of negotiating for meanings the students employed during the conversational exchanges with NSs via a chat program as well as their language improvement. In addition, the chat program itself is valued by the students as to whether or not it is a utilitarian tool in language learning. This chapter presents the analysis of the data gathered from transcripts of conversational exchanges, pre-post questionnaires and interviews.

The analysis is presented following the order of the research questions. First the analysis of the data from transcripts of conversational exchanges and evidence of strategies of negotiation for meaning, are presented. Then the indication of language improvement examined from conversational exchanges and interviewing native English speakers is presented in response to the second research question. Lastly, the analysis concluded from the questionnaires and from interviewing the students and NSs is presented as the supplement to the third research question: students' attitude towards using a chat program as a medium in language learning.

4.1 Strategies of negotiating for meanings

4.1.1 Numbers of negotiations

As mentioned, this study aimed at investigating Thai students' strategies of negotiation for meanings arisen from conversational exchanges. Twelve students participated in the study at first however, due to the commitment to their study, only eight of them were able to meet the total of 16 chat sessions. Thus, the strategies that eight students contributed during the study were examined and classified into five categories, namely, Comprehension checks (COMP C), Clarification requests (CR), Confirmation checks (CC), and Incorporations (I). With 16 chat sessions and a total of 4,587 turns submitted by each

student participating in this study, 178 negotiations were evident. Table 2 provides a breakdown of the total number of chat sessions and categories of negotiations per student.

Table 2. Strategies of Negotiating for Meaning submitted by students during conversational exchanges with NSs

Students	Total Turns 16 sessions	Types of negotiation					Total	%
		Comprehension checks (COMP C)	Clarification requests (CR)	Confirmation checks (CC)	Self-repetition (SR/P)	Incorporations (I)		
1	571	-	7	1	2	6	18	3.15
2	803	2	12	2	16	13	49	6.10
3	567	-	5	-	11	2	18	3.17
4	496	2	4	1	7	4	18	3.63
5	624	-	10	1	9	2	22	3.53
6	487	4	10	1	2	5	22	4.52
7	451	-	8	2	4	6	20	4.43
8	588	2	4	1	3	1	11	1.87
Total	4587	10	60	9	54	39	178	3.88
%		5.62	33.70	5.05	30.34	21.91		

Based on the information from Table 2, the proportion of negotiations ranges from 5.05% to 33.70%. The strategy that students employed the most during the conversational exchanges was clarification requests (33.70%). In contrast, confirmation checks was generated the least during the conversational exchanges (5.05%). Additionally, the result

shows that each student contributed various types and numbers of negotiations. Among 8 students who participated in this study, student no. 2 employed the most frequency of negotiations (49) whereas student no. 8 employed the least frequency of negotiations (11).

In this study, different topics of communication tasks were provided for students and their partners differently for each week (see Appendix D). The result indicates that the frequencies of negotiations generated were varied each week. The students employed the most frequency of negotiations in week 6 where the students and NSs discussed about environment, 32 negotiation turns were evident. The information is presented in Figure 2.

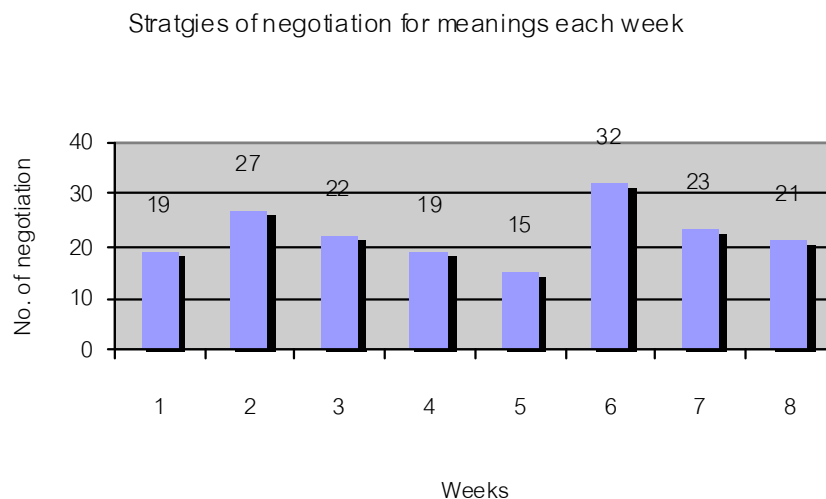


Figure 2. Analysis of strategies of negotiating for meanings employed each week

In summary, the discourses generated during conversational exchanges between students and native English speakers showed that the chat program has potential for language learning and fosters the negotiation of meanings. Various types and numbers of negotiations were employed by students during conversational exchanges. The discussion of the findings is presented in the next chapter.

4.1.2 Types of Negotiations

4.1.2.1 Comprehension checks

According to the evidence found in the chat sessions, students and NSs initiated strategies of negotiating for meanings using comprehension checks in order to keep the conversation flowing, and to resolve communication breakdowns. Example 1 presents the routines of comprehension checks initiated by the students to ensure that NSs understood their messages.

Example 1. Students' comprehension check and NSs' acknowledgement

Extract 1. (Student No.6, Week 3, Topic: Weather)

- S: *By the way, have you ever been a part time job?*
- NS: *Lots of them over the years. None for a long time though since I have been teaching. Have you?*
- S: *No, I'm haven't because I help my parents do home work, cook, clean.*
- S: *Can you understand me?*
- NS: *Yes. You are telling me that you can't get a part time job because you are busy helping out your parents at home. Right?*
- S: *Yes Gerry.*

Extract 2. (Student No.4, Week 7, Topic: Sports)

- S: *Are there competition the time at school?*
- NS: *Competitions happen after school.*
- S: *This is competition one per year.*
- S: *Do you understand?*
- NS: *Yes I do.*

S: *Do you have competition athletics at school?*

NS: *Yes we do.*

4.1.2.2 Clarification requests

As mentioned in Chapter 1, students had limited opportunities to interact with NSs using the target language. In addition, NSs elaborated plenty of new vocabulary on each topic that students had never evoked. Thus, clarification requests were the most frequent strategies contributed during the chats (60). Example 2 presents clarification requests that students initiated over semantic issue.

Example 2. Students' clarification request

Extract 1. (Student No.5, Week 3, Topic: Weather)

NS: *We don't have to speak to student about the way they dress.*

NS: *if they wore uniforms.*

NS: *Students in the United States dress very casually.*

S: *I don't understand*

NS: *Students wear Tee shirts, shorts, sandals*

NS: *sometimes the tee shirts are very tight*

S: *Oh I see*

NS: *or they show their belly*

NS: *Boys sometimes wear jeans or pants that are falling off them.*

S: *Thank. I see*

Extract 2. (Student No.2, Week 6, Topic: Environment)

NS: *There are laws on disposal of hazardist waste. Like paint, oil,*

NS: *Our drinking water in Vermont is good.*

- S: *From factory.*
- NS: *No from facet. Also they sell bottled water.*
- S: *I'm sorry. What does disposal mean?*
- NS: *get rid of.*
- S: *Oh! I see.Thanks.*

4.1.2.3 Confirmation checks

Confirmation check is generally used to ensure if ones understand one another correctly. However, according to the recorded transcripts, this strategy was employed the least compared to other strategies. As illustrated in example 4, the NS told the student that she liked Fall the most. However, the student seemed to be confused about Fall and Spring She then confirmed if she understood the messages correctly.

Example 4. Students' confirmation check

Extract 1. (Student No.8, Week 2, Topic: Weather)

- S: *In your opinion, which season is the most beautiful?*
- NS: *Fall because the leaves on the trees turn to red,
orange and gold.*
- S: *Do you mean in the spring?*
- NS: *In the spring the trees start to grow their leaves they are green.*
- S: *Oh! certainly.*

Extract 2. (Student No.2, Week 8, Topic: Vacations)

- NS: *What was your last vacation?*
- S: *Did you mean "when"?*
- NS: *yes, sorry*
- S: *I went to the sea last month.*

- S: *It's very fun.*
- NS: *Wow. How long were you at sea?*
- S: *Just one day.*

4.1.2.4 Self-repetition or paraphrase (SR/P)

When students produced discourses as they communicated with NSs, due to time and slip on keyboard, they sometimes generated wrong words or phrases which might convey incomplete thought or unclear messages. However, they primarily noticed their mistakes and immediately repeated or paraphrased their own discourses as shown in Example 5.

Example 5. Students' self-repetition/paraphrase

Extract 1. (Student No.2, Week 7, Topic: Sports)

- S: *Tagraw can use head,elbow*
- NS: *I see, is there a ball that you play with?*
- S: *They can use foot, knees and shoulder.*
- NS: *wow, that must take a lot of skill*
- S: *Yes, there is.*
- S: *Player have to kci*
- S: *I'm sorry.*
- S: *Player have to kick the ball over the net.*
- S: *It's like volleyball.*
- NS: *I see, I love volleyball!*

Extract 2. (Student No.1, Week 7, Topic: Sports)

- S: *How many people in baseball team?*

- NS: *That I know the answer to - 9.*
- S: *Can you tell me about play baseball ?*
- S: *I mean how to play baseball.*

4.1.2.5 Incorporations (I)

As mentioned earlier, to ensure that they understood the students' messages correctly, NSs regularly employed confirmation checks during the chat sessions. Thus, there was evidence that students reacted to NSs by using incorporations strategy to confirm the statements. The examples are presented below:

Example 6. Students' incorporation

Extract 1. (Student No.3, Week 2, Topic: Home)

- NS: *what kind of dog is Boboe*
- NS: *?*
- S: *It is bangkaew.*
- NS: *what color is she?*
- S: *It is write.*
- NS: *do you mean white?*
- S: *yes, Thank you.*
- NS: *your welcome!*

Extract 2. (Student No.8, Week 4, Topic: Education)

- NS: *When do you get your homework done?*
- S: *I do homework after back to school.*
- NS: *You mean at home?*
- S: *Yes.*

4.2 Language improvement

To investigate whether or not students' language improved, two sources of data were analyzed. Firstly, chat transcripts collected from week 1, 5 and 8 (sessions 1-2, 9-10, and 15-16) were collected and examined the indications of language improvement in terms of linguistic form, self-correction and quality of negotiations. Secondly, the information from interviewing both native English speakers and students were also used to support the results.

4.2.1 Form

Form is a linguistic feature that Thai students experienced difficulty in producing output correctly in terms of grammar. According to the evidence found in the transcripts of chat windows, students monitoring and noticing forms on NS's messages helped them compose sentences in the correct forms that conveyed a better understanding to their partners. However, as the conversational exchanges were mostly focused on meaning, NSs rarely provided students corrective feedback on morphological and syntax. Thus, language improvement in terms of form or grammatical can be slightly shown comparing to other linguistic aspects. The following are examples of students' language improvement in terms of forms.

Although the conversational exchange via a chat program is similar to face-to-face interaction, some oral features are missing. Thus, punctuations seem necessary to be added to convey the message correctly. Extract 1 presents that the student was aware of sentence correctness of question forms by adding a question mark at the end of the sentence.

Extract 1. (Student No.2, Week 6, Topic: Environment)

S: *people should don't cut down trees*

S: *we should save the forest*

S: *and there is no air pollution.*

S: *and the weather will be nice*

S: *do you agree with me*

NS: *that's ok*

S: *Sorry, do you agree with me?*

NS: *I do agree with you!*

In contrast, extract 2 shows that the student realized that she transmitted affirmative sentence with a question mark. The student then corrected the sentence.

Extract 2. (Student No.5, Week 4, Topic: Education)

NS: *That's a long day. Do you have any time off during the day?*

S: *Yes, I have 2 days. It's Saturday and Sunday?*

S: *Sorry.*

S: *No "?"*

English is rich and complicated in terms of grammar which is totally different from Thai structures. Students are usually confused about when and what forms should be used to express the sentences correctly and meaningfully. However, after some time monitoring the NSs output, students were able to express the messages appropriately in terms of forms. Extract 3 shows that students tried to use the correct plural forms. Extract 4 presents the example of messages that students tried to correct sentence.

