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NIDA Language and Communication Journal is the official journal of the Graduate School of Language and Communication, National Institute of Development Administration. The journal, ranked in the first tier of Thai Journal Citation Index (TCI), is currently published as a periodical, with two issues annually (June and December). The purpose of this journal is to disseminate information of interest to language and communication scholars, and others interested in related social sciences. The journal presents information on theories, researches, methods, and ideas related to language and communication as well as related interdisciplinary social sciences. The editors welcome a wide range of academic papers, including research articles, review articles, and book reviews.

Editor's Note

Dear Readers,

It is my pleasure to make available this issue of *NIDA Journal of Language and Communication (NIDAJLC)*, ranked in the first tier of Thai Journal Citation Index or TCI. The journal disseminates information of interest to language teachers, those in the field of communication, and others interested in language and communication. Each article presents information on theories, research studies, methods, and ideas related to language teaching and learning as well as communication.

Readers familiar with prior volumes of the journal will notice that this issue features new editorial board members who are from a wide range of areas of expertise and represent the combined interdisciplinary fields of language and communication. Most notably, the journal publishes manuscripts written in English only and each volume consists of two issues (June and December) per year. Articles are made available free for all on the website of the Graduate School of Language and Communication at the time of publication.

In this issue, the first article in EFL by Dr. William Egerton Darling and Natthapong Chanyoo reveals that the effect of the L2 Motivational Self-System Components on Thai undergraduate students' L2 willingness to communicate depends on whether the students have extended experience in an English-speaking context. The study provides possible explanations behind Thai university students' lack of L2 willingness to communicate as well as hinting at potential solutions to improve it.

Since its inception in the 1970s, communicative language teaching, or CLT, has served as a major source of influence on language teaching practice around the world. Many of the issues raised by a communicative teaching methodology are still relevant today, though teachers who are relatively new to the profession may not be familiar with them. Another study by Natthawut Promtara and Dr. Kasma Suwanarak therefore serves to review what Thai EFL teachers and students have learned from CLT what its relevance as a current practice in the context of their study.

Reading motivation is the topic of Poowadol Srimalee and Dr. Sasima Charubusp's article. The author provides the interesting idea of using Reader's Theatre as an instructional strategy for improving students' reading fluency and motivation in different aspects. The study reveals that once students have high motivation in the aspects of self-efficacy, intrinsic motivation and extrinsic motivation, they can potentially gain development in other aspects of reading such as reading fluency, word recognition skill, and reading comprehension.

In the article of Dr. Pornpavee Sukrutrit, conversation analysis is used to investigate how speakers of English as a foreign language converse and the aspects of English-language learning used in voice-based chat rooms. The author reports that knowing some aspects of the real English interaction in voice-based chat rooms can help keep both language teachers and students up to date with various forms of instruction taking place via new technology, instead of relying solely on textbooks.

Last but not least, thanks to Dr. Sarut Supasiraprapa for his contribution of a review of *Understanding, Evaluating, and Conducting Second Language Writing Research* by Charlene Polio and Debra Friedman. The publication takes readers to the rapidly growing area of second language writing by presenting a uniquely balanced approach to L2 writing research. It is wide-ranging in scope and does not privilege one approach over the other, illuminating the strengths of a qualitative approach and a quantitative approach and the ways in which they might supplement each other. I believe that it will be a valuable resource for all readers in related fields.

This issue could not be possible without the good cooperation of reviewers taking time from their crowded schedules to provide constructive feedback on each manuscript, and I deeply appreciate their contributions. Hopefully, you will find the articles intellectually valuable for your academic and professional goals.

Kasma Suwanarak

Editor

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Ethical Guidelines on Journal Publication

- Authors must ensure that their submission is original, fully referenced and that all authors are represented accurately.
- Authors must openly disclose the source of all data and third party material, including previously unpublished work by the authors themselves. Anything that could compromise the originality of the submission should be expressly avoided.
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Relationships of L2 Motivational Self-System Components and Willingness to Communicate in English among Thai Undergraduate Students

William Egerton Darling and Natthapong Chanyoo

Abstract

This paper investigates Dörnyei' s (2005) L2 motivational self system (L2MSS) of Thai university EFL students and how it affects their L2 willingness to communicate (L2WTC), with the purpose of developing an understanding of how these students can be motivated to improve their English communication skills. A 37-item questionnaire was administered to 330 Thai EFL students from an unnamed public university, five of whom then voluntarily took part in a series of semi-structured interviews. Mean, SD, and Pearson's Correlation Coefficients were computed to identify relationships of the L2MSS components and L2WTC, while the interview data were used to support those findings. The findings revealed that *the ideal L2 self* was the strongest of the L2MSS components, followed by *L2 learning experience* and *the ought-to L2 self.* Positive correlation between L2MSS to L2WTC showed that students who had spent time living or working in an English-speaking environment more actively engaged in the situation that required communication in L2. The study suggested adding a fourth element to L2MSS, *"Past L2 experience,"* which will allow students' L2MSS to better explain their L2WTC.

