

# COMPUTER MEDIATED COMMUNICATION

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# **SYNCHRONOUS AND ASYNCHRONOUS INTERACTIONS**

# FIRST-GENERATION CMC TOOLS

- First-generation tools include e-mail, electronic mailing lists, and discussion forums
- Electronic mailing lists (listservs)
- Voice Board that allows users not only to exchange text messages under separate threads but also to add sound recordings

# SECOND-GENERATION CMC TOOLS

- Blogs
- Wikis
- [voicethread.com](http://voicethread.com)
- Moodle tools
  - Glossary
  - Choice
  - Workshop
  - NanoGong

# SCMC WITH VOICE/VIDEO TOOLS

- IM tools: ICQ, MSN Messenger, Yahoo! Messenger, AOL's Instant Messenger (AIM), PalTalk, and iVisit
- Blackboard, WebCT, or Moodle offer their own internal chat programs within a more controlled learning environment where all students are automatically enrolled in a chat room.
- benefits of written SCMC (Payne, 2004)
  - SCMC reduces the pace of discussion
  - Textual exchanges are posted and are therefore not ephemeral but rather ever present on the screen for students to consult and continue processing.
  - Students have more time for linguistic processing to prepare their own contributions.
  - Students' affective filters are lower in SCMC because no one is looking over their shoulder as is the case in face-to-face exchanges.

# HANDS ON

- Use Moodle chat, discuss the following question: How can we use Facebook in teaching English?

# HANDS ON

- Install Tango on your Android devices.
- Try communicating with each other via text, images, videos and games.

# TASK

- Describe three situations where asynchronous CMC (e.g., e-mail, e-bulletin boards/forums, blogs, wikis) would be preferred over synchronous CMC.



# **COLLABORATION AND NEGOTIATION OF MEANING**

# COLLABORATION IN ELT

- Nunan (1992a) suggests that collaboration supports CLT
  - to learn about learning, to learn better and
  - to increase their awareness about language, and about self, and hence about learning
  - to develop, as a result, metacommunicative as well as communicative skills
  - to confront, and come to terms with, the conflicts between individual needs and group needs, both in social, procedural terms as well as linguistic, content terms
  - to realize that content and method are inextricably linked, and
  - to recognize the decision-making tasks themselves as genuine communicative activities

Nunan (1992a: 3)

# THE PLACE OF COLLABORATION IN CALL

- encourages both social skills and thinking skills
- in the process of negotiating the meaning of a task and the means by which it may be addressed, learners make decisions about the learning materials they study and the ways in which they should study
- scaffolding describes a situation in which a learner interacts with someone who can guide, support, and shape his or her learning => Computer can play this role (Ellis, 1998)

# COLLABORATION VS. COOPERATION

- Hands on: Forum Discussion: “What are the benefits of collaborative language learning activities?”

# TEN POTENTIAL ADVANTAGES OF GROUP ACTIVITIES IN LANGUAGE INSTRUCTION

1. The quantity of learner speech can increase
2. The variety of speech acts can increase
3. There can be more individualization of instruction
4. Anxiety can be reduced
5. Motivation can increase
6. Enjoyment can increase
7. Independence can increase
8. Social integration can increase
9. Students can learn how to work with others
10. Learning can increase

Jacobs (1998: 100)

# COLLABORATION AT THE COMPUTER AS EVIDENCED BY DISCOURSE

- Grice (1975) suggests that four maxims of *quality*, *quantity*, *relevance* and *manner* govern the general cooperative intention in conversation
- Cook (1989) summarizes these as: be true (the maxim of quality); be brief (the maxim of quantity); be relevant (the maxim of relevance); be clear (the maxim of manner)
- These maxims are flouted by speakers who use conversational strategies to exaggerate, to express sarcasm, to obfuscate and so on
- These social needs are evident in both verbal and non-verbal behaviors when working with computers.

# STRUCTURING COLLABORATION

M. Hamm suggests that the teacher must structure collaboration at computers through:

1. assigning students to mixed-ability teams
2. establishing positive interdependence
3. teaching cooperative social skills
4. insuring individual accountability
5. helping groups process information

Hamm (1992: 95)

# GENERAL SOCIAL CHALLENGES TO CALL COLLABORATION

1. an unwillingness to engage in the activity
2. an unwillingness to accept the collaborative nature of the activity (i.e. pursuing individual or competitive goals)
3. an unwillingness to offer suggestions or explanations
4. an unwillingness to offer or accept justifications, clarifications, elaborations, criticism (i.e. groupthink) with supporting evidence or alternatives
5. the complexity of the program's content
6. the navigability of the program's interface
7. the difficulty of the program's model of instruction (behaviorist or constructivist)



# THE RANGE OF COLLABORATION AND CALL

- *OneNote*: learners can share a wide variety of media, questions and comments, work individually or in small groups on discrete parts of a task, or contribute ideas to the exploration of a larger task.
- Email & WWW: particularly appropriate for distance-learning situations dictated by geographical isolation
- Padlet.com
- Google docs/ Office 365 (Introduce your favorite website for language learning)
- Yammer/Facebook