



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
1 st generation e-mail, forums	1 st generation voice boards	1 st generation chat, MUDs, MOOs	1 st generation Av conferencing
2 nd generation blogs, wikis	2 nd generation YouTube	2 nd generation chatbots	2 nd generation 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

Writeaway Hotels
Email and IM simulation developed by Amy Newman
Senior Lecturer, Cornell University, School of Hotel Administration

- Access Your Email
- Learn About Writeaway
 - Overview
 - Writeaway Help
- Get Writing Help
 - Email Advice
 - IM Advice
 - Writeaway Email Tips
 - Writeaway IM Tips

Simulation Overview

The purpose of this simulation is for you to apply writing principles from Management Communication while responding to business email. During the simulation, you will practice:

- Reading and prioritizing email
- Making decisions about whether and how to respond to email
- Writing messages under pressure
- Evaluating the effectiveness of email you receive

When the simulation begins in class, you will receive several messages. You will have about 30 minutes to respond to your email and begin your decisions. At the end of the simulation, we will discuss your **RECEIVED** email you received and how you made decisions about prioritizing and responding to messages.

To prepare for the simulation, please read the following information about the case.

Background Information

The email you'll receive simulates interim and executive correspondence at **Writeaway Hotels**, an independent group of hotels that serves primarily business travelers and "under 30s" and "red necks". The culture at **Writeaway** is one that passed and being informal, since you might expect employees to be casual in email. While speed is important, high value is also placed on precision. All of your email responses should be grammatically correct and accurate.

In the simulation, most of you will play the role of Pat Gibson, the Catering Director for **Writeaway**. You took the job a year ago and are better than you ever imagined—winning new meetings by meeting in person. You have a 30-minute break between customer meetings and decide to check your email. As usual, you have a flood of messages which all seem urgent. Your challenge during the simulation is to



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Email Advice

This page offers guidelines for writing effective business emails. You will learn how email is not like the other major communication methods used in organizations, where managers often receive 100-200 emails a day. You also may use email to people outside your organization (including job searches). If you use someone's address:

Writing guidelines are shared in class daily, so much so email is a key form of further communication. **Business emails** contain organization, writing style, formatting grammar and punctuation are as important in emails as in memos and letters. Your success as a business professional is judged by all of your communications, even short messages.

But differences between email and other forms of communication do exist:

- To, Cc, Bcc:** Enter names only. Use Bcc when you don't want others to know the person will also receive the email.
- Subject:** Use something descriptive and attention-getting to help the reader prioritize who should they need your email instead of hundreds others?
- Date:** Do not include this is automatically generated by the email program.
- Reply:** 20-point line is common for most emails. Use the default of your email program for consistency with your co-workers.
- Salutation:** For formal emails, include the recipient's name and a comma. You also may write "Dear _____". For less formal emails, you may still include the recipient's first name, or you may wish the salutation (particularly after a few emails to the same person about the same topic). You may use "Hi _____" for very informal relationships (e.g., co-workers).



Writeaway Hotels

The screenshot shows a Gmail inbox with several emails from 'Writeaway Hotels'. The emails are listed with their subjects, senders, and dates. The subjects include 'Second request for disabilities information', 'Pat', 'I had asked you a week ago to research employers' rights...', 'Tips for responding to this email', and 'Would you send Ian an RT?'.

Writeaway Hotels

The screenshot shows an email thread. The top email is from 'Pat' with the subject 'Second request for disabilities information'. Below it is an email from 'Ian' with the subject 'Ian's Email'. The thread continues with 'Tips for responding to this email' and 'Would you send Ian an RT?'. The bottom of the screenshot shows a preview of 'Ian's Email' with the subject 'Is IM the best choice for responding to Ian's email?'.

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)

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)

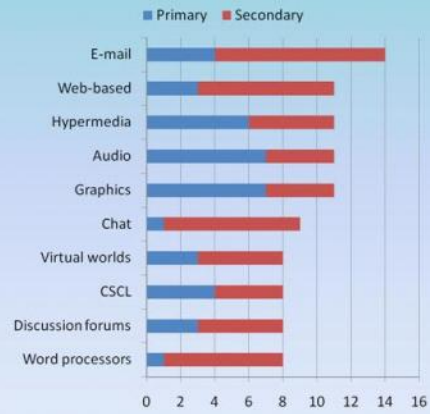
Systematic Review

- 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?

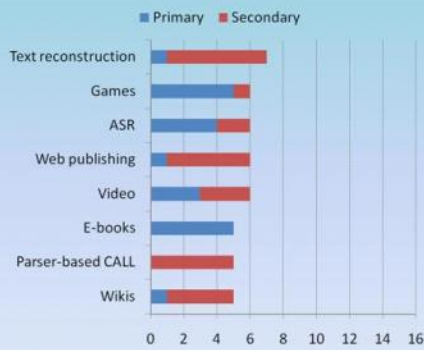


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Keyword Map



Keyword Map



Keyword Map



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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*
2. Spontaneous	Yes	Yes**
3. Face-to-face	Yes	No
4. Loosely structured	Yes	Yes
5. Socially interactive	Yes	Yes**
6. Immediately revisable	Yes	No
7. Prosodically rich	Yes	No

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



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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



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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



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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



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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



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Chat

Satar and Ozdener (2008)

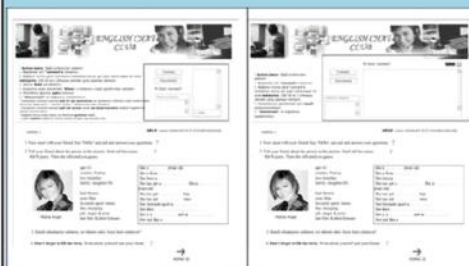
- NNS-NNS task-based chat activities
 - Turkey
 - Voice chat vs. text chat vs. control
- Results
 - Both the text chat and the voice chat groups performed better than the control group on the speaking test
 - Statistically significant decrease in foreign language learning anxiety for the text chat group



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Chat



Voice Chat

Text Chat



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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



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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



The screenshot shows two stages of a wiki page. The top stage, labeled 'Upper section', shows a notification message: 'Spycla.phwiki.com was just edited' and 'Winky (04.10.12.30) changed the page "Group 6". Below this is a student's text: 'On every Day I, we have a lesson call drama lesson. Drama lesson is a amusing lesson because we will play game in this lesson. The games are amusing and exciting. But only even number students can have this lesson now?'. The bottom stage, labeled 'Lower section', shows a teacher's input: 'You can write about what you think, or you can talk to other people and then write about what they think.' and a student's response: 'I think secondary school is free. I am enjoy secondary school life. I think I will be happy in secondary school. I like secondary school because I have more friends than primary school! My friends some in my class or another class. I feel happy in secondary school! I like secondary school because I have more friends than primary school. My friends some in my class or another class. Then, I feel happy in secondary school. On every Friday, we have a meeting for some form one student. In the meeting, we can sing, have lunch with the friends or talk with the another student. It's very happy!'.

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

The screenshot shows the IWILL interface. At the top, it says 'IWILL Intelligent Web-based Interactive Language Learning'. Below this is a 'A set of referenced tags' section with a grid of tags: 'black', 'dressed', 'breastling', 'wink', 'Restless spirit', 'outcast', 'speech', 'dear', 'happy', 'mover', 'estate', 'motion', 'phantom'. To the right is a 'Working Brights Chapter 1 - Chapter 7' section with a 'Refresh the referenced tags' button. Below the tags is a 'Tag information' section with a table:

Mr. Weathered	Dr. Catherine	creations
love	Working Brights	Your meaningful tags
uncomfortable	sick Lockwood	

At the bottom right, there is a 'Filter tags' button.

Fig. 2. The interface for the "rereading before rethinking" phase (second stage of TACO system).

Social Tagging

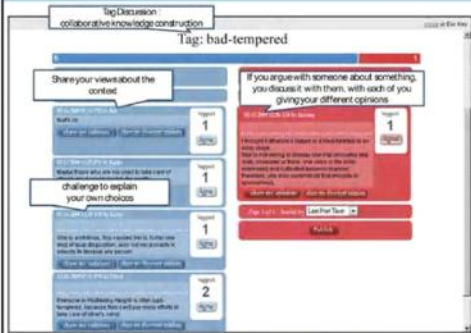


Fig. 8. Discussion interface within the iACT system (third stage of iACT system).



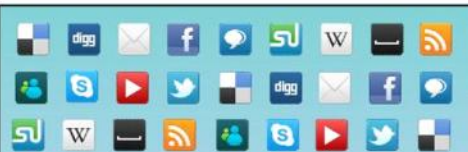
Conclusion

- 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



Acknowledgements

- New Technologies in English as a Foreign Language
 - Prof. Ernesto Macaro
 - Dr. Catherine Walter
- Reviewing team
 - Applied Linguistics Group , University of Oxford
 - English Language Teaching Division, Oxford University Press.
- Writeaway Hotels Simulation
 - Amy Newman, Cornell University,.



Thank You!

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Macaro, E, Handley, Z, Walter, C (Accepted). A systematic review of CALL in English as a second language: Focus on primary and secondary education. *Language Teaching*.