Extract 3. (Student No.3, Week 1, Topic: Personal Information)

NS: *Do you have any other brothers or sisters? Or just one brother?*

S: *I have two brother and one sister.*

NS: *wow, that is a big family*

S: *I sorry, two brothers*

S: *yes, It is family big.*

Extract 4. (Student No.3, Week 4, Topic: Vacation)

S: *In Thailand student have to wear school unifrom.*

NS: *Do you like to wear a uniform*

S: *No,I don't*

NS: *What would you rather wear?*

S: *I would to wear pants and shirts.*

NS: *I see*

S: *Sorry, I would like to wear pants and shirts*

4.2.2 Self-correction

The students who participated in the study with NSs had the opportunity of monitoring their replies as well as those of their partners. The interaction was text-based, thus students had time for self-monitoring when typing and reading. From the transcripts of chat windows one can observe that before transmitting the messages, students often repaired their replies in terms of word choices, spelling errors, and morphological agreement. Their self-corrections helped convey their messages appropriately. The examples below show that when each of the students realized that the message transmitted was incorrect, she corrected it herself immediately.

Extract 1. (Student No.1, Week 2, Topic: Home)

S: *what is your color?*

S: *sorry!*

NS: *My house is made of red brick for part of it and the rest is*

painted yellow.

S: *what is your house color?*

S: *ok. I see.*

Extract 2. (Student No.4, Week 8, Topic: Vacation)

S: *I like to go the see in the summer.*

S: *Sorry*

S: *I put the wrong sea.*

NS: *That's okay!*

Extract 3. (Student No.2, Week 8, Topic: Vacation)

S: *It is very different.*

S: *Thai students don't work.*

NS: *I see.*

S: *I mean during vacation.*

NS: *I think Thai students are more focused on school which is
very good.*

S: *I agree with you but sould to some work.*

NS: *I agree. Work is good too.*

S: *I'm sorry. But they should do some works.*

NS: *yes, I understand*

4.2.3 Quality of negotiation

Written discourses that students generated during conversational exchanges showed several strategies of negotiating for meanings they employed continuously in order to keep the conversation moving. The types of strategies used were different over the time

scale. At the beginning of the chat, students tried to negotiate for meanings with NSs using simple words like 'What?', 'Yes?', or question marks. After some time, students used a variety of strategies along with more grammatical sentences to negotiate for meaning as shown in the following examples:

Extract 1. (Student No.7, Week 1, Topic: Personal information)

- NS: *I am 49 years old, but I am a cool mom to my kids and their friends!*
- S: *Ok.*
- NS: *What else do you need to know for your work today?*
- S: *?*
- NS: *Do you have class today? What do you study?*
- S: *No.*
- NS: *What is your subject of study at school?*
- S: *English.*

Extract 2. (Student No.7, Week 2, Topic: Home)

- S: *What do you like about your home?*
- NS: *I love the view of the sunsets.*
- S: *I don' understand sunsets.*
- NS: *When the sun is setting in the sky and the sky is many pretty colors.*
- S: *Thank you.*

Extract 3. (Student No.7, Week 5, Topic: Festivals)

- NS: *Please tell me about your favorite Thai festivals!*
- S: *yes*

- S: *I would like Songran festivals.*
- NS: *What do you like about Songkran?*
- S: *It's fun.*
- NS: *Do you like to get splashed and all wet?*
- S: ***What's splashed mean?***
- NS: *Getting water all over you*
- S: *Yes*
- S: *It's fun.*

Extract 4. (Student No.7, Week 6, Topic: Environment)

- NS: *What do you want to know?*
- S: *I want to know about blizzard.*
- NS: *Blizzards are very big snow storms with strong winds. They make traveling very dangerous. You can get alot of snow and the wind blows the snow so hard that you can not see very well.*
- S: *Um*
- NS: *Blizzards are very big storms but they are not as destructive as hurricanes or tornadoes.*
- S: ***destructive?***
- S: ***What does it mean?***
- NS: *Destructive means that "destroys" which means it can break or hurt something. The tsunami was destructive, it ruined building and killed people.*
- S: *Oh! I understand, thank you.*

According to the examples above, the evidence indicates that the quality of negotiations was subsequently developed by students. At the beginning of the study, students initiated simple strategies by just adding a question mark showing that they did not understand the message. Later on, they learned to generate more complex and appropriate negotiation routines.

4.2.4 Native English speakers' feedback on students' language improvement

As mentioned, feedback from native English speakers during interviewing were collected and analyzed if it corresponded to students' language improvement. In the majority of those feedbacks, all native English speakers assented that students improved their English skills. One of the native speakers mentioned in the interview that students could transmit the messages better later on as follows.

"In the beginning chatting was extremely slow. As the project moved on, the students seemed to become more comfortable as well as more able to communicate through chat".

Another native speaker also responded that the students had more confidence and were able to react to the messages as follows.

"I enjoyed working with the students. At first, they seemed very shy but each week we met they became less shy and more willing to ask questions. I had a lot of fun talking to the students."

NSs pointed out that the students' language improved as their reaction showed that they understood the messages and showed them selves to be more eager by asking for explanation of words. Moreover, they were competent to answer the additional questions that NS had for them beyond the list.

Furthermore, NSs indicated that the students' language improvements

noticeably increased. They generated more compound phrases within the chats. Also, students seemed to have more confidence in taking risks with their English when transmitting the messages using different words and sentences:

“My student really showed solid improvement over the 8 weeks. Specifically, in the early dialogues, she often used Umm...and Wow...instead of using more compound phrases. Later, she was more able to take risks with her English, and respond in complete thoughts and sentences. I hope that she was able to see the progress she has made as well.”

4.3 Student's opinions towards using a chat program as a tool in language learning

The last research question was to investigate students' opinions towards a chat program as a tool in language learning, the data were gathered from two sources; pre-post questionnaires and the interviews (both NSs and students). Pre- and post-questionnaires were quantitatively analyzed to determine statistically significant differences between the pre-questionnaire and post- questionnaire mean scores. In addition, the interviews were used to gather additional information from students at the end of the study.

The details of the data obtained for the questionnaires are divided into 3 parts: Part I, students evaluated their language ability prior and after the study, Part II, students rated their preference in learning language via a chat program, and, Part III, students responded to open-ended questions for additional information about the study. The result is shown in Tables 3, 4 and 5.

Table 3. A comparison of the mean score of pre-questionnaire and that of post-questionnaire on students' language ability

Data	No. of students	Mean	S.D	t-test	P
Pre-questionnaire	8	6.00	1.51	6.17***	.000
Post-questionnaire	8	10.87	1.55		

*** Statistically significant at .001

As illustrated in Table 3, the statistical data show that the mean score of post-questionnaire was higher than that of pre-questionnaire. The t-test, which was 6.17, indicated that a significant difference between pre and post mean score is at the 0.001 level. The results of the questionnaires in the first part showed that the students believed that their English have improved at the end of the study.

Table 4. A comparison of the mean score of pre-questionnaire and that of post-questionnaire on students' opinions toward using a chat program as a tool in language learning

Data	No. of students	Mean	S.D	t-test	P
Pre-questionnaire	8	26.37	4.86	3.77**	.007
Post-questionnaire	8	33.75	3.15		

*** Statistically significant at .001

The statistical data in table 4 show that the mean score of post-questionnaire was higher than that of pre-questionnaire. The t-test, which was 6.17, indicated that a significant difference between pre and post mean score is at the 0.001 level. Based on the statistical data, it could be interpreted that the students strongly concurred with the pedagogy, using a chat program as a tool in language classroom.

Additionally, a summary of the average mean scores of students' opinion toward a chat program as a tool in language learning is shown in table 5. To describe the findings, the following criteria of preference evaluation are used:

4.51 – 5.00	Strongly agree
3.51 – 4.50	Agree
2.51 – 3.50	Neutral
1.51 – 2.50	Disagree
1.00 – 1.50	Strongly disagree

Table 5. An analysis of the mean score of the students' opinions towards using chat as a tool in language learning

Items	Means (N=8)	S.D. (N=8)	Description of opinions
1. Chat is a useful tool in language learning.	4.75	.46	Strongly agree
2. Using the Internet is a good way to learn about different people and cultures.	4.00	.75	Agree
3. It's easier for me to contact people via text online chat than in person.	4.62	.51	Strongly agree
4. Interacting with native speakers via a chat program can improve my English writing.	4.00	.53	Agree
5. Interacting with native speakers via a chat program can improve my English reading.	4.25	.70	Agree
6. Interacting with native speakers via a chat program can improve my English speaking.	4.00	.53	Agree
7. Learning English via a chat program is easy.	3.75	.70	Agree
8. Learning English via a chat program is enjoyable.	4.37	.51	Agree
Total	4.22	0.59	Agree

Based on the data in Table 5, the overall mean score of the questionnaire was 4.22. The data revealed that most of the students acquiesced in using a chat program as a tool in language learning. There were two items of which the mean score were between 4.51 – 5.00 which indicate that the students had highly preference for a chat program as it is useful in language learning and it is easier to contact people than in person. There were five items of which the mean scores were between 4.00 – 4.50 which show that the students like learning English via a chat program because it is enjoyable as well as it helped them improve their English writing, reading and speaking. Besides, along with language learning, they

compromised the chat program provide them opportunity to learn about different people and culture. Interestingly, item no.7 which, however, was rated with the lowest mean score of 3.75 revealed that the students agreed that learning English via a chat program is easy.

To gather additional information about the study, open-ended questions were used at the end of the study. The result is shown below.

Table 6. An analysis of percentage on open-ended questions

Items	Opinions	Percentage (N = 8)
9. What do you think of this study?	<input checked="" type="checkbox"/> useful	100%
	<input checked="" type="checkbox"/> challenging	100%
	<input type="checkbox"/> discouraging	-
	<input type="checkbox"/> boring	-
10. Do you prefer learning English	<input checked="" type="checkbox"/> with computer	87.50%
	<input checked="" type="checkbox"/> without computer	12.50%
11. Would you like to learn English via a chat program in the future?	<input checked="" type="checkbox"/> yes	100%
	<input type="checkbox"/> no	-

In open-ended questions, all students agreed that the chat program experience was "enjoyable" and "challenging" (Q9). They added several reasons for liking the English learning process via a chat program. One student wrote, "It's a good way to learn a foreign language by interacting with NSs directly. I learned a lot of new vocabulary as well as culture. Another student reported that a chat program increased opportunities to produce output which helped improve her English communication skills. The majority of the students (87.50%) preferred to learn English with the computer as they felt more comfortable and it was more interactive (Q10). In addition, it gave them chances to search for new words, phrases. Interestingly, one student (12.50%) reported that she preferred to learn English

with teachers in the classroom: "I prefer to learn English from teacher then I can ask questions when I have problems in learning". Moreover, students responded that they favored this study and would participate again in the future if they were invited (Q11).

Additional information collected from qualitative data revealed that the students had positive perceptions about using a chat program in language learning. The information gathered from interviewing was in accordance with the questionnaire analyzed. Students reported a chat program as very useful in language learning. One student added,

"When we learn English in the classroom we rarely use it. We then soon forget the words. On the contrary during the chat, we use words more often and it helps us remember the words easier. In addition, expressions like, "nice" and "great", are really new for me. We didn't learn them or use them in class (we generally follow the dialogues). When we learn to use these expressions it makes communication more natural, enjoyable and fun. It is similar to daily conversation."

However, some students responded that it would cause difficulty to understand the meaning of words and sentences that NSs conveyed as their vocabulary are limited.

"When we didn't understand what they said it was difficult to continue chatting. When they posted the messages we had to react to the messages and we had to try to make them understand what we wanted to say and it was difficult. We couldn't think of the words. However, it was easier after some time as we learned more new vocabulary. Anyway, it was a challenge since we had to face the problems and learn to solve problems ourselves at that moment. We couldn't ignore them."