Keywords: L2 motivational self-system, willingness to communicate, motivation, EFL

บทคัดย่อ

งานวิจัยนี้นำกรอบแนวคิดของ Dörnyei's (2005) เพื่อศึกษาระบบแรงจูงใจภาษาที่สองของ ตนเอง (L2 motivational self-system: L2MSS) และศึกษาว่ากรอบแนวคิดนี้ส่งผลต่อความเต็มใจในการ สื่อสารด้วยภาษาที่สอง (L2 willingness to communicate: L2WTC) ของนักศึกษาชาวไทยที่เรียน ภาษาอังกฤษเป็นภาษาต่างประเทศหรือไม่ วัตถุประสงค์หลักของงานวิจัยนี้คือเพื่อการพัฒนาความเข้าใจว่า ทำอย่างไรนักศึกษาชาวไทยจึงจะมีแรงจูงใจในการพัฒนาทักษะการสื่อสารด้วยภาษาอังกฤษ ผู้วิจัยเก็บ ข้อมูลกับนักศึกษาชาวไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในมหาวิทยาลัยของรัฐแห่งหนึ่ง จำนวน 330 คนด้วยแบบสอบถามจำนวน 37 ข้อ และมีนักศึกษาจำนวน 5 คนเข้าร่วมการสัมภาษณ์แบบ กึ่งโครงสร้าง ข้อมูลประมวลผลในรูปแบบของค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและสหสัมพันธ์ ผลการศึกษา

พบว่า ตัวตนในอุดมคติเกี่ยวกับการใช้ภาษาที่สอง (Ideal L2 self) เป็นตัวแปรที่มีอิทธิพลที่สุดในระบบ
แรงจูงใจภาษาที่สองของตนเองสำหรับกลุ่มตัวอย่าง ตามมาด้วยตัวแปรประสบการณ์ในการเรียนภาษาที่
สอง (L2 learning experience) และตัวตนที่ผู้อื่นคาดหวังเกี่ยวกับการใช้ภาษาที่สอง (Ought-to self)
นอกจากนี้ระบบแรงจูงใจภาษาที่สองของตนเอง (L2MSS) มีความสัมพันธ์ทางบวกกับความเต็มใจในการ
สื่อสารด้วยภาษาที่สอง (L2WTC) อย่างมีนัยสำคัญทางสถิติ โดยนักศึกษาที่เคยอาศัยหรือทำงานในประเทศ
ที่ต้องใช้ภาษาอังกฤษในการสื่อสารมีความกระตือรือร้นในการเข้าร่วมสถานการณ์ที่ต้องมีการสื่อสารด้วย
ภาษาอังกฤษ งานวิจัยนี้แนะนำถึงการเพิ่มตัวแปรประสบการณ์การเรียนภาษาที่สองในระบบแรงจูงใจใน
ภาษาที่สองของตนเองซึ่งจะทำให้สามารถอธิบายความเต็มใจในการสื่อสารด้วยภาษาที่สองได้ดีขึ้น

คำสำคัญ: ระบบแรงจูงใจภาษาที่สองของตนเอง ความเต็มใจในการสื่อสารด้วยภาษาที่สอง แรงจูงใจ
ภาษาอังกฤษเป็นภาษาต่างประเทศ

Introduction

Willingness to communicate (WTC) was originally born out of research into aspects of first language (L1) communication apprehension (Burgoon, 1976; McCroskey & Richmond, 1982; McCroskey & Daly, 1984). It was identified as a personality variable that indicates the likelihood of someone engaging in communication when given the opportunity to choose to communicate or not (McCroskey & Baer, 1985). A model was soon developed (MacIntyre, 1994) to illustrate the relationships between the variables that dictate L1WTC.

MacIntyre and Charos (1996), and later MacIntyre, Clément, Dörnyei & Noels (1998), modified the model to account for those extra influences that can affect WTC in second language (L2) compared to L1, in particular *"a number of intergroup issues, with social and political implications, that are usually irrelevant to L1 use"* (MacIntyre et al., 1998, p. 546). Since its initial publication, the model has been successfully adopted as a framework for a number of studies assessing L2WTC in a variety of different learner contexts (Peng, 2007; LaHuerta, 2014; Simic, 2014). Although the model is successful in its presentation of the various factors and layers that contribute to L2WTC, it has been criticized for failing to demonstrate both the interrelationships between the factors and the relative importance of each factor (Dörnyei, 2005).

Self-confidence is regarded as one of the major contributing factor to L2WTC. The majority of previous research has focused on the effect of self-confidence on L2WTC. According to Clement (1980), self-confidence is comprised of two main

constructs: (1) anxiety and (2) perceived competence. For anxiety, studies have observed strong correlations between anxiety and L2WTC that support the hypothesis that lower levels of anxiety will result in an increase in L2WTC (MacIntyre & Charos, 1996; MacIntyre et al., 1998; Hashimoto, 2002; Yashima, 2002). Studies on the influence of perceived competence on self-confidence were inconclusive. For example, while both MacIntyre and Charos (1996) and Yashima (2002) concluded that there was a strong correlation between high levels of perceived L2 competence and L2WTC, Hashimoto (2002) found the correlation to be of little significance. Hashimoto (2002) subsequently hypothesized that the influence of perceived L2 competence on L2WTC was dependent on the interlocutor's proficiency level.

Although other motivational propensities such as *interpersonal motivation* and *intergroup motivation* have not been discussed to the same extent, some studies have illustrated how they also have some effect on L2WTC. Several elements of intergroup motivation, under the umbrella term *international posture*, were found to directly influence L2WTC by both Yashima (2002; 2009) and Piggin (2010). However, all of these studies were conducted with Japanese EFL learners only, and it is important that studies be conducted in different contexts.

Much of the research on motivation and L2WTC made use of Gardner's socio-educational model (1985) and the integrative/instrumental dichotomy as part of a framework to interpret data. However, as the world's lingua franca (Crystal, 2003), English is in a position where it is increasingly difficult for learners to recognize the group with which they are interacting with (Ushioda, 2010). Thus, the distinction between integrative and instrumental motivation cannot clearly be defined. In fact, Yashima (2000) found that the correlation between integrative and instrumental motivations was as high as 0.60 (as cited in Yashima, 2009).

Consequently, the present research will employ Dörnyei's (2005) L2 motivational self system (L2MSS) to assess the value of the motivational propensities within the L2WTC model in a Thai EFL learner context. The L2MSS includes three components: the *L2 learning experience*, which is the immediate environment in which the L2 situation is occurring; the *ideal L2 self*, the part of one's ideal self specifically related to L2; and the *ought-to L2 self*, the attributes that one feels they ought-to have in order to meet expectations (Dörnyei, 2009). Previous research has indicated that the ideal self plays a more prominent role in individualist cultures, while ought and ideal selves play an equal role in collectivist cultures (Chan, 1997; Cheung, Maio, Rees, Kamble & Mane, 2016). Along with much of the rest of Asia, Thailand has been identified as having a strong collectivist culture (Triandis, 1995; Hofstede, 2001; Patterson & Smith, 2003) where the importance of "face" is prominent (Komin, 1990), insinuating that Thai learners are motivated as much by their *ought-to L2 self* as their *ideal L2 self*. However, this collectivist/individualist dichotomy fails to take the third aspect of the system, *L2 learning experience*, into consideration. In addition, self-confidence has already been established as the

variable with perhaps the greatest effect on L2WTC (Cao & Philp, 2006; LaHuerta, 2014), confirming Cohen and Norst's (1989) assertion of the strong bond between language and the self. It is therefore appropriate to include Dörnyei's (2005) system in the framework for this study.

As of yet there has been little research into the effect of the L2 motivational self system on L2WTC and even less so in the context of Thai EFL learners. The aim of this study is therefore to understand the relationships between each aspect of the L2 motivational self system regarding Thai university EFL students and the impact they have on the students' L2WTC. Gaining an understanding into the motivation of Thai university students and their L2WTC is an important step in raising English proficiency levels in Thailand. Consequently, this study is looking to answer the following questions:

1. To what extent are Thai university EFL students motivated by their *ideal L2 self*, *ought-to L2 self* and *L2 learning experience*?
2. How do the various components of the L2MSS correlate with Thai university EFL students' L2WTC?

Literature Review

Motivation

Motivation in second language acquisition (SLA) refers to "the effort that learners put into learning the L2 as a result of their need or desire to learn it" (Ellis, 1994, p. 509). Motivation theory in SLA has evolved over time, with a variety of constructs, models and systems being developed to accommodate varying trends in linguistic research.

The first major trend in L2 motivation involved social psychological perspectives championed by Robert Gardner and Wallace Lambert. Their work on L2 motivation within bilingual communities in Canada (1972) led to the establishment of the distinctions between both integrative and instrumental influences on motivation. Integrative motivation is "a sincere and personal interest in the people and culture represented by the other language group" while instrumental motivation is "the practical value and advantages of learning a new language" (Gardner & MacIntyre, 1991, p. 58). With the growing influence of the integrative/instructional construct in L2 motivation, Gardner (1985) developed the socio-education model, of which the integrative motive was a key part. This construct posited that L2 motivation could be determined from two key learner variables: (1) attitude towards the learning situation, and (2) integrativeness. It should be noted that Gardner (1985) believed instrumental motivation still had a role in certain situations.

The socio-educational model has been used as part of research frameworks in a multitude of L2 motivational studies (e.g., Hashimoto, 2002; Peng, 2007) and, despite the changing trends in L2 motivation theory in that time, it has retained some relevance. However, its continued use over this time does not mean that it has not faced its share of criticism. Dörnyei (1994) argued that the terminology used by Gardner in describing different elements of the model has caused misinterpretation by many researchers. The use of "integrative" at different levels of the construct creates confusion regarding the term's definition, while the model also suffers from "misrepresentation… as the sum of integrative and instrumental motivation" (Dörnyei, 2005, p.70). Although Gardner (2000; 2001) addressed these issues to some extent, their presence indicates that the model could not be seen as being comprehensive in its coverage of L2 motivational influences, especially given the developments that were happening in the fields of both linguistics and psychology.

A more recent model of L2 motivation, and the one that will be included in the framework of the current study, is Dörnyei's (2009) L2MSS. This model was developed from the theory of possible-selves proposed by Markus and Nurius (1986) in the field of psychology as well as conceptualizations from both Noels (2003) and Ushioda (2001) within the field of L2 acquisition. The model was seen as a way to move on from Gardner's (1985, 2001) concept of integrativeness that had previously dominated L2 motivation theory. The model consists of three parts: (1) *ideal L2 self*, (2) *ought-to L2 self* and (3) *L2 learning experience.* The three L2MSS components are discussed in the following sections.

First, the *ideal L2 self* refers to the person we would like to be, regarding our L2 abilities. The concepts of integrativeness and instrumental motivations are included within this as they help to reduce the gap between our actual and ideal selves. Various studies on the L2MSS have determined the ideal L2 self to be the dominant factor within the system (Papi, 2010; Kim, 2012; Rattanaphumma, 2016), although some studies have indicated that the power of the ideal L2 self is determined by the age of learners (Ryan, 2009; Lamb, 2012).

Second, the *ought-to self* refers to the attributes of L2 that learners feel they are expected to possess by others, which tend to be more extrinsic than those of the ideal L2 self. Previous studies have come to various conclusions concerning the ought-to L2 self and its influence on learner motivation. It has usually been found to be weaker than its "ideal" counterpart, with some studies questioning whether it has any impact whatsoever (Csizér & Kormos, 2009; Aubrey, 2014). It should be noted that multiple studies found a strong correlation between the ought-to L2 self and certain instrumental motivations (Taguchi, Magid & Papi, 2009; Kim, 2012; Rattanaphumma, 2016), although these findings all occurred in Asian contexts, where students face great pressure to achieve academic success. It is therefore questionable whether this result would be found in a wider variety of contexts.

Third, the *L2 learning experience* is a conceptualization of how specific learning environments and experiences might affect learners' motivation. Previous research suggests that L2 learning experience has a strong effect on students' L2 motivation (Csizér & Kormos, 2009; Taguchi et al., 2009; Aubrey; 2014). It would seem, however, that the effect of L2 learning experience is somewhat contextual. Taguchi et al. (2009) noted how classroom experience is not a motivational factor for Chinese students simply because they "cannot afford the luxuries of caring for the niceties of the classroom experience" (p. 87), while it had a greater effect for Japanese and Iranian students. Furthermore, previous studies have been in disagreement about the strength of the relationship between the ideal L2 self and L2 learning experience, which Aubrey (2014) cited as further evidence as to the contextual nature of the effect of L2 learning experience on learners' motivation.

Willingness to Communicate (WTC)

WTC is a construct originally developed within the field of L1, being described as "*a predisposition towards approaching or avoiding the initiation of communication when free to do so*" (McCroskey, 1992, p. 17). It was considered to be a fixed personality trait that was applicable solely to the use of spoken language. However, when applied to the field of L2, WTC was imagined as a situation-based variable affected by both immediate and enduring influences. The increase in complexity and variety of the relationships between those influences demonstrate how L2WTC cannot just be transference of L1WTC into a new context (MacIntyre et al., 1998). Based on previous models (MacIntyre, 1994; MacIntyre & Charos, 1996), the various influences were categorized and arranged into the Heuristic Model of Variables influencing L2WTC (see Figure 1).The various levels and divisions help demonstrate the increased intricacy of WTC in L2 compared to L1 (Yashima, 2002). The model proposes a number of enduring, trait-like influences toward the base of the model, with more situational influences on L2WTC higher up. MacIntyre et al. (1998) stated that the higher an influence appears in the model, the closer in proximity it is to L2WTC. Multiple studies (Yashima, 2002; LaHuerta, 2014; Peng, 2015) have also confirmed that a variable's proximity to L2WTC in the model correlates to the strength of its effect on L2WTC. These studies found that it is a learner's self-confidence, which is comprised of both perceived competence and level of anxiety, located directly underneath L2WTC in the model, which has the greatest effect on L2WTC. It should also be noted that self-confidence appears twice within the model; as both a situational and enduring variable, highlighting the magnitude of the influence of self-confidence on L2WTC. However, that is not to say that other influences have not been found to have an equal or greater influence than state communicative self-confidence. Bektis-Cetinkaya (2005) found that L2WTC of college students in Turkey was directly linked to their attitudes toward the L2 community.
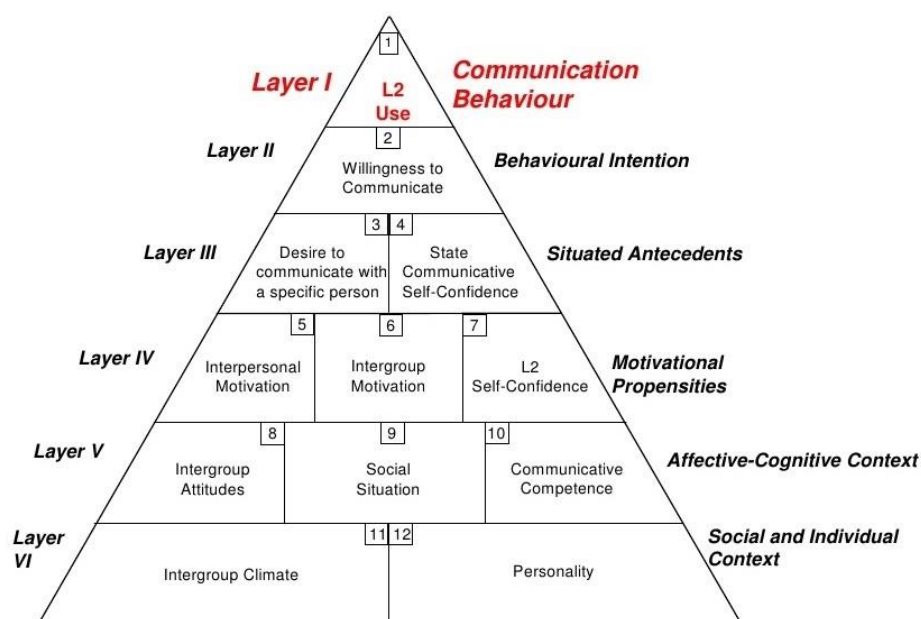
Figure 1: Heuristic Model of Variables Influencing L2WTC (MacIntyre et al., 1998)

MacIntyre et al. (1998) argued that "*the context of communication…involves the interaction of two factors: the society and the individual*" (p.555). Accordingly, these two factors are represented at the base level of the L2WTC model as *intergroup climate* and *personality* respectively. The generally held belief is that a positive attitude toward the L2 community will encourage the study of the L2 language (Gardner, 1985). However the opposite is also true, that intergroup tension will almost certainly have a negative impact on L2 learning and communication. It is suggested that such prejudice and subsequent discrimination towards both the target community and language derived from past experiences with the target community as well as the views of other members within the L1 community (MacIntyre et al., 1998). They claimed that prejudice can also be predicted by the personality patterns and traits that individuals possess. MacIntyre and Charos (1996) found that the *"Big Five"* personality traits from Goldberg's (1993) taxonomy are all conducive in motivating both L2 learning and communication. However MacIntyre et al. (1998) made it clear that there is no such thing as a "perfect" personality type for language learning and communication, nor is personality hypothesized to be a direct influence on L2WTC in the model.

Within the L2WTC model, it is motivation propensities which are considered to be the enduring influences with the most direct effect on L2WTC. MacIntyre et al. (1998) identified these as interpersonal motivation, intergroup motivation and L2 self-confidence. While it has already been established that L2 self-confidence, whether as a situational or enduring influence, clearly plays a key role in L2WTC, the research regarding the other two propensities is neither as vast, nor as comprehensive. The model identifies "control" and "affiliation" as the two core purposes of communication regarding interpersonal and intergroup motivation. "Control" refers to the preservation and perpetuation of preconceived social

positions, while "affiliation" is seen as the establishment or preservation of a relationship (MacIntyre et al. 1998). These motivations were derived from Gardner's (1985) socio-educational model of motivation and pay little consideration to psychological aspects of motivation, such as self-regulation, mechanisms that learners employ in shaping motivational outcome (Dörnyei, 2005), that have been hypothesized into L2 motivational theory since the model's original publication. Thus, the current research intends to investigate the relationships between such psychological motivational constructs, specifically those of L2MSS, and the model of L2WTC designed by MacIntyre et al. (1998).

Methodology

Design

This mixed methods study employed a sequential explanatory design (Creswell, 2003) to collect data. The quantitative data was collected through the use of a questionnaire, while qualitative data were completed through interview sessions.

Research Instruments

The questionnaire consisted of two parts. The first contained questions concerning demographic information. The second comprised of 37 five-point Likert-scale items related to anxiety, perceived competence, L2WTC, ideal L2 self, ought-to L2 self and L2 learning experience. An original list of 52 items was created. Three experts discussed which of those were most appropriate for the present research, eventually reducing the number of items to 37. The remaining items were put through a "back-translation" process in order to ensure their content validity. They were translated into Thai before three experts separately translated each item back into English from Thai. The items from each expert were then compared with each other and the original questions to ensure that nothing was lost in translation and that the questions would elicit the intended response from participants. Items concerning L2MSS were taken from Taguchi et al. (2009) and Aubrey (2014), and adapted to fit the context of Thai university students. The items concerning anxiety, perceived competence and L2WTC were taken from Bektis-Cetinkaya (2005) and adapted into a five-point Likert-scale.

The interviews consisted of a series of semi-structured questions pertaining to the interviewees' answers to the questionnaire items. These questions were objective but also allowed for follow up questions to clarify information that had been gained and probe deeper into both the L2 motivational self system and willingness to communicate of each student.

Participants

The survey participants were 330 Thai undergraduate students from various faculties at a public university in the Bangkok metropolitan area. The sample size was derived from Krejcie and Morgan's (1970) table based upon the current study having a survey population of 1,000. The participants to be included were determined using stratified random sampling. The population was already divided into 20 classes of 50 students, and 20 students from each group of 50 were asked at random to participate in the study. The questionnaire also included an item about time spent living or studying in a setting where English was the primary language used. The researcher felt this was important to include in the questionnaire as previous research has shown that studying abroad has a strong influence on L2WTC (Yashima, 2009).

Purposeful sampling methods were used to select five students to be interviewed, who were willing to participate. Typical case sampling was used to select two students who were interviewed as being representative of the majority of the sample. One student was chosen based on their experience living or studying in an environment where English is the first language, while two were chosen based on their questionnaire answers indicating a strong ideal L2 self/weak ought-to L2 self or a weak ideal L2 self/strong ought-to L2 self. Prior to each interview, the students' consent to be interviewed and recorded was obtained by the researcher and they were made aware that they could withdraw their participation at any time.

Procedure

The director of the English program was contacted before permission to conduct the research was received. The teachers of each class were asked for consent to distribute questionnaires in their classes and allow the students to complete them in class. Once the results from the questionnaires were processed, those students who were selected for interviews were contacted via email to request consent before doing interviews at a later date.

Data Analysis

The data obtained from the questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS) version 18.0. For the first research question, the means (*M*) and standard deviations (*SD*) were calculated to describe the average strength of each variable. For the second research question, correlation procedures, specifically Pearson correlation, were used to measure the strength of the relationships between the many variables. Verbatim quotes from the interview session were used to support quantitative findings.

Results

The findings are presented in accordance to two research questions: (1) to what extent are Thai university EFL students motivated by their *ideal L2 self, ought-to L2 self* and *L2 learning experience*? ; and (2) how do the various components of Thai university EFL students' L2MSS correlate with their L2WTC?

Table 1 L2MSS components as perceived by Thai EFL students (*n*=330)

	k	*M*	*SD*
L2 Anxiety	7	2.82	0.75
Perceived L2 Competence	7	3.20	0.66
Ideal L2 self	6	3.56	0.69
Ought-to L2 self	5	3.16	0.73
L2 Learning Experience	5	3.47	0.71

As can be seen in Table 1, the highest rated component contributing to L2MSS among Thai EFL participants was Idea L2 Self (M = 3.56; SD = 0.69), followed by L2 Learning Experience (M=3.47; SD 0.71) and Perceived L2 Competence (M = 3.20; SD = 0.66). L2 Anxiety was rated the lowest as a contributing factor to L2WTC by the participants (M = 2.82; SD = 0.75).

Regarding the influence of the ideal L2 self, ought-to L2 self, and L2 learning experience as contributing factors of motivation among Thai EFL learners, it was found that the ideal L2 self (M = 3.56) was the strongest among the three components of Thai university students' L2MSS, followed by learning experience (M = 3.47) and ought-to self (M = 3.16), respectively.

As mentioned earlier, the researchers wanted to determine if experience of spending time living or studying in an English environment played a role in the L2MSS. The findings suggested that the idea L2 self was more influential in motivating those who have spent time living or studying in an English speaking

environment ($M = 3.80$) than those who have not ($M = 3.52$). Conversely, L2 learning experience was more influential on those who have not lived or worked in an English environment ($M = 3.50$) than those participants with experience ($M = 3.39$). The ought-to self, meanwhile, had a similar influence on those with experience ($M=3.18$) and those without ($M = 3.16$). Those students who have spent time in an English speaking environment reported higher perceived L2 competence ($M = 3.52$) than those with who have not ($M = 3.15$), as well as lower levels of anxiety ($M = 2.50$ and $M = 2.87$, respectively)

Table 2 Intercorrelations of L2WTC and L2MSS Components, as perceived by Thai EFL undergraduates

	1	2	3	4	5	6
1. L2WTC	-					
2. L2 Anxiety	-.446***	-				
3. Perceived L2 Competence	.406***	-.487***	-			
4. Ideal L2 self	.288***	-.350***	.502***	-		
5. Ought-to L2 self	-.054	.057	-.019	.088*	-	
6. L2 Learning Experience	.158**	-.298***	.353***	.538***	.109*	-

*$p<.05$; **$p<.01$; ***$p<.001$

Table 2 shows the relationships between the different components of L2MSS and L2WTC. Pearson correlation coefficients revealed moderate positive relationships between the Ideal L2 Self and L2 Learning Experience ($r = .538$, $p<.001$), and the Ideal L2 Self and Perceived L2 Competence ($r = .502$; $p<.001$). In addition, moderate positive relationships were found between Perceived L2 Competence and L2WTC ($r = .406$; $p<.001$), and Perceived L2 Competence and Perceived L2 Competence ($r = .353$, $p<.001$). Negative correlations were found among the pairs of L2WTC and L2 Anxiety ($r = -.446$, $p<.001$), L2 Anxiety and Perceived L2 Competence ($r = -.487$, $p<.001$), and L2 Anxiety and L2 Learning Experience ($r = -.298$, $p<.001$). Overall, L2WTC positively correlated with the L2MMS components of Perceived L2 Competence, Ideal L2 Self, and L2 Learning Experience, while negatively correlated with the components of L2 Anxiety and Ought-to L2 Self.

In order to investigate further, the researchers examined the intercorrelations between L2WTC and L2MSS components for those students with experience in English speaking environments compared to those without. The findings suggested

that the correlations of L2WTC with both ought-to self and L2 learning experience were stronger for those who had been spent time in an English speaking environment ($r = .300$; $p<.05$ and $r = .333$; $p<.05$), than those who lacked such experience ($r = -.117$; $p<.05$ and $r = .161$; $p<.05$, respectively). Conversely, the relationship between L2WTC and ideal L2 self was stronger for those who never spent time in an English speaking environment ($r = .291$; $p<.05$), than those with such experience ($r = .114$; $p<.05$) . Further investigation revealed differences between the two groups of students. Such differences included the intercorrelations between L2WTC and L2 Anxiety. While the positive relationship was marginal between L2WTC and L2 Anxiety among those who have spent time in an English speaking environment ($r = -.332$; $p<.05$), a moderately negative relationship was found for the group of participants who lacked exposure to such an environment ($r = -.441$; $p<.05$). Moreover, different levels of intercorrelation between perceived L2 competence and L2WTC were found between the two groups of participants, as it was marginal for those who have spent time in an English speaking environment ($r = .159$; $p<.05$), while moderate for those without such experience ($r = .429$; $p<.05$).

Students' views related to their ideal L2 selves

Data from the interviews revealed students' thoughts of their ideal L2 selves. A number of students demonstrated their motivation for English-language communication, while several students spoke about their desire to travel to around the world. They all concluded that the ability to communicate in English would improve the possibility and ease of such travels. For example, Natalie (N.B.: all names used in this study are pseudonyms), when asked about how English is important to her, explained:

"I think, I like travelling, so it's important because right now I can speak English…we can travel abroad."

Another student, Julia, explained:

"my dream is to travel around the world because I want to see many new things and go to the places that are unseen. I want to see new things and new culture. I want to know many things and people, to know how they think. I think to be able to communicate with them in English is very important."

This desire and need to communicate with others around the world was reaffirmed by Sally who explained:

"I think now it's…the world has networks to connect us, and I can have friends in foreign countries. If you don't, if you can't speak English, maybe…no I'm sure you can't."

The ability to access and understand media from around the world is another part of the students' ideal L2 selves. Tara explained:

"what motivates me is about my entertaining purpose. When I'm reading the Japanese cartoons on the website or watching Korean movies, sometimes it doesn't have Thai subtitles so I should know the English to understand it."

Both Julia and Polly, meanwhile, described how their desire to become medical professionals influences them. Polly noted:

"In my future, as a medical student, it (English) *has a lot because all the textbooks and new research are in English and it opens my world to many kinds of information that could, that could be beneficial to my career."* Julia echoed this, stating: "*I'm studying in the medical field. I'm going to be a doctor. So English will help me with speaking and communicate with patients. Also when I have to read research or textbooks, most of them are in English so I can learn faster."*

Students' views related to their ought-to L2 selves

The students shared their views on how they felt their L2WTC was affected by expectations of their English abilities. A couple of students voiced concern that they may not be able to meet the expectations that people may have of their English abilities while also demonstrating that their communication was tempered by their own expectations. Polly explained that:

"if that person is encouraging and doesn't mind if I make stupid mistakes, OK, I'll be more confident of speaking".

Sally indicated similar feelings, explaining:

"my classmates are very, speaking and using English very well…but when they look at me I feel a little bit anxious."

As a student who has experience in an English speaking context, Natalie expressed similar concerns:

"Some of my friends already know that I was an exchange student so they might expect me to speak very well or something like that so I'm just afraid that I'm not as smart as they expect."

Students' views related to their L2 learning experience

Students' responses to questions concerning their L2 learning experiences were primarily focused on the role of their teacher. Polly was positive about the effect that her teacher had on her L2 learning experience. After revealing she studies with one of the native-speaking teachers, she noted:

"He's funny! He always have games to play in class and sometime we have the roleplays to do in class…these kinds of fun things".

In fact, the nationality of the teacher was important in the L2 learning experience for several students. Having had both a Thai and native-speaking English teacher at the university, Julia was firm in her preference for studying with native-speaking teachers, stating:

"When I hear that I have to learn with a foreign teacher I feel good, I feel this class will be very fun and active and I feel that I want to come to class but if I learn this semester with a Thai teacher I feel I don't want to go because it will be boring like other subjects."

Conversely, Tara explained that she preferred to study with Thai teachers over native-speaking teachers:

"This semester I'm studying with teacher Barry. He is a foreigner, so I feel nervous because… for that I have no confidence that what I say is right in grammatical way. But in the first semester I study with a Thai teacher, so in the first semester I have more confidence that whenever I say things wrong he can help me and correct me."

One aspect of the students' L2 learning experience that has had a negative effect is the proficiency levels. When asked about her English classes at the university, Sally lamented:

"I get pretty nervous because in my class there are many friends that their skills is much better than me."

Natalie voiced the same concern, only from a different perspective:

"It's too easy…there are too many people… they kind of mix the standard of each class. It's too broad." She further mentions: *"I already think that my English is good and because I think that the class is easy I'm not very into it."*

Regarding those students who have spent some time in an English environment, the content covered in their classes is of particular importance to their

motivation. When asked what motivates her to study in English class, Natalie responded:

"I think it's about the topic that I study. If it's one that I don't know before then I want to learn more and will speak more."

Discussion

With the results showing that the ideal L2 self is the strongest component of the L2MSS among Thai EFL undergraduate students, followed by L2 learning experience and the ought-to self, the present research corroborates the findings from previous L2MSS studies such as Papi (2010), Kim (2012), and Rattanaphumma (2016). Although the ought-to L2 self was the weakest of the components, the gap between it and the other components was fairly small, contradicting previous research (Csizér & Kormos, 2009; Aubrey 2014) that questioned whether it had any effect whatsoever. This could be explained by considering the collectivist culture that has been associated with Thailand (Triandis, 1995; Hofstede, 2001; Patterson & Smith, 2003), as well as the importance of face within Thai culture (Komin, 1990). Taguchi et al. (2009) came to a similar conclusion regarding the collectivist culture in China and its effect on the ought-to L2 self of Chinese EFL learners.

The ideal L2 self was significantly stronger for those students who have experience living or studying in an English speaking environment. This difference could be a result of what Markus and Nurius' (1986) refered to as the "realization" of that particular self. In this case, the students have experienced the "realization" of their ideal L2 self during their time in an English speaking context. These experiences likely would have included some potential elements of the ideal L2 self mentioned in the questionnaire, for example, item 34 – *"I can imagine myself living abroad and using English effectively with local people"*. Indeed, the mean score for this particular questionnaire item rose from 3.65 for those students without experience in an English-speaking environment to 4.08 for those students with such experience. Having already gained experience in scenarios such as this, with varying degrees of success, those students who have spent time in an English-speaking environment are likely to feel more capable of achieving it again in the future, which strengthens their ideal L2 self.

Consistent with past research (Yashima, 2002), L2 anxiety and perceived L2 competence, direct influences on L2WTC in the MacIntyre et al. (1998) model, correlated most strongly with L2WTC. That the components of the L2MSS all had weaker correlations with the students' L2WTC suggests that they are enduring influences and would be included further down MacIntyre et al.'s model as enduring influences on L2WTC, rather than as situational influences. Of the three L2MSS

components, only the relationship between the ideal L2 self and L2WTC was near to being directly meaningful and the ideal L2 self having the strongest relationship with L2WTC matches previous research (Taguchi et al., 2009; Aubrey 2014). The indication here is that for those students with no experience in an English speaking context, their ideal L2 self is, to some extent, responsible for their L2WTC. The relationship between these students' ought-to L2 selves and their L2WTC was, conforming to previous research (Peng, 2015), particularly weak. However, it is worth noting that the correlation was negative, indicating that these students would rather simply not communicate in English at all than lose face by attempting to communicate and making a mistake, a further example of how face plays an important role in the ought-to L2 self of these Thai students.

That the ought-to L2 self and L2 learning experience of the students who had spent some time in an English-speaking environment had a stronger relationship with their L2WTC than either their ideal L2 self, L2 anxiety or perceived L2 competence was somewhat of a surprise. Previous research into the correlations between L2WTC and L2MSS has not divided its data into groups in the same manner, thus there are no past findings with which to compare these results. However, based upon Dörnyei's (2009) explanation of the ought-to L2 self, these students may feel the expectations of others concerning their English-speaking abilities are much higher as a result of their experiences. Thus they feel the need to demonstrate that their experiences in an English-speaking context had a positive effect on their abilities that others, in particular their parents and family, might expect. It is hard to give a firm explanation for the increased correlation between L2WTC and L2 learning experience for this group, given the lack of previous research specific to students with experience in English-speaking environments, along with the contextual nature of L2 learning experience (Taguchi et al., 2009). However, Natalie's comments concerning the effect that both her proficiency, as well as the class content, has on her L2WTC give us one possibility. The contextual experience these students have gained in an English speaking environment gives them a greater understanding as to the value of what they do in classes which, in turn, determines whether or not they choose to communicate.

Both the quantitative and qualitative data from this study indicate that Dörnyei's (2005) L2MSS alone cannot explain the students' L2WTC. The manner in which the correlations between L2MSS and L2WTC differ depending on the students' experience in English-speaking environments insinuates that another factor is necessary. The study therefore proposes an additional variable of "Past L2 experience" be used in conjunction with L2MSS to help explain students' L2WTC. "Past L2 experience" refers to a conceptualization of how a student's past experiences with the target language outside the classroom, involving native speakers of the language, might affect their L2WTC. It would act as the enduring, out-of-class opposite to the more situational L2 learning experience.

Conclusions

The purpose of this study was to investigate the L2MSS of Thai university EFL students as well as its effect on their L2WTC. Confirming the findings of past research, the present study showed that the ideal L2 self was the strongest of the three components, followed by the L2 learning experience and the ought-to L2 self. The data indicates that the various components of the L2MSS act as enduring, indirect influences on the students' L2WTC and would best fit in below the situational variables of L2 anxiety and perceived L2 competence within MacIntyre et al.'s (1998) model of L2WTC. The effect of the L2MSS on the Thai university EFL students' L2WTC is dependent upon whether the students had extended experience in an English-speaking context. The ought-to self and L2 learning experience are stronger influences on the L2WTC of those students with experience in an English-speaking context and the ideal L2 self is a stronger influence on the L2WTC of those students without.

Implications

The major practical implication of this study is that it provides possible explanations behind Thai university students' (lack of) L2WTC as well as hinting at potential solutions to improve it. For example, it has been established that fear of judgement from classmates acts as a deterrent from L2 communication. Teachers could alleviate this issue by proactively fostering a positive classroom environment