Using Computer-Mediated Communication in Secondary Business English: A Systematic Review

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Plan

- What is Computer-Mediated Communication?
- Potential uses CMC in business English courses
  - Uses of CMC in business communication courses
  - Uses of CMC in business communication
- Findings of our systematic review

Computer-Mediated Communication

	Asynchronous		Synchronous	
	Text	Audio-visual	Text	Audio-visual
1st generation	e-mail, forums	voice boards	chat, MUDs, MOOs	Av conferencing
2nd generation	blogs, wikis	YouTube	chatbots	Internet phones

(Chun, 2008)

- Asynchronous: Accuracy and complexity
- Synchronous: Quantity, fluency, negotiation of meaning

(Levy and Stockwell, 2007)

CMC in a Business German Course

- E-mail based electronic role play
  - A British company wants to launch a new product in the East German market
  - Develop a market research strategy
  - Develop a marketing strategy
  - Each dyad takes on one of the following roles
    - British company
    - German market research company
    - Other groups doing research on the Internet
  - Room set up to reflect geographical separation

(Leahy, 2004a; 2004b; 2010)

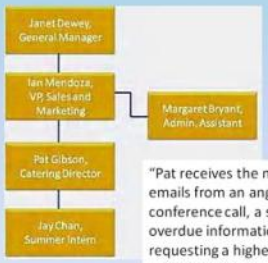
Yankee Donut Company

- 30-minute in-box activity
- Up to 50 students
- Chris Pierce, district manager
- Respond to 10 e-mails
- Produce a PowerPoint presentation
- Pre-prepared e-mails are every 2 to 3 minutes

(Greenberg and Rollag, 2005)

Writeaway Hotels

- 30-minute in-box activity
- For 12-20 students



"Pat receives the most messages, including emails from an angry client about a missed conference call, a senior manager requesting overdue information, a job applicant requesting a higher salary, a Cornell student seeking an internship, and a well-meaning but annoying sister asking disruptive questions" (Newman, 2007)

Writeaway Hotels

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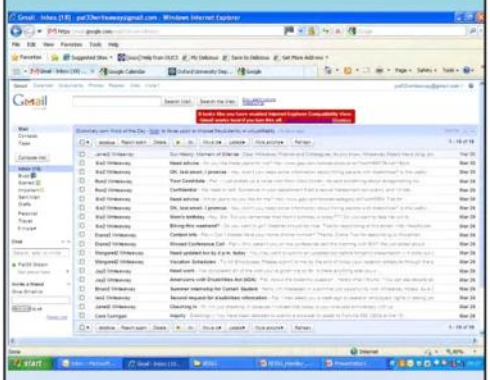

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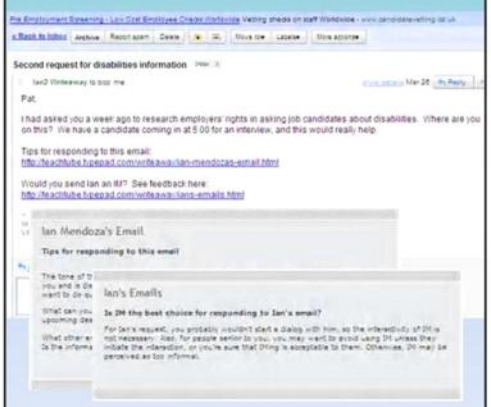

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Further Simple Simulations

- Mailing lists
  - Students subscribe to a mailing list in their area of specialization and submit a report on the mailing list's activities during a given period of time.
- Chat
  - Hold a meeting for a fictional company via chat with student-managers hired from around the world.
  - 'Stump Dave' students take it in turns to pose questions to a volunteer currently working in the business world in a live chat interview.

(Cohen, 1994)

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Blogs and Wikis in Business

- Blogs
  - Collaboration
  - Marketing
  - Project management
  - Internal and external communication

(Quible, 2005)

- Wikis
  - Sharing best practices,
  - Mapping networks of experts
  - Building customer databases
  - Project management.

(Clark and Stewart, 2011)

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Systematic Review

- Keyword Map
  - What **empirical research** could be found on the use of new technologies in language learning and teaching with learners in primary and secondary schools since 1990?
- In-Depth Review
  1. What evidence is there that technology has an **impact** on the acquisition of linguistic knowledge and/or the development of language skills?
  2. What **insights**, other than linguistic, are revealed by a review of research reports?