In addition, NSs' feedback supports that a chat program is useful for language learning. They mentioned that it provided a chance for conversation with native English speakers that probably cannot happen much in Thailand. This helps the students move away from giving rote answers to questions they already know. In addition, interacting with NSs via a chat program is more realistic learning experience. It is a real life situation and seems as close to language emersion as possible without spending time in an English

speaking culture.

For other comments and suggestions, most students added that it would be more beneficial to them to improve their English if the time spent could be extended. It would be more challenging to interact with NSs using voice chat so that they can communicate with NSs orally and they might make a better improvement in their speaking and listening skills afterwards.

To sum up, the advantages of using chat as a tool in language learning as perceived by the students, thus outweigh the disadvantages. All these results of linguistic and non-linguistic features presented above provide numerous findings discussed in the next chapter.

Chapter 5

Conclusion and Discussion

In this chapter, the analyzed data are discussed to substantiate the research questions. In addition, the limitations of the study as well as practical suggestion for further studies are presented respectively.

Objective of the study

This study aimed at examining how synchronous CMC, a real-time chat, can provide Grade 12 Thai students opportunities to engage in meaningful negotiations and strategies used in order to transmit and receive the messages meaningfully and effectively during conversation exchanges. Additionally, the chat program itself is valued by students as to whether or not it is useful in language learning as well as if it helps students improve their English ability.

Research Questions

- 1 What types of meaning negotiation strategies do students employ during online interaction via a chat application?
- 2 Is there any indication of improving students' language ability during online interaction?
- 3 What are the students' opinions toward using real-time chat as a tool in English language learning?

Procedures

The study was conducted for eight weeks in the middle of February – April 2007. There were twelve Grade 12 Thai students participated in the study interacted with twelve native English speaker volunteers, teachers, and educators in Vermont, USA, via a chat program, Yahoo Messenger, using communication tasks provided. They were managed to meet online twice a week for a total of 16 chat sessions. Each student worked with the same partner throughout the study as native speakers were asked to give feedback on each of students' learning. Before beginning chatting in each session, instructions for the given task were explained to help ensure clarity of task directions. In each round, students were asked to chat with their native speaking partners for 45 minutes using a synchronous chat program, Yahoo Messenger. All written discourses entered in the chat window were recorded and all the written transcripts were printed for data analysis. At the final stage after the chat and feedback sessions (week 8), the students were surveyed with a questionnaire to gather opinions about perceived advantages and disadvantages of learning English via the chat program. The questionnaires consisted of rating scales and open-ended questions for more useful information. A semi-structured interview was administered to encourage students to share experiences they have engaged in during the chat. Additionally, the native speakers were interviewed to gather feedback on students' language learning.

Research Findings

1. A chat program could provide Thai students with increasing opportunities to engage in meaning negotiation in the target language. With a total of 4,587 turns submitted by students during the on-line interaction, 178 negotiations were evident. In addition, clarification requests were employed the most (33.70%) whereas confirmation checks was generated the least during the conversational exchanges (5.05%).

2. There was obvious evidence indicated that students' language skills were improved. Along the chat sessions, students subsequently produced and developed their discourses which facilitated successful communication.
3. The students strongly concurred with the pedagogic method of using a chat program as a tool in language classroom. The post questionnaire mean score was significantly higher than that of the pre questionnaire at the 0.001 level.

Discussion of the findings

There are three main research results to be discussed in this study (1) the strategies of negotiating for meanings students employed during the conversational exchanges via online chat, (2) students' language improvement during the study, and (3) a chat program as a tool in language learning.

5.1 The Strategies of Negotiating for Meanings

This research aimed to investigate strategies of negotiation for meanings the students employed during conversational exchanges via a chat program. The evidence found in this study indicated that the students use a variety of strategies of negotiating for meanings, namely, comprehension checks, clarification requests, confirmation checks, and incorporations, in order to convey the messages meaningfully and successfully. Thus, the results are in accordance with the earlier findings (Blake; 2000; Cheon; 2003, Pelletieri; 1999, Tunidi; 2003) which reported task based synchronous CMC promotes the negotiation of meaning as well as facilitates language development.

However, according to the result, 178 negotiations (3.38%) seemed to be a small proportion comparing to the total of 4,587 turns generated by the students. Therefore, the number of turns showed no relation to the number of negotiations. Chat sessions recorded showed that students who generated turns the most did not initiate the most negotiations. In addition, the number of turns was contrary to length of utterance. Those who made a lot of

turns usually produced relatively short sentences. Also, the length of utterances appeared to depend on pausing and breaking sentences when they transmitted messages. Thus, turn was not relevant to the negotiations in this study.

Based on the findings of the study, among the five categories of negotiations observed during the online interaction, the clarification requests was the strategy that the students employed the most during the conversational exchanges. It could be explained that, as the students had limited vocabulary knowledge or lexical phrases, they, therefore, requested NSs for clarifications in order to be able to comprehend the inputs. Whereas, confirmation and comprehension checks were generated the least during the interaction. For confirmation checks, one explanation might be the quality of NSs' clarifications helped them understand the messages properly so no confirmation was needed. Interestingly, confirmation checks were distributed more often by NSs. This is probably because of the unclear messages transmitted by students. NSs then needed to ensure if they understood exactly what the students wanted to convey. This procedure brought about the numbers of incorporations used by the students. On the other hand, the explanation for the lack of comprehension checks might be the relying on their partners' proficiency so the students assumed that NSs had no difficulty in comprehending their messages or else NSs would have signaled if they did not understand them.

Negotiation refers to "the modification and restructuring of interaction that occurs when learners and interlocutors perceive or experience difficulties in message comprehensibility" (Pica; 1994). According to the analyzed data, students and NSs subsequently generated a variety of strategies of negotiations during the conversational exchanges to resolve communication breakdowns. As Pica claims (1994) learners can accomplish a great deal of SLA and access L2 forms and meaning by making input comprehensible and modify their own output. These negotiations tend to increase input comprehensibility through language modifications such as confirmation, comprehension checks, and clarification requests (Gass; 1997, Long; 1996). However, according to the evidence found in analyzed data, though the majority of students contributed negotiations to get the meaning across, some students rarely appeared to have generated those strategies. Those students who frequently submitted the negotiations indicated that they had no qualms

about asking for their partners to modify their outputs. On the contrary, those students who avoided negotiating for meanings were likelihood of losing face and reluctant to express a lack of understanding (Long and Porter; 1985). Nevertheless, receiving either implicit corrective feedback or explicit feedback from NSs helped them comprehend the input and monitor that facilitated language development as well.

In addition, according to the data recorded during the conversational exchanges, the majority of negotiations were on the lexicons and semantics problems. As mentioned earlier, students had limited knowledge of vocabulary and phrases, they, therefore, regularly need to negotiate for meanings of words and expressions. On the other hand, students often misspelled the words when they transmitted the messages. However, clarification requests from NSs made them try their best to modify or to paraphrase the words to ensure that NSs understood their messages correctly. Hence, transcripts of the interactions show that through these negotiation routines students were more aware of self-monitoring and subsequently self-corrected their own output.

In this study, communication tasks were designed to be relevant to curriculum and students' study level. Thus, information gaps, conversation exchanges and discussions were provided for students. In addition, this study also aims to increase the student's opportunities to exploit language by interacting with NSs, so the study was more focused on communication than the tasks. Nevertheless, the findings indicate that numbers of negotiations were employed during the conversational exchanges in all task types. This finding is slightly different from Pica's study (1993), which claims that different task types would foster routines of meaning negotiation differently. That is to say, jigsaw tasks and information gap tasks would be more productive in increasing meaning negotiations. According to the findings, number of negotiations were variously generated and seemed to subsequently increase each week. Interestingly, the number of negotiations submitted by the students in week 6 where the students and NSs were asked to discuss about the environment was the highest comparing to others. It is probably because of the level of discourses produced in the topic brought about the needs for clarifications. In contrast, number of negotiations in week 5 where the students and NSs exchanged information about

the festivals was the lowest comparing to others. This can be explained that the content and the discourses were uncomplicated so the needs for negotiations were reduced. However, as mentioned in 5.1, the majority of negotiations found in this study were on the lexicons and semantics. Hence, according to the findings, negotiations are more dependable on contexts rather than task types.

5.2 Language Improvement

The discourses produced by students during the conversational exchanges were analyzed thoroughly and the evidence confirmed that students' language did improve in many aspects. Firstly, according to the transcripts recorded, students increased numbers of messages transmitting along the chat. At the beginning of the chats, they seemed to be nervous to react to NSs' messages. However, after they had been chatting for some time, they tended to monitor and notice NSs' outputs and then imitated linguistic features and were more able to produce their own outputs properly. This result is in accordance with Swain's study (1995, 1998) which claims that the activity of producing the target language enables learners to notice linguistic problem and then push them to reproduce and/or modify their output consciously. This approach helps them facilitate and improve their English, especially, writing skill afterwards.

According to the findings from the interviews, students reported that their speaking skills were also improved. As mentioned in Chapter 2, a number of researchers claim that chatting, text-based interactions via computer is similar to face-to-face interactions. Language generated via a chat program is usually said in a spoken language. Tudini (2002) regards text-based chat as the way people actually talk via the computer. Cheun (2003) reported in his study that discourses generated during conversational exchanges are much more in common with speech than with writing. In this study, though the interaction between students and NSs was text-based where they communicated with each other by typing and transmitting the messages via a chat program, the features of communication discourses such as "Umm", "Oh", "Wow", "Nice!" were employed during the conversational exchanges.

In extract 1, the student reacted to NS's message using "Umm" whereas extract 2 shows that the student learned to use different expressions to react to the message.

Extract 1. (Student No.6, Week 1, Topic: Personal information)

NS: *Oh! I love badminton! I'm not very good and I don't play a lot but it's a lot of fun.*

S: *Umm.*

NS: *Joe, when you say "Umm," what do you mean?*

S: *It's mean "I see".*

NS: *Oh! Umm!*

Extract 2. (Student No.6, Week 5, Topic: Educations)

S: *Did you go to university?*

NS: *Yes. I went to a four-year college (undergraduate) and studied to be a teacher. Then I went to graduate school to study art history.*

S: *Nice! Where did you go to university?*

NS: *I went to the University of Wisconsin in Milwaukee, Wisconsin.*

S: *I see. What did you major in?*

NS: *In graduate school I majored in Art History.*

In addition, similar to real life situation, the forms of greetings and saying good byes were also generated during the chat. This finding is revealed to earlier researches, which indicated that online chat, synchronous CMC, can facilitate the development of socio-linguistic and interactive competence (Chun, 1997; Kern, 1995). As illustrated in extract 3, the student and his partner started conversation by greeting each other. In extract 4, the

student, similar to day-to-day conversation, talked about the weather before starting the task. Also, the students always ended the conversation by saying goodbye as in extract 5.

Extract 3. (Student No.6, Week 3, Topic: Weather)

NS: *Hi Joe!*
S: *Good evening Gerry.*
S: *How are you today?*
NS: *Good morning Joe!*
NS: *I'm fine. How are you?*
S: *I'm OK, thank you.*

Extract 4. (Student No.3, Week 7, Topic: Environment)

S: *Hi! Katharine.*
NS: *Hi Ratchada*
S: *How are you?*
NS: *I'm great, how are you?*
S: *I'm fine, Thank you.*
S: *The weather is good today, isn't it?*
NS: *The weather here was beautiful and sunny!*
S: *I like this kind of weather.*

Extract 3. (Student No.2, Week 7, Topic: Sports)

S: *I think it is late now you may want to go to bed.*
NS: *Do you have to go to class soon?*
S: *No, we are on a vacation now.*
S: *We come school for the chat.*

- NS: *I see, for the week*
- NS: *That is very good of you!*
- S: *Nice talking to you.*
- NS: *It was nice to talk to you too!*
- NS: *Have a great day!*
- S: *Thank you very much.*
- S: *Good night*
- NS: *You're welcome!*
- NS: *Good bye*
- S: *Good bye.*

Moreover, students reported that their speaking skills were improved as they always spoke out along the chat.

Another interesting finding in this study is the routines of negotiations and corrective feedback generated by NSs during conversational exchanges increased students' language ability. This result corroborated Long's hypothesis (1996) which claims that corrective feedback or recast provide by NSs helps learners facilitate language development. The negotiations from NSs made students try harder to modify or explain their discourses. Thus, it increased opportunities for students to exploit the language and more able to produce outputs effectively. In addition, as mentioned earlier, corrective feedback from NSs helps students notice and correct their discourses. Example 1 shows the evidences that NS requested student's clarification to get the messages across when he misused the lexical and perceived difficulty in communication. Hence, the student tried to modify his output.

Example 1. (Student No.6, Week 4, Topic: Education)

- S: *When does your school end?*
- NS: *The kids go home at 3:15.*
- S: *It's faster me.*
- NS: *What do you mean by that?*
- S: *Sorry Gerry, I'm not sure. It's mean "Your school use a little time and my school use a lot time"*
- NS: *Oh. I see.*
- S: *Thank you Gerry.*

In contrast, instead of providing the students implicit corrective feedback or requesting clarification, NSs subsequently provided students explicit corrective feedback and repaired their discourses as illustrated in Example 2 and 3. In this case, students followed the feedback by acknowledgment.

Example 2. (Student No.4, Week 1, Topic: Personal Information)

- S: *What your like in Thailand?*
- NS: *I love everything about Thailand. . . the people, the temples, the land, the oceans. I've been to Trang before.*
- S: *Great*
- NS: *Would you like to visit the United States?*
- S: *Yes, I would like to the United States.*
- NS: *I think you mean "Yes I would like to visit the United States."
Great!
What would you like to see and do here?*
- S: *Thank you. I would like to the study.*

Example 3. (Student No.5, Week 5, Topic: Festival)

- S: *I afraid I must be going.*
- NS: *Okay.*
- NS: *I hope you feel better next time we chat.*
- NS: *Get better,*
- S: *Yes I feel enjoy chatting with you.*
- NS: *enjoy means that you like what you are doing.*
- NS: *You would say I am enjoying riding my motor cycle*
- NS: *But not I feel enjoy. You could say I feel joy.*
- S: *Thank you very much. I feel joy chatting with you.*
- NS: *You so very welcome.*
- S: *Nice talking to you again*

To sum up, however, as each student worked with his/her own partner, the routines of corrective feedback they received were different. Some NSs, as they were more focus on meaning rather than form, tended to ignore students mistakes and just continued conveying the messages. Hence, students did not realize their mistakes. On the contrary, some students who always received corrective feedback from NSs, did not appear to be more aware of correctness. On the other hand, as mentioned earlier, the majority of negotiations and corrective feedback produced during conversational exchanges were focused on the lexicon rather than on morphology and syntax. Thus, it is uncertain if interacting with NSs via text-based chat effects on the student's grammatical development.

5.3 A Chat Program as a Tool in Language Learning

According to the findings of the study, the students were impressed with using a chat program as a tool in language learning. They reported that it is a new paradigm for learning English. In addition, they reported it is challenging and creates interactive learning environment. It provides them to exploit the target language in realistic situations which are different from classrooms where the communications are controlled. NSs also agreed that a chat program is a useful tool in language learning as it provides students to interact and learn language with NSs directly where they rarely have it in the classroom. For example, one student expressed to her partner how she appreciated the chats at the end of study as shown below.

NS: I wish I could see you in person.

S: I agree with you.

S: I feel great talking to you. I enjoy very much.

NS: I feel the same way. It has been lots of fun getting to chat with you.

S: I learn English from you.

NS: You do very well in English. I am proud of you!

S: I thank you for every chat.

NS: You are welcome! I will miss you after today.

NS: I hope I helped you.

S: Thank you.

S: I will miss you after today too.

S: I hope will be keep in touch.

NS: Yes, me too.

The data corroborate conclusions from other researchers, who report that CMC in the second language classroom facilitates general communication and the revision process (Beauvois and Elledge, 1996; Carter, 1989; Cononelos & Oliva, 1993; Kern, 1995; Phinney,

1989) However, as computer technology becomes popular and students can freely access the Internet, the chats setting should be under teacher supervision.

To sum up, the results of this study demonstrate that a chat program can provide Thai students with increasing opportunities to engage in meaning negotiation in the target language. Also, through negotiation routines, students are more able to make their input comprehensible and produce inter-language modifications towards comprehensible output which are eventually bringing about comprehension. In addition, it creates interactive learning environment as well as facilitates successful communication and English language development.

General Recommendations

1. A chat application can be applied to language learning and teaching to increase students' opportunities to exploit the language in all aspects. However, it should not replace the normal English classroom. Oral practice in the target language and interaction in the classroom with teacher supervision are still required to ensure that all students receive the treatment.
2. Conversational exchange via a chat program is an authentic interaction where students can communicate with NSs using the target language. However, it is quite difficult to have NSs participate in interacting with students and it might be difficult for students to start chatting with NSs at first. This pedagogy can be applied into English classroom by having students to interact with each other or with teachers to be accustomed to language chats settings. In addition, to have students with diverse backgrounds and English language proficiency interact to each other can also increase language development (Varonis and Gass, 1985) and produce more negotiation moves (Sauro, 2001).

Limitations of Study

1. This study, which was 8-week experimental research, was relatively short to observe language improvement as a phenomenon in language learning research claims that short-term effects of a particular treatment can change 6 or 8 months down the road.
2. This study focused on a small, specific student population, and therefore, the results are also quite tentative and may not be generalized to other language classrooms.
3. In this study, students were provided opportunities to interact with NSs following the topics given. In addition, NSs were introduced the approach and other information needed prior to the conversational exchanges. However, because of their different working experiences and personalities, NSs appeared to contribute different communication strategies during the conversational exchanges, each student, therefore, received slightly different treatment during the study and it might interfered students' language learning.
4. This study aimed to investigate the strategies of negotiating for meaning. However, some variables seemed to influence the number of negotiations. For example, the students whose higher proficiency may often have clearly understood their partners thus, eliminating the need for negotiations. In contrast the students whose lower proficiency may not always initiate the negotiations in spite of difficulties in comprehension. Hence, negotiation of meaning where Long (1983) considers an indicator of successful conversation may be uncertain in the study. Also,
5. The conversational exchanges in this study were text-based chat where the students and NSs had to transmit the messages via the keyboards. The chats consider real-time where participants had to exchange the messages right

away. However, due to the limit of time, the discourses transmitted might lack accuracy in terms of writing form, such as, capitalizations, spaces, punctuations etc.

Suggestions for Further Research

Though students reported their English skills including speaking improved by participating in this study, it would be more challenging to apply voice chat into the study and investigate whether or not or how speaking skills improve if participants can really speak out. Also, listening skills can be observed via voice chat.

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APPENDICES

APPENDIX A

Pre-questionnaire

First Name_____ Last Name_____

Age_____ Sex_____ Year in School_____

Instruction: Please read each statement carefully, and then put a tick (✓) in the column that best describe how you feel and give a rating from 1-5.

Part A: Your English Ability		Excellent (5)	Very good (4)	Good (3)	Average (2)	Poor (1)
1	My English speaking is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	My English reading is.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	My English writing is.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B: Your opinions on using a chat program in language learning		Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
4	Chat is a useful tool in language learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Using the Internet is a good way to learn about different people and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	It's easier for me to contact people via text online chat than in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7	Interacting with native speakers via a chat program can improve my English writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Interacting with native speakers via a chat program can improve my English reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Interacting with native speakers via a chat program can improve my English speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Learning English via a chat program is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Learning English via a chat program is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B

Post-questionnaire

First Name_____ Last Name_____

Age_____ Sex_____ Year in School_____

Instruction: Please read each statement carefully, and then put a tick (✓) in the column that best describe how you feel and give a rating from 1-5.

Part A: Your English Ability		Excellent (5)	Very good (4)	Good (3)	Average (2)	Poor (1)
1	My English speaking is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	My English reading is.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	My English writing is.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B: Your opinions on using a chat program in language learning		Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1	Chat is a useful tool in language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Using the Internet is a good way to learn about different people and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3	It's easier for me to contact people via text online chat than in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Interacting with native speakers via a chat program can improve my English writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Interacting with native speakers via a chat program can improve my English reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Interacting with native speakers via a chat program can improve my English speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Learning English via a chat program is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Learning English via a chat program is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part C: Please answer the following questions.

9. What do you think of this study? (You may select more than one answer.)

Useful Discouraging

Challenging Boring

How? (please explain).....

.....

10. Do you prefer learning English with computers without computers?

Please briefly explain, why?

.....

.....

11. Would you like to learn English via a chat program in the future?

Yes No

Please briefly explain why?

.....

.....

APPENDIX C

Interview Questions

A. Interview questions for the students

- 1) Briefly describe your experience with learning English via the chat program for this course.
- 2) Share me the most valuable and interesting part of communication via the chat program.
- 3) Describe the most difficult part of chatting with native speakers via the chat program and why?
- 4) Tell me about your experience chatting with native speakers. Did you enjoy it? Why?
- 5) Do you think your online conversation exchanges have helped you improve your English? How?
- 6) Overall, tell me how the experience of your online conversation exchanges have changed your perspective on using a chat program in learning English? Is there anything you would like to comment on or recommend?

B. Interview questions for Native English speakers

- 1) Please briefly express your feelings about working with Thai students in this study.
- 2) Please describe how well students transmitted and received messages during your online interactions.
- 3) Do you think a chat program is useful for students in language learning?
- 4) Do you think online interaction can help students improve their English? How?

APPENDIX D
Communication Tasks

Week 1	<p>Topic: <i>Getting to know your partner</i> Task: Interview</p> <p>Interview at least two native speakers. Try to get their personal information, such as, name, family, activities, in order to complete worksheets given.</p>
Week 2	<p>Topic : Homes Task : Description</p> <ol style="list-style-type: none"> 1. Ask your partner to describe what his/ her house looks like. Try to get as many details as you can then draw a picture of your partner's house. 2. Describe to your partner what your house looks like.
Week 3	<p>Topic: <i>Weather</i> Task: Information exchanges</p> <p>Exchange information with your partner about the weather in Thailand and in the USA. This includes clothing and activities people do during each season.</p>
Week 4	<p>Topic: <i>Education</i> Task: Discussion</p> <p>Talk with your partner about education in Thailand and in the USA in general. Then have a discussion with your partner on the topic "<i>Should students wear school uniforms to school</i>" <i>Why?</i></p>
Week 5	<p>Topic: Festivals Task: Information exchange</p> <p>Talk with your partner about festivals in Thailand and in the USA. This should include the way people celebrate these events.</p>
Week 6	<p>Topic: <i>Environment</i> Task: Discussion</p> <p>Talk with your partner about natural disasters happened in the world (i.e. flood, earthquakes). Then have a discussion with your partner on the topic "<i>What should we do to protect environment</i>"</p>

Week 7	Topic: Sports Task: Information exchange Talk with your partner about sports people play in Thailand and in the USA. This should include the matches, places and times and how to play the sports.
Week 8	Topic: Vacations Task: Sharing information Talk with your partner about vacations in Thailand and in the USA. The conversation should include travels, activities, and what students do during the vacations.

Note: Prior to each chat session learners can consult <http://iteslj.org/questions/> to learn some examples of the appropriate questions for conversation exchanges via a chat program.

APPENDIX E
Students' Computer Skills Survey

First Name _____ Last Name _____

Age _____ Sex _____ Year in School _____

Part A: Please rate each of the following statements that best described your ability.

		Poor	Average	Good	Very good	Excellent
1	How well is your knowledge about computers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	How well can you type in English?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	How well can you use word processing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B: Please answer the following questions.

2. Do you have a computer at home? Yes No

3. Where do you usually access the Internet? (You may select more than one answer.)

At home At school

At Internet shops At friends' house

Other (please specify).....

4. What do you usually use the Internet for? (You may select more than one answer.)

- Homework Study
- Games Chat
- Other (please specify).....

5. How many hours per day do you spend on a computer? _____

6. How many of these hours are spent online? _____

7. Have you ever used computers to chat?
- often sometimes
 - rarely never

And what program do you chat?

- MSN ICQ
- Yahoo Window messenger
- Other

8. Have you ever interacted with English speakers via chat? Yes No

If yes, please describe your experience briefly?

.....

.....

APPENDIX F
Native Speakers Interviews

- 1) Please briefly express your feelings about working with Thai students in this study.

I enjoyed working with the students. At first they seemed very shy but each week we met they became less shy and more willing to ask questions. I had a lot of fun talking to the students.

- 2) Please describe how well students transmitted and received messages during your online interactions.

My student seemed very hesitant at first. She would write short phrases and use the same phrases over and over. As we progressed from very short word sentences, I tried to model responses for the student so she would know what responses were appropriate and which were not. I think that English language conversations rely on inferences and prior knowledge something that Thai students have very little of. Often the student would use a word incorrectly, although the definition of the word may make it seem like it could be used in the context of the conversation. There were many long pauses between conversations. I realize the student had to read my response, interpret the meaning, then think of a response and then translate it into English. Not an easy feat.

- 3) Do you think a chat program is useful for students in language learning?

Yes I do think that a chat program can be useful for students in language learning. Thai students seem to know grammar very well. The chat program incorporates the grammar with conversation.

I also think that using a speaking program along with a chat program would be better.

- 4) Do you think online interaction can help students improve their English? How?

Yes I do think that an on line interaction can help students improve their English. I think that English language conversations rely on inferences and prior knowledge something that Thai students have very little of. The online chat allows them to practice conversation while incorporating grammar.

Semi-structured interview

Native Speaker 2

- 1) Please briefly express your feelings about working with Thai students in this study.

I very much enjoyed speaking with students during this study. They were all wonderful and polite. Very appreciative of my time and it was a joy to chat with them all. I most enjoyed speaking with Ratchada and Ann because as we chatted we learned more about each other and were able to grow in our conversations.

- 4) Please describe how well students transmitted and received messages during your online interactions.

My students spoke very well and I feel that she understood what I was typing because sometimes she asked for further explanation on a word. I remember explaining a basement to her. She was also able to answer the additional questions that I had for her beyond what was on the list. There were occasionally long pauses between questions and I imagine she was getting help understanding something I wrote. I think her language skills improved over the chat sessions.

- 5) Do you think a chat program is useful for students in language learning?

Very! I think that chatting can be difficult because we probably used a lot of slang and may not have paid close attention to grammar but that is the reality of speaking any language with native speakers and I think it is valuable to have that exposure.

- 6) Do you think online interaction can help students improve their English? How?

Yes, I think students improved each week. They have the opportunity to carry on a conversation with an English speaking person. The questions they were asking also improved their knowledge of culture and they were able to learn more about the language and the culture of Americans. We asked them questions back as well as questions that came up as the conversation went in it's own direction. This is a very educational experience when trying to learn a language. The best lesson is to speak to a native!

Semi-structured interview

Native Speaker 3

- 1) Please briefly express your feelings about working with Thai students in this study.

I really enjoyed the opportunity and challenge of chatting with my Thai student. Sometimes I wasn't sure whether I should offer corrections on her English, though. I could have used a bit more guidance on this.

- 2) Please describe how well students transmitted and received messages during your online interactions.

I think that my students and I did pretty well messaging back and forth.

- 3) Do you think a chat program is useful for students in language learning?

Yes. My student really showed solid improvement over the 8 weeks. Specifically, in the early dialogues, she often used Umm...and Wow...instead of using more compound phrases. Later, she was more able to take risks with her English, and respond in complete thoughts and sentences. I hope that she was able to see the progress she has made as well.

- 4) Do you think online interaction can help students improve their English? How?

Yes. When you have to search in your mind for the vocabulary to express thoughts, you begin to gain familiarity with new words, and the structure, spelling and rhythm of the language. I think that writing and responding in English must be difficult for Thai students as it not only requires new vocabulary, but also a different alphabet and syntax. I am very impressed with the ability shown by my student.

Semi-structured interview

Native Speaker 4

- 1) Please briefly express your feelings about working with Thai students in this study.

I really enjoyed chatting with the students, they were a breath of fresh air! It took me a while to figure out how to do the chatting but after that it was fun. The questions were helpful to give the conversations a focus and once we got going I felt the connection got stronger. Talking with the students made me think about Thailand and my affection for the Thai people and culture. It made me homesick for Thailand.

- 2) Please describe how well students transmitted and received messages during your online interactions.

I thought the message transmission went well. Sometimes there seemed to be a delay in the messages, maybe because of all the rain there. The conversations were limited by the technology but overall it was ok. If we had the technology to chat live with photos it might have made the conversation more dynamic and personal.

- 3) Do you think a chat program is useful for students in language learning?

It would depend on the students' ability with their typing skills. If they were good at typing and their language skills were high enough in reading and writing I think the conversations are useful and interesting.

- 4) Do you think online interaction can help students improve their English? How?

I think this has a lot to do with the answer I gave to question #3. If the students are fairly proficient in English and can type well, I think they will improve.

Practice makes progress as we say in kindergarten in the USA.

Semi-structured interview

Native Speaker 5

- 1) Please briefly express your feelings about working with Thai students in this study.

Working with Thai students was a very enjoyable experience. They were fun to talk to and share pictures with. I was surprised at how committed they were to chatting even during their vacations.

- 2) Please describe how well students transmitted and received messages during your online interactions.

At times the students seemed to ask very good questions as we chatted. At other times it would take me a while to realize that they didn't understand our conversation. In the beginning chatting was extremely slow. As the project moved on, the students seemed to become more comfortable as well as more able to communicate through chat. Not surprisingly at times they didn't understand what was said. It was hard to decide how often to correct them and when to move on. I was concerned that correcting too much would make them less interested in the chat.

- 3) Do you think a chat program is useful for students in language learning?

I believe so.

- 4) Do you think online interaction can help students improve their English? How?

I would think it would largely provide an opportunity for students to practice their writing skills. It also provided a chance for conversation with native English speakers that probably can't happen much in Thailand. This helps the students move away from giving rote answers to questions they already know.

Semi-structured interview

Native Speaker 6

- 1) Please briefly express your feelings about working with Thai students in this study.

My experience working with these students was wonderful, warm, and rewarding. They were open and at all times giving me their best. They accepted my editing with grace and gratitude and seemed anxious to do their best at all times. It was a privileged for me to work on this project with both Ajarn Nan and her students.

- 2) Please describe how well students transmitted and received messages during your online interactions.

At times it took a long time to interact with my students. There was a lot of down time/waiting time due to their need to be slow in both translating what I said and what they replied with.

- 3) Do you think a chat program is useful for students in language learning?

You would have to be careful to not get caught up in the language used in chatting on line which means not using abbreviations and staying with proper grammar, usage, and mechanics of English.

- 4) Do you think online interaction can help students improve their English? How?

I think a chat program like this could indeed add to a student's understanding and use of the English language. I think it would take a lot longer, however, than the time frame we had to work within.

Semi-structured interview

Native Speaker 7

- 1) Please briefly express your feelings about working with Thai students in this study.

I really enjoyed talking with the Thai students. It was an interesting experience.

- 2) Please describe how well students transmitted and received messages during your online interactions.

I think the students I worked with tried very hard to be clear in their questions. When they didn't understand a word or phrase they asked for clarification. I'm sure that was helpful to all of us.

- 3) Do you think a chat program is useful for students in language learning?

I think the chat program is useful and very helpful for students learning English.

- 4) Do you think online interaction can help students improve their English? How?

I felt the student's English improved as they used it. They also had conversations that were written, unlike the usual conversations that are spoken. The written conversations gave them documentation and could be used later to determine meaning of words. Online interactions can definitely improve students English. The improvement comes through the use of language and having it written down. Also, there is a time to think about what is said and time to respond, unlike spoken conversations that are much quicker.

Semi-structured interview

Native Speaker 8

- 1) Please briefly express your feelings about working with Thai students in this study.

I loved working with the students. They were very eager to learn and had great questions and very very professional and polite. It was challenging if they weren't

on time but, I think that was due mostly to the fact that they had to commute to school and traffic can be difficult.

- 2) Please describe how well students transmitted and received messages during your online interactions.

I think both of the students I worked with did a fantastic job. I appreciated when they asked for clarification about the meaning of a word. Their English was fluent enough to be able to converse but, there was lots of room for improvement.

- 3) Do you think a chat program is useful for students in language learning?

Absolutely, it is a real life situation and seems as close to language emersion as possible without spending time in an English speaking culture.

- 4) Do you think online interaction can help students improve their English? How?

Of course it can help. Students are able to practice forming English sentences with immediate feedback on improvements. They also practice English comprehension and receive feedback. It is an interesting was to learn another language because students are invested in the conversation as opposed to a classroom simulation conversation. As all teachers know, the more realistic a learning experience is the more personal connections students make with their learning and in turn this improves retention.

APPENDIX G
Students Interviews

1. Briefly describe your experience with learning English via the chat program for this course.

I'm glad I participated in this project. At the first chat session, I didn't prepare well as I thought the task was simple. When I first interacted with my partner, I was very nervous so that I made a lot of mistakes, even the simple words. I couldn't type them correctly. Then I became aware that I should prepare better prior to the chat finding useful information to exchange with NS, culture, environment, for example.

2. Share me the most valuable and interesting part of communication via the chat program.

I think the most valuable thing I got from this project is a friendship between me and NS. I think it is difficult to find NS on the internet and interact with them for quite a long time. Another thing is using words and expressions during conversational exchanges, such as, "great" and "excellent." It was a great experience for me. I rarely found them in my daily life. Also, I seldom use correct tenses when I post the sentence as we don't have it in Thai. But I use it quite often after some time and I understood tenses better.

3. Describe the most difficult part of chatting with native speakers via the chat program and why?

To understand the meaning of words and sentences when NS conveyed. When we didn't understand what they said it was difficult to continue chatting. When they posted the messages we had to react to the messages and we had to try to make them understand what we wanted to say and it was difficult. We couldn't think out of words. However, it was easier after some time as we learned more new vocabulary. Anyway, it was a challenge since we had to face the problems and learn to solve problems ourselves at that moment. We couldn't ignore them.

4. Tell me about your experience chatting with native speakers. Did you enjoy it? Why?

Yes, it was a lot of fun. It was a new experience to interact with NS directly. In addition, it made feel like using English that I learned during the chats with friends more in the classroom. Also, I think it was challenging. My English was not really good compared to my friends so I didn't think I could do it. But I tried and it was new approach. I was anxious at the beginning as I didn't know what to say. You know, even A simple word like "oh" I typed AS "ho" during the chat session because of my nervousness.

5. Do you think your online conversation exchanges helped you improve your English?
How?

Yes, it did. When we learn English in the classroom we rarely use it. We then soon forget the words. On the contrary during the chat, we use words more often and it helps us remember the words easier. In addition, expressions like, "nice" and "great", are really new for me. We didn't learn them or use them in class (we generally follow the dialogues). When we learn to use these expressions it makes communication more natural, enjoyable and fun. It is more similar to daily conversation. In the classroom, we focused more on grammar that is needed for entrance exam. I think I would have more confidence to talk to foreigners in the future. My writing has also improved. I learned more about how to arrange words in sentences because I used them a lot and I also learned a lot from Ns

6. Overall, tell me how the experience of your online conversation exchanges changed your perspective on using a chat program in learning English? Is there anything you would like to comment on or recommend?

In the past, I don't think chat would be helpful in learning but my thought is changed now. I think chat program is useful in language learning. I would love to participate in this kind of project again in the future. If not, I would e-mail my

partner to extend my language knowledge.

I would recommend using voice chat in the project. I think it would help students to understand the words and it sounds better.

Semi-structured interview**Student 2**

1. Briefly describe your experience with learning English via the chat program for this course.

Firstly, I would like to say that I'm glad I participated in this study. I prepared myself before the chat by practicing typing skill consulting books and dictionary about vocabularies and dialogues that related to the topics given.

2. Share me the most valuable and interesting part of communication via the chat program.

When I first heard about this study, I thought it was interesting. I was sure that it would help me improve my English so I volunteered to participate in the study. When I started chatting, I was paired up with kind Ns friends who willing to help me improve my English. So, from the chat, we learned a lot of English and I think my English is improved. I think my English knowledge is increased.

3. Describe the most difficult part of chatting with native speakers via the chat program and why?

The difficult part was in the beginning of the chat. We were so excited and nervous so that we didn't really know how to response their messages. After some times, we learned more English. It made the conversational exchanges went smoothly.

4. Tell me about your experience chatting with native speakers. Did you enjoy it? Why?

I was anxious at the beginning due to my limited English knowledge and vocabularies. After a few sessions went by, reinforcement from NS eased my worry. I felt more relaxing, gained more confident and I enjoyed chatting with them more.

5. Do you think your online conversation exchanges helped you improve your English? How?

Absolutely. We learned a lot of new vocabularies, phrases, expressions. I sometimes copied the transcripts and studied them at home and it helped me understand English better. I think my English reading is improved. I can read better. The most important thing is I learned a lot of new expressions such as, nice, great which is very useful in daily conversation

6. Overall, tell me how the experience of your online conversation exchanges changed your perspective on using a chat program in learning English? Is there anything you would like to comment on or recommend?

I think learning English in the classroom is quite boring. In the contrary, chat environment is more interactive and challenging in English learning.

I would recommend teachers to apply the chat program into classrooms more. I think it's very useful for students.

Semi-structured interview

Student 3

1. Briefly describe your experience with learning English via the chat program for this course.

This project gave us very valuable experience in interacting with Ns in English directly. In the beginning, I didn't prepare well but when I chatted, I think it was fun and I would like to talk more so I prepare better for the next chat sessions.

2. Share me the most valuable and interesting part of communication via the chat program.

The most valuable thing for me is the opportunity to learn English directly from NS. In addition, we could extend our knowledge in the future. We learned a lot of new English; vocabulary, sentences, as we used them very often. Also, Ns were very helpful for us. We could always learn and we could consult them about English one-on-one.

3. Describe the most difficult part of chatting with native speakers via the chat program and why?

Some vocabularies were really new for me so it took some time to understand the meaning and react to the messages. Also, we didn't know the structures well enough so it was difficult when we responded to the messages. When we conveyed the messages, we had to make sure that they understand what we wanted to say. In addition, sometimes we understood their messages but we didn't know how to answer I mean we know what to answer but don't how to spell it so it took time to convey the messages

4. Tell me about your experience chatting with native speakers. Did you enjoy it? Why?

Fun as Ns tried not to use difficult words to ensure that we could understand them. We sometimes took time to repose as we couldn't think out of words but they were very good helpers and patient. They guided and advised us to produced language in the correct forms and meanings.

5. Do you think your online conversation exchanges helped you improve your English? How?

Yes, I think my English is improved. We learned more vocabularies so that we learned to use appropriate words to convey the messages. I think my writing is

also improved as we learned and imitated from NS messages performed in correct structure. My reading is improved. I could understand the messages better after some time. I think we could communicate better. I mean, we knew which words we should use to convey the messages or which expressions should be use in each situation.

6. Overall, tell me how the experience of your online conversation exchanges changed your perspective on using a chat program in learning English? Is there anything you would like to comment on or recommend?

I used to be in the chat room but I had never chatted in English. I thought it would be too difficult for me as I wasn't good at English typing so I didn't try it. When I chatted in this program, I think it was fun and helpful. I learned a lot of English. I think Chat program is very helpful in language learning, especially when we are offered opportunities to interact with NS directly. They could be good English teachers for us. Anyway, if possible, I think voice chat should be applied and used with students since it can develop listening skill as well. Also, I think it would be a good idea to provide activities for students during the break or lunch so that students can improve their English by chatting with NS via a chat program.

Semi-structured interview

Student 4

1. Briefly describe your experience with learning English via the chat program for this course.

I didn't really want to participate in this study because my English wasn't really good. In addition, it was inconvenience for me to go back and forth school for the chat but my friends signed up for me. However, I later decided to participate in the study as I want to improve my English. I took English course with NS before but I still couldn't communicate in English well enough. During the first sessions, though the topic was simple, I didn't do a good job. Next session, I prepared more prior

the chat, consulting dictionary, books and English websites. I tried to compose sentences that relate to topics.

2. Share me the most valuable and interesting part of communication via the chat program.

I think good thing is this study was we were be able to learn English directly with NS. They gave some correction feedbacks then we knew what should be used how to use in each sentence. Also, chatting gives us time to think before we exchange the messages so we don't have to worried too much (กลัว)

3. Describe the most difficult part of chatting with native speakers via the chat program and why?

Exchanging the messages is the most difficult part for me. Though we have time to think before sending the messages but NS was waiting for responses so we had to be quick. In addition, exchanging the messages was ongoing task so we had to keep sending the messages. We didn't have much time to check the messages. I think I did a lot of mistakes.

4. Tell me about your experience chatting with native speakers. Did you enjoy it? Why?

It wasn't fun in the beginning as I worried about using the right words. Also, there were a lot of messages came at a time so it was difficult to reply. My typing is slow too. But after sometimes, Ns encouraged and helped me a lot. I felt more relaxing to chat with her asking her for clarification for what I didn't understand. She was very kind and helpful person.

5. Do you think your online conversation exchanges helped you improve your English? How?

I think my English is improved. I asked my partner if my English was improve during the chat and she told me that my English was better. I also checked my

transcripts recorded from the first chat and I found a lot of mistakes but they were decreased after some times. I think I could write sentences better and in the correct forms. I have more confident in using English with NS. I think I should be able to communicate better when I meet NS next time.

6. Overall, tell me how the experience of your online conversation exchanges changed your perspective on using a chat program in learning English? Is there anything you would like to comment on or recommend?

I had never been in English chat room before this study because I didn't have any ideas whom to chat to. Now, I think chat program is useful and helpful in language learning as students will be able to interact to NS directly.

APPENDIX G

Examples of Chat Transcripts

Transcript of Chat Window	Week 1	Session 1
Topic: Getting to know your partner	Student : Pornchai	Partner: Gerry

S: Good evening.

NS: Hello Pornchai.

S: My nickname 's joe.

NS: HI Joe! It must feel unusual to say "good evening" when it is morning in Thailand.

S: Yes.

S: It is morning in Thailand.

NS: Is that your picture to the right of the screen in the black, green,
and white shirt?

S: No.Isn't.

NS: I should stop asking you questions now because I understand you
have some for me.

S: What do you do?

NS: I'm a teacher, Joe. I teach art to students from Kindergarten through 8th grade.
That means little kids about 7 years old to 12 and 13 year olds.

S: Oh! I like art. I like to draw picture.

NS: I've been to your high school, Joe. Nattanan Lengluan and I are friends.
We met when she came to the United States. She lived with me and
my wife for a while. I know your art teacher, Sha.

S: Yes,he is very good art teacher.

NS: What else would you like to know. I think you are supposed to get to
know me. My name is Gerry, by the way. I have lots of questions for
you but I don't think I'm supposed to be asking you them.

- S: Where do you live in USA.?
- NS: I live in Vermont which is on the eastern side of the United State way up in the north. Are you familiar with where that is?
- S: No.
- NS: Well, it is winter here. That means it's very VERY cold. It is supposed to snow tommorrow night, about 8 inches. If that happens we won't have school the next day. The kids would like that.
- S: I like snow.I want to go to that.
- NS: Yes? I think you mean that you would like to go somewhere where it snows.
Right?
- S: Yes.
- NS: Tell me about yourself Joe. How old are you? Do you have any brothers or sisters? What year are you in at school? What is your favorite subject.
- NS: How did you get the nickname "Joe?"
- S: I'm 18 years old. I have 2 sisters and a brother.I'm in Mattayom 6. I like English Subject.
- NS: I'm impressed with your English. That means next year you go to University, right?
- S: Yes,next year I go to University.I study Engineer in University.
- NS: Have you accepted to a University yet? Which one and what kind of engineering are you interested in? Also, who is that a picture of?
Is he a singer, an actor, or a sports figure?
- NS: Whoops! I mean have you been accepted to a University yet?
- S: Yes.
- NS: Come on Joe! Which University? Who is that guy?

- S: Suranaree University of Technology.
- NS: Wow! I've been there. That's in Khorat. That's a VERY good school
Congratulations!!!!
- S: Thank you very much.
- S: Do you want to tourist in Thailand?
- NS: Do you mean "Do you want to be a tourist in Thailand?" The answer is yes.
I have been to Thailand about 7 or 8 times now. I lead a group of U.S. teachers
there in the summer for three weeks. We visit schools and other places.
I love it. One summer I went to Trang with Nan. That's when
I visited your school I will be in Thailand again this summer.
- S: Right? I would like to see you.
- NS: Well, we'll have to see if that can be arranged. Maybe you could come up
to Bangkok or I could come to Trang.
- S: When you come to trang with Nattanan Teacher.
- NS: I'll try! How much longer can you stay on line?
- S: Can you come to my school with Nattanan Teacher?
- NS: If I get to Trang I will definitely go to your school I'd like to meet you too.
- S: Oh! It's nice talking to you today but I have to go for class.
- NS: Take care Joe! Talk to you in two days!
- S: Ok.
- S: Good night Gerry.
- NS: Good morning Joe! Have a nice day!
- S: Thank you. Bye.
- NS: Bye.
- S: See you again to morrow

Transcript of Chat Window	Week 1	Session 2
Topic: Getting to know your partner	Student : Pornchai	Partner: Sarah

NS: Hi, Pornchai, Sorry I am late.

NS: How are you?

S: I'm fine thank you.And you

S: ?

NS: I'm Ok. My car broke tonight.

NS: Are you there?

S: Yes.I'm sorry.

NS: Do you live in Trang too?

S: Yes.I live in Trang same Nattanan teacher.

S: Sarah,what's do you do?

NS: I am a teacher.

NS: I teach 5 and 6 year olds.

S: Oh, they are youngest.

S: I'm 18 years old.

NS: Yes, they are just starting school.

S: Umm.

S: How old are you?

NS: I am 28 and you?

S: I'm 18.

NS: Do you have any brothers or sisters

- S: I have a brother and 2 sisters.
- S: And you?
- NS: I have an older brother names Adam.
- NS: Are your sisters older than you?
- S: Yes, My sisters older 6 and 14 years.
- NS: They are older than you?
- S: I'm not sure. Are you understand?
- S: They are 31 and 23 years old.
- NS: Oh, I understand.
- NS: What do they do?
- S: They are farmer and shopkeeper.
- NS: What do your parents do?
- S: My parents is farmer.
- NS: What kind of farmers are they?
- S: Para Rubber.
- NS: That is a tree, right?
- S: Yes. That's tree.
- NS: I saw it when I was in Thailand.
- S: Umm.
- S: Sarah, What's subject do you teach?
- NS: I teach all subjects.
- S: Umm.
- S: Where do you teach?
- NS: Hardwick Elementary School
- NS: What is your schools name?

- S: Rassadanupradit-Anusorn School.
- S: Can you reading?
- NS: I can read it but can't say it.
- S: Ras sa da nu pra dit - A nu sorn.
- NS: Oh thank you.
- S: You're welcome.
- S: What's your interests?
- NS: I like to hike and ride horses.
- NS: What about you?
- S: I like art. I like to draw picture.
- NS: Thats cool. Do you do a lot of art?
- S: Yes.
- NS: What type of art do you do?
- S: I like to draw picture from environment,nature.
- NS: Like flowers?
- S: I'm not sure.
- S: Are you understand?
- S: Yes,I like flowers.
- NS: Do you draw them?
- S: Yes.
- NS: I saw lots of beautiful flowers in Thailand.
- NS: Not like what we have in Vermont.
- S: Umm.
- S: You have ever been Thailand.Right?
- NS: Yes, It was beuatiful.

- S: Do you like all nature in Thailand?
- NS: Yes, I love nature anywhere.
- S: Umm.
- S: When you come to Thailand?
- NS: I was there last summer.
- S: Really? I would like to see you.
- NS: I will send you a picture when I have one.
- S: Ok.
- S: How long will you stay?
- NS: I was there last summer. I will be in China this summer.
- S: Umm.
- NS: Someday I will go back to Thailand.
- NS: It really is beautiful.
- S: Umm.
- S: Oh! Sarah I have to go for class.
- NS: Pornchai, I need to go. It is late and I need to sleep.
- S: It's nice talking to you.
- NS: You too, bye>
- S: Bye.

Transcript of Chat Window	Week 2	Session 2
Topic: Home	Student : Pornchai	Partner: Gerry

S: Good evening,Gerry.

NS: Hi Joe!

S: How are you today?

NS: I'm fine, thank you! I have to go back to school tomorrow after a week's vacation.

S: Oh!great.

NS: What do we talk about tonight?

S: About your home.

NS: I thought we talked about that last time?

S: We talk about your home in today and tomorrow we will talk about weather.

NS: Okay! Let's go!

S: How are homes different in your home country and in this country?

NS: From what I've noticed they're different because the climate is different.

I remember being in Nattanan Teacher's home and her kitchen had windows that were always open. You couldn't do that here.

S: Umm.

S: What is your dream house?

NS: Something small, airy, and with lots of windows.

S: Really? I like too.

NS: What is your dreamhouse?

- S: Small,near the river,around with nature.
- NS: Oh, that sounds wonderful.
- S: What do you think houses in the future will be like?
- NS: Let's see. For one thing I think they will have a way to clean themselves.
- S: Umm.
- NS: What do you think they will look like in the future?
- S: I think will have automatic house and comfortable.
- NS: I like your idea of a house near water and surrounded by nature. That sounds beautiful.
- S: Thank you.
- S: Do you have questions about my house?
- NS: Yes. Tell me what it looks like. Give me some details.
- S: My house near the little river,in front of the moutain.
- NS: It sounds like you already live in a house by a river near nature.
- S: Umm.I'm happy in this house.
- NS: Do you like to fish and swim in the river?
- S: Yes,I like to fishing in the river but I don't like to swim because i can't swim.
- NS: Do you have your own room in your house?
- S: Yes,I do.
- NS: Do you get to decorate it with things that are special to you?
- S: Excuse me,what does it mean "decorate"?
- NS: Do you get to hang things on the walls like pictures of movie stars, your friends, singers?
- S: I get to decorate it my pictures and my friends pictures.
- S: And you?

NS: Well, because my wife and I live here together we get to choose everything,
I like art and I have a lot of pictures hanging on our walls.

S: Umm.

NS: Are you a messy person in your room or are you neat. My daughter was sort of
messy when she lived at home. But when she went away to school she was
very neat.

S: Umm.

NS: I think I better get going now Joe. We'll talk again tomorrow?

S: Okay!

S: Nice talking to you Gerry.

NS: You too Joe! Bye!

S: Bye.

Transcript of Chat Window	Week 3	Session 1
Topic: Weather	Student : Pornchai	Partner: Gerry

NS: Hi Joe!

S: Good evening,Gerry.

NS: HOw's your motorcycle?

S: I come with my motercycle?

S: Sorry.

NS: I thought it broke down the other day.

S: I'm not sure.

S: How are you today?

NS: I'm fine. This was my first day back at school since a week ago.

S: You can meet the childrens.Are you happy?

NS: It was nice to see them again. Yes.

S: Today I will ask about weather.Okay?

NS: Yes! Great! What can I tell you?

S: What seasons do you like?

NS: I guess I like them all because each one is so different than all the others. . .
but maybe I like summer the best.

S: Great! but I like winter.

NS: Why?

S: I like snow.

NS: Have you ever been in snow?

S: No.

NS: If you want to get an idea about how it feels take some ice and shave it into your hands.

S: Umm.

S: Do you like snow?

NS: Yes! Sometimes it can get pretty deep and then I have to shovel it out of the way in order to get the car out of the garage. Sometimes it can be a meter or more deep.

S: Umm.

S: How many seasons in US.

S: ?

NS: We have 4 - summer, fall, winter, and spring.

S: Really? Thailand has 3 - rain, hot and cold.

NS: Which one is your favorite?

S: I like cold.

NS: Why?

S: I like to sleep in cold seasons.

NS: How cold does it get in the cold season in Thailand?

S: Well,.....4 month.

NS: ????

S: Sorry, Gerry. I'm not sure English.

NS: That's okay Joe. I asked you how cold it gets in Thailand in the cold season.

I think you told me how long it lasts which is not what I asked. You don't need to apologize. That's what we're here for.

S: Oh, I'm too bad. Sorry again.

- NS: Joe!
- S: Yes.
- NS: Just keep trying, okay? That's how you'll learn.
- S: Okay.
- NS: So - where were we?
- S: We were talking about I like snow.
- S: Do you like summer in Thailand?
- NS: Yes - but - I've only been in Thailand in June and July, so I only know about the beginning of rainy season. It is very hot then so I can only imagine how hot it must be in summer.
- S: Umm.
- S: Have snow in US.now.Right?
- NS: Yes. Lot's of it. It is supposed to snow tomorrow too.
- S: Oh! I would like to do snowman.
- NS: I bet you would. It is a lot of fun to make one.
- S: Umm.
- S: Do you think weather affects the way people feel?
- NS: Yes I do. I myself move slower in the hot weather than in cold weather because you start sweating in hot weather.
- S: Umm.
- NS: Do you think the weather affects the way people feel?
- S: I myself move slower in the hot weather than cold weather and start rain weather.
- NS: That makes sense.
- S: What do you think spring is the most beautiful season?

NS: Spring is nice because it is starting to warm up and winter is going away and summer is on the way. But fall is beautiful too because everything (the leaves on the trees) start turning beautiful colors like, yellow, orange, red, and brown.

S: Very nice.

S: Oh you are go to bed.

S: Nice talking to you Gerry.

NS: You too Joe. talk with you again on Wednesday?

S: Okay.

NS: Bye Joe!

S: Goodnight Gerry.

S: Bye.

Transcript of Chat Window	Week 4	Session 7
Topic: Education	Student : Pornchai	Partner: Gerry

S: Hi, Gerry!

NS: Hi, Joe! How is everything with you?

S: What's does it mean?

NS: Sorry! That means how has everything in your life been since I talked with you last.

S: Today we will talking about education.

NS: Great! You start.

S: How do you like the school?

NS: Being a teacher or being a student?

S: student.

NS: I have to admit when I was in grammar school and high school I wasn't that great a student.

S: I see.

NS: I understand you are a very good student.

S: Thank you very much.

NS: I understand you are in the "King's group"? What's that?

S: We are good student.

NS: Did you have your interview with your college yet?

S: Yes.

NS: How did it go?

- S: What's your favorite class?
- NS: I've always liked classes about art.
- S: Great!
- NS: What's your favorite class?
- S: I like classes about art too,because I like art,I like to draw pictures.
- NS: That kind of fits in to your wanting to be an engineer.
- S: I want to study engineer but I don't like engineer.
- NS: ?????
- S: My parents want to me study engineer.
- NS: What kind of engineer will you study to become?
- S: I don't know.
- NS: Does that mean you really don't want to be an engineer?
- S: Yes.
- NS: What would you like to be then if you had your own way?
- S: I want to be a doctor.
- NS: Can I ask you why you son't do that?
- NS: Can I ask you why you don't do that?
- S: Yes.
- NS: Why don't you study to become a Doctor instead of an Engineer?
- S: Doctor is my dream but I think engineer is different.
- NS: Different? What do you mean by that?
- S: It's no easy.
- S: Sorry,I'm not sure.
- NS: Do you mean that it is not easy to become a Doctor?
- S: Doctor no easy but I like doctor.

- NS: Joe can I correct your English. I think you said "Becoming is Doctor is not easy, but I would like to be one."
- S: Yes, Gerry. Thank you.
- NS: Actually Joe, I need to correct MY english.Becoming a Doctor is not easy, but I would like to be one."
- S: By the way,What are qualities of a good student?
- NS: To me a good stludent is someone who really want to learn. Really wants to know things he or she might not know. Really know about things that interests him or her.
- S: Umm.
- S: What kind of student do you like?
- NS: I like a student that takes my lesson and does his very very best to solve the art problem I gave him.
- S: So ,you like me.
- S: What student's cloth in US?
- NS: Yes, Joe. I like you. I can tell that you are a very good student. I would love to have you as my student.
- S: Thanks Gerry.
- NS: Are you asking what kind of clothes students wear in the U.S.?
- S: Yes.
- NS: Most students in the U.S. do not have to wear uniforms like you do so things are pretty casual - blue jeans, Tee shirts, that sort of thing.
- S: Oh!great, I would like to that.
- NS: In my school student's may not wear hats or have shirts on with things on them that are inappropriate. Do you know what that means?

S: A little.

NS: Some Tee shirts can have nasty pictures and words on them I've seen them in Bangkok too. They just can't wear those.

S: Umm.

S: Most student in thailand have to wear uniforms.

NS: Yes, I know. I know you would rather not have to wear them but they do solve a lot of problems.

S: But no problem, it's nice too.

S: Oh! it's 9.00 PM. Nice talking to you Gerry.

S: You have to go the bed.

NS: Nice talking with you too, Joe! I'll talk with you again on Wednesday - right?

NS: Thursday morning your time.

S: Yes, see you again on Thursday in Thailand and Wednesday in US.

NS: Bye now!

S: Good night Gerry.

NS: Good night.

Transcript of Chat Window	Week 5	Session 1
Topic: Festivals	Student : Pornchai	Partner: Gerry

NS: Hi Joe!

S: Good evening Gerry.

NS: Hey, Joe! How are you?

S: I'm fine. And you?

NS: Pretty good! It's starting to warm up here and the snow is beginning to melt.

S: Today we will talk about "festival",okay?

NS: Okay! You know what? I've always wanted to know more about the festival where everyone throws water on everyone else. What is that called?

S: Pardon?

NS: I know of a Thai festival because I've seen pictures. Everyone is throwing water at everyone else.

NS: Song dran?

NS: Song kran?

S: OH! yes, it's Song Kran Day. It's Thailand's New Year.

NS: You still there?

NS: Sorry! I didn't see that last sentences. Sorry! Why do you throw water?

S: What does it mean?

NS: Yes.

S: What's festival in U.S. now?

NS: Let's see . . . St. Patrick's Day is coming up on March 17th.

- S: What people do in St. Patrick's Day?
- NS: There are a lot of Irish people in the United States that came here over a hundred years ago. There will be parades in larger cities. People will wear green clothes. Irish people have a dinner of corned beef and cabbage.
- S: What 's specialest day in U.S.?
- NS: My birthday!
- NS: Sorry! I shouldn't joke around. I think it is different for different people.
- S: No problem Gerry, that great!
- NS: Really, though! I don't think I can answer that. . . even for myself. There are quite a few of them.
- S: Do you like Halloween day?
- NS: It's okay. It's fun to see the kids at school dress up in their costumes. Also it's fun to give candy to kids who come to our door and say "Trick or Treat"
- S: Great! You don't afraid ghosts.
- NS: No. Are you?
- S: Yes, a lot.
- NS: Have you ever seen one?
- S: No.
- S: And you?
- NS: I can't say that I have. But sometimes I think someone or something is present and near me.
- S: You celebrate in halloween day, right? If so, Why is halloween celebrated?
- NS: Am I scaring you Joe?
- NS: I don't mean to. We can talk about something else if you would like to.
- NS: Joe, what is your favorite festival or holiday?

- S: I like Song Kran Day and Christmas Day.
- S: And you?
- NS: I think I like Thanksgiving Day best.
- S: What's "Thanksgiving Day"?
- NS: Thanksgiving Day is at the end of November and it is a time for family and friends to get together for a special dinner and give thanks for all that is good in our lives.
- S: Great! I would like to that.
- NS: You are welcomed to come to our Thanksgiving Dinner any time you would like.
- S: Thank you Gerry.
- NS: You're making me cold Mittaya. What a beautiful picture.
- NS: I mean Nittaya - sorry!
- NS: Sorry - Joe! Boy I'm getting confused. Sorry!!!
- S: No problem.
- S: Where were we?
- NS: Tell me about Thai New Year's.
- S: Thai New Year's on 13-15 April in every year, people go to the temple and Play water.
- NS: Why do they play with water?
- S: Because in April very hot.
- NS: Oh! Ummm.
- S: Would you like to play that?
- NS: I don't know. It's very hot in April isn't it. I don't like getting wet unless I'm swimming.

S: Umm.

S: Have you ever celebrated Song Kran Day in Thailand?

NS: No. I've never been there in April.

S: Umm.

S: Gerry, what time in U.S. now?

NS: Right now it is 9:40 PM. Everyone in the United States moved their clocks one hour ahead yesterday.

NS: Joe, I need to go now. Talk with you on Wednesday.

S: You are go to bed Gerry. Nice talking to you.

NS: Have a nice day Joe!

S: See you again tomorrow.

S: Okay?

NS: Ok

S: Good night.

NS: Bye!

Transcript of Chat Window	Week 6	Session 1
Topic: Environments	Student : Pornchai	Partner: Gerry

S: Good evening Gerry.

NS: Good morning Joe! How are you today?

S: I'm fine,thank you. And you?

NS: I'm doing well. Today is the first day of spring.

S: Really? There is rainy here yesterday.

NS: I think you mean "It is raining here yesterday." Was that when we lost electricity and the computers had all that trouble?

NS: I'm sorry Joe - "It was raining here yesterday."

S: You guess me.Thank you Gerry.

S: Today haven't all trouble.

S: Today we will talking about environment, okay?

NS: Okay! You start!

S: How is environment in U.S?

NS: Could you be more specific? Do you know what specific means?

NS: Are you still there Joe?

BUZZ!!!

S: Yes,I guess. Can you tell me about nature tree,river,mountain?

NS: I will tell you about Vermont, the state where I live. Vermont is basically a mountainous place with forests over the entire state. There are many rivers,

lakes, and streams.

S: Really? That like Thailand.

NS: Yes, I think so too! The only difference is that Thailand is a much hotter place than the United States.

S: I think so too!

S: Do you like nature?

NS: I love it! When I was in Trang a couple of years ago Ajarn Nattanan took me to a couple of hot springs near Kraabi. They were beautiful.

S: You ever been in Trang, right?

NS: Yes, I've been to Trang.

S: Trang have best nature in southern of Thailand.

NS: Really? It certainly is beautiful. Have you ever been to northern Thailand like Chiang Mai?

S: No, I haven't ever been that but I would like to go that very much.

NS: It is beautiful up there also. A little different than Trang. More mountains.

S: Oh! wonderful. I would like to see that very much.

NS: Where have you traveled too in Thailand?

S: I ever been to Phuket, Krabi, Pangnga, Prajuob, Bangkok, Nakornratchasima, Nakornsitammarat, Pattalung, Yala.

NS: I've been to Bangkok, Chiang Mai, Lampang, Khorat, Mahasarakham, Phi Mai, Ayuthaya, Sukothai, Trang, Kraabi, and other towns and cities I can't remember.

S: You ever been a lot than me.

NS: I think you mean to say "You have been to a lot more than me."

NS: Joe, I bring a group of teachers from my state over to Vermont every summer

and take them to schools and show them your beautiful country. That's why I've been to all of those places.

NS: I need to get going Joe! When do we chat next?

S: Nattanan tell me we chat again Tuesday.

NS: Not Monday?

NS: Actually you mean Tuesday your time which would be Monday my time.

S: Yes.

NS: Have a good day Joe!

S: Good night Gerry.

S: Bye

Transcript of Chat Window	Week 7	Session 13
Topic: Sports	Student : Pornchai	Partner: Gerry

S: Good evening Gerry. I'm sorry it late.

NS: Hi JOe! No problem!

S: How are you?

NS: Pretty good Joe. How are you?

S: I'm fine Gerry. Thank you very much.

S: Today we will talk about "sports". Okay?

NS: Great! Do you want to start?

S: Vell....Do you like to play any sports?

NS: The last time I played a sport I played tennis.

S: Great!

S: What's your favorite sports?

NS: I guess tennis, hiking, and swimming would be my favorites. What are yours?

S: I like to play badminton. It's only my favorite sport.

NS: Is badminton popular in Thailand?

S: No, it isn't. The popular sport in Thailand is boxing.

NS: Do you like Muay Thai?

S: No, I don't because boxing is a dangerous sport. And you?

NS: Do boys box at your school?

NS: You still there Joe?

- NS: You still there Joe?
- S: Yes.The boys practice boxing for race.
- S: Sorry Gerry.I use much time.
- NS: For a "race"?
- NS: uSE MUCH TIME?
- S: Yes.
- NS: Use much time?
- S: Sorry "A lot of time"
- NS: Back up a minute Joe. You said that boys practice boxing for a race. What do you mean by that?
- S: Sorry, I mean "the boy in my school is practice it (boxing) for a race with the boy in another school. Can you know Gerry?
- NS: Oh sure! He's practicing for a competition.
- S: Yes.
- NS: He must be good at it.
- S: Gerry, do you like boxing?
- NS: I don't know. On the one hand I would be interested in watching it because it is so popular in Thailand but on the other hand I have a hard time watching two people hurt each other.
- S: I see.
- S: You can swim.Right?
- NS: Yes. I don't do it often but I love it.
- S: I guess.I can't swim.I would like to can it.
- NS: I would like to can it. ????
- S: Sorry,I mean "I would like to swimming but I can't swim".

NS: Have you ever tried?

S: No, because my parents not believe me for swimming then I can't swim.

NS: Are they afraid for you?

S: Yes.

NS: Are you afraid of swimming?

S: Yes, I'm afraid sink to the water.

NS: Have you ever tried it though?

S: Yes, I have. I tried with my friends in the sea but my parents don't know.

NS: How did it go?

S: I go to that by motercycle.

NS: Oh, I didn't mean that Joe. I mean't how was it for you when you went swimming in the sea?

S: Oh! sorry Gerry.It wasn't good.

NS: Joe, I really like you. You are a good person. You honor your parents, you like to try things(like swimming) even though you are a little afraid of them
I like you Joe.

S: Thank you Gerry.

NS: Your welcome Joe. I think I need to go now.

S: Okay! see you again next week.Nice talking to you Gerry.Good night.

NS: Goodnight Joe!

Transcript of Chat Window	Week 8	Session 1
Topic: Vacations	Student : Pornchai	Partner: Gerry

NS: Hi Joe!

S: Good evening Gerry.How are you today?

NS: Doing food Joe. How about you?

NS: Doing good Joe. How about you?

S: I'm okay.Thank you.

NS: What do we talk about today?

S: We will talk about "vacation".

NS: That sounds like fun.

S: What do you do in last vacation?

NS: Well,my last vacation was last summer. Every summer for the last 7 or 8 years I have spent 3 weeks in Thailand with the teachers I bring over, then I spend the rest of the summer before school starts working in my garden or taking day trips.

NS: What did you do last vacation? Actually you are on vacation now, aren't you. Do you have plans before you go off to school?

S: Has very good plan in your summer. My last vacation I go to the beach with my friends for calabrate go off to school and some time I do homework helped my parents.

NS: Sounds not too bad. Is that the time you went swimming without telling your parents?

- NS: Are you still there Joe?
- S: Yes,I'm sorry,please wait Gerry.
- S: You ask me "Is that the time you went swimming without telling your parents?" I answer "Yes,but I told my parents yesterday because if I'm not tell they I'm not happy.
- NS: I hope I didn't have anything to do with making you feel bad.
- S: No no Gerry,don't worry.I'm happy.
- NS: Good! Do you have any vacation plans before you go off to school?
- S: Yes,I do. My plan is I will go to shopping mall with my friends for buy university's uniform.
- NS: In Trang?
- S: Yes,but some time we will go to buy in Hadyai because Hadyai has not expensive product.
- NS: Where is Hadyai?
- S: Oh! sorry.Hadyai is town in Songkhla Province.
- NS: Far away?
- S: 200 Km.
- NS: What do you all need when you buy a uniform?
- S: I will buy white T-shirt,black trousers,black shoes.
- S: Where will you go on your next vacation?
- NS: Well, this summer I will be going back to Thailand. Then I might visit my daughter in Virginia and a friend in Maine.
- NS: When I'm in Thailand this summer, I will be near Khorat. I asked Ajarn Nattanan is it would be possible to meet you and she thought that maybe we could get together for lunch.

NS: If that could happen would you be interested?

S: Up to you Gerry.

NS: Well, I'd like to meet you so, while I can't promise anything I would like to try.

S: I would to meet you too.

NS: I better get going now Joe. Will we be talking tomorrow?

S: Okay Gerry.Nice talking to you,see you again tomorow.Good night.

NS: Bye Joe!

Transcript of Chat Window	Week 8	Session 2
Topic: Vacations	Student : Pornchai	Partner: Gerry

S: Good evening Gerry.How are you today?

NS: Hey Joe! How are you? I'm fine although it is very cold, wet, and uncomfortable here - AND SNOWING.

S: I'm good.Thank you.

S: Today we will talk about school vacation a second time and chat the last time.

NS: Okay! Shoot!

S: How many term your school has?

NS: My school is divided up into three sections.

S: Really? My school is divided up into two sections.

NS: A lot of high schools are - colleges too. My school is for little ones up to 13 years old.

S: I see. When your school go off?

NS: Our last day of school is usually sometime in the third week of June.

S: What your student do in vacation?

NS: Some of them go away and visit family and special places. Some of them just stay home in beautiful Vermont and go swimming and hiking, and all.

S: Does your students take extra tutorial class in they vacation?

NS: Not a lot of them. U.S. students are not as dedicated as students like

you and like students in Thailand.

S: If so, what do you do that time?

NS: Do you mean what do students do? Some of them have jobs. Some of them travel. Some of them just stay home and watch TV and play with their friends.

S: No no Gerry. I mean "If your students are not take extra tutorial class . What do you do?".

NS: Teachers have no school during the summer. We go to school and study the latest teaching techniques or do other things.

S: Oh! are you tired?

NS: ???

S: Sorry I mean "It's to bad or happy?"

NS: I'm afraid I still don't understand Joe.

S: You told me "You go to school and study the latest teaching techniques or do other things." So I ask you "Are you tired?".

NS: It can be tiring. Teachers get tired too and are ready for a break. Lately I have been going to Thailand with a group of teachers every summer and that is tiring too - but in a good way.

S: That's good, you are a great teacher.

NS: Thank you Joe! You are very kind. Do you know that this will be my last year of teaching?

S: My teachers to school for enrol new student , they will break and take rest about 15 days.

NS: Thai teachers work hard.

S: My teacher told me "Teachers are sacrifice purson for student".

- NS: Were they joking?
- S: Sorry Gerry I'm not sure.What do you mean?
- NS: Were your teachers serious when they told you that or were they joking arond?
- S: They always told for students and they don't serious.
- NS: Weel, if they are serious I don't think that is a nice thing to tell a student. Especially a student like you who is very good and trying his best.
- S: Thank you Gerry.That you see me.
- S: By the way.Have you ever been a part time job?
- NS: Lots of them over the years. None for a long time though since I have been teaching. Have you?
- S: No,I'm haven't because I help my parents do home work,cook,clean.
- S: Can you understand me?
- NS: Yes. You are telling me that you can't get a part time job because you are busy helping out your parents at home. Right?
- S: Yes Gerry.
- S: Oh! It's late.I have to go breakfast.
- NS: Okay! I will miss talking with you Joe. take care of yourself.
- S: Thanks very much for your help and for every things.
- NS: You're welcome Joe. If it is at all possible I will try to contact you at Suranaree and take you ot to lunch. Then we can talk in person.
- S: I'm sad .I will miss you Gerry.Take care.
- NS: Love you Joe!
- S: Love you too.Good night.

VITAE

VITAE

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