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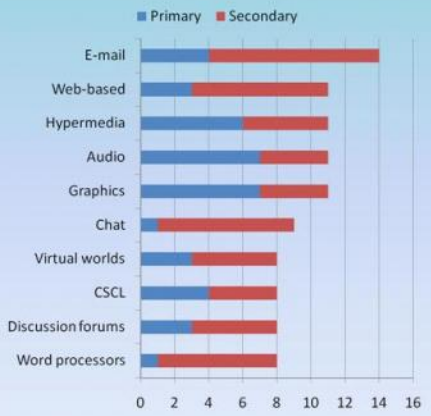
Keyword Map



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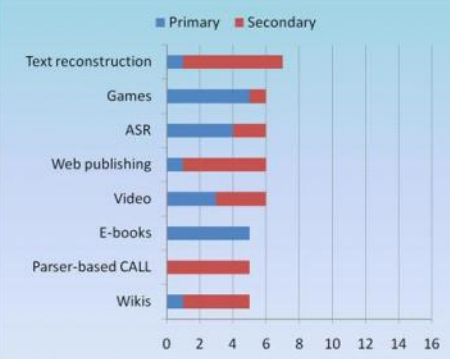

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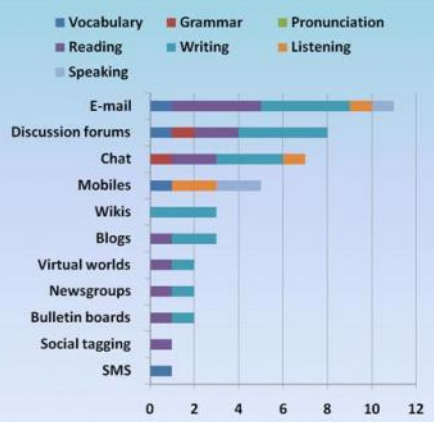

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Netspeak

- Oral features observed in Netspeak
  - Short constructions
  - Phrasal repetitions
  - Looser sentence structure

(Crystal, 2001)

  - Multiple punctuation
  - Eccentric spelling
  - Capital letters
  - Comic-book style imitation of sounds
  - Writers attempt to create the experience of spoken words

(Danet, 2001; Soffer, 2010)

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Netspeak

Spoken language criteria applied to netspeak (Crystal, 2001)

	Speech	Writing
1. Time-bound	Yes	No
2. Spontaneous	Yes	No
3. Face-to-face	Yes	No
4. Loosely structured	Yes	No
5. Socially interactive	Yes	No
6. Immediately revisable	Yes	No
7. Prosodically rich	Yes	No

Key: *But in different ways **But with restrictions

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Netspeak

Spoken language criteria applied to netspeak (Crystal, 2001)

	Speech	E-mail
1. Time-bound	Yes	Yes*
2. Spontaneous	Yes	Variable
3. Face-to-face	Yes	No
4. Loosely structured	Yes	Variable
5. Socially interactive	Yes	Variable
6. Immediately revisable	Yes	No
7. Prosodically rich	Yes	No

Key: *But in different ways **But with restrictions

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Netspeak

Spoken language criteria applied to netspeak (Crystal, 2001)

	Speech	Chat
1. Time-bound	Yes	Yes*
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Key: *But in different ways **But with restrictions

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E-mail

Greenfield (2003)

- Tandem e-mail exchange
  - Scaffolded writing anthology activity
  - Culture exchange
  - Training in cooperative learning, process writing and computing skills
- Results
  - Appreciated novelty, autonomy and collaboration
  - Confidence in reading and writing decreased
  - While some did not have the necessary skills others were bored

E-mail

Sasaki and Takeuchi (2010)

- NS-NNS e-mail exchange
  - NS tutor seeded messages with target vocabulary
- Results
  - NS used 193 target words
  - Students imitated 60 of the target words
  - Students learnt 36 of these
  - Students learnt a further 39 without imitation
  - Students learnt a further 39 from outside the e-mail exchange
  - There was a relationship between frequency of use and learning
  - Students used a variety of strategies to find out meaning and learn new words
  - Students put in effort because the teacher was

Text messaging

Lu (2008)

- Text message lessons
  - Two text messages per day during daily commute
- Results
  - Experimental group learnt more words, but they were not retained
  - Positive learner strategies
  - A desire for interaction
  - Appreciation of bite-sized lessons
  - Negative effects of entertainment functions

Discussion Forums

Chandrasegaran and Kong (2006)

- Free-form discussions
  - Singapore
  - Expository writing
- Results
  - 159 postings analysed
  - 137 expressed stance
  - 75 expressed stance-support (120 support moves)
  - Range of stance-support strategies
  - Range of lexico-grammatical features

Discussion Forums

Zhang et al. (2007)

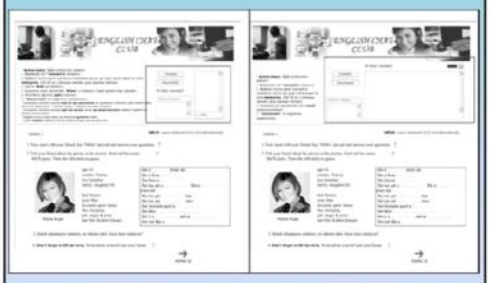
- Free-form discussions
  - Critical thinking
  - In-class discussion vs. discussion forum vs. discussion forum with teacher support
- Results
  - Discussion forum
    - Discussed topics in more depth than controls
  - Discussion forum with teacher support:
    - Discussed topics in more depth than other groups
    - Checked messages before posting them
  - No differences in vocabulary, grammar, reading and writing achievement across

Chat

Satar and Ozdener (2008)

- NNS-NNS task-based chat activities
  - Turkey
  - Voice chat vs. text chat vs. control
- Results
  - Both the text chat and the voice chat groups performed better than the control group on the speaking test
  - Statistically significant decrease in foreign language learning anxiety for the text chat group

Chat



Voice Chat | Text Chat

Blogs

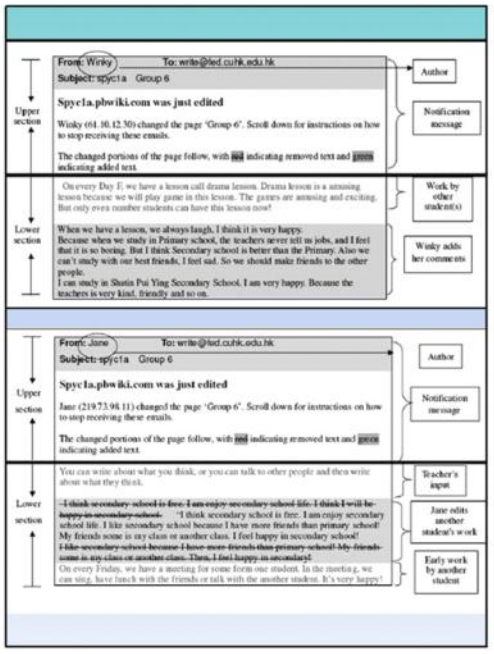
De Almeida Soares (2008)

- Class blog
- Results
  - Students were enthusiastic about blogging
  - Students did not blog much from home
  - Students blogged with teachers' help in class
  - Not all students were computer literate
  - You have to be careful about choice of platform

Wikis

Mak and Coniam (2008)

- School brochure
- Results
  - Collaboration
    - Discussed topic and posted comments to wiki
    - Added to existing text
    - Edited each other's writing
    - Alternately developed and expanded the wikis content
    - Additions were most frequent
    - Corrections were least frequent
  - Quantity and quality of writing
    - Contributions got longer
    - Accuracy of some students' writing increased
    - Students produced more text than normal



Social Tagging

Chen et al. (2010)

- Tag-based collaborative reading tool
  - Intelligent web-based interactive language learning platform
  - Discussion forums
- Results
  - TACO group outperformed the control group on a test of reading comprehension
  - Tagging was easy
  - Improved reading
  - Helped understand text
  - Helped summarise texts

Social Tagging

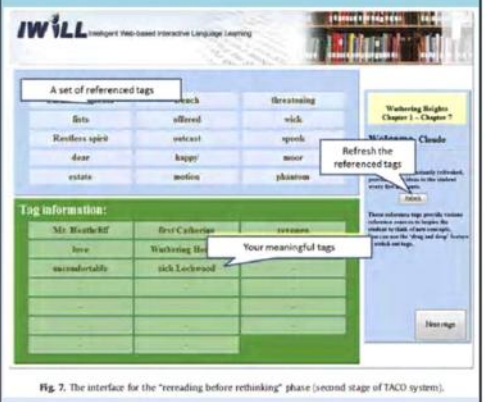
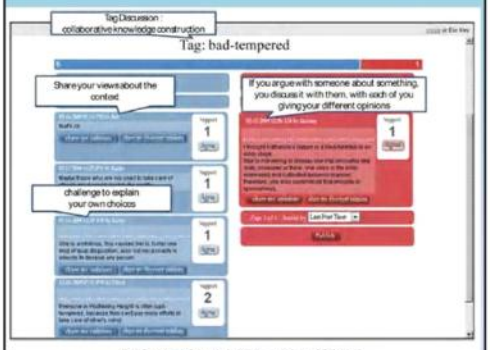


Fig. 7. The interface for the "rereading before rethinking" phase (second stage of TACO system).

Social Tagging



Conclusion

- CMC could be used to set up a wide range of business simulations or case studies
- CMC research has tended to focus on writing
- Students vary in their levels of computer literacy.
- The hybrid nature of CMC could be harnessed to bridge the gap between writing and speaking and vice versa

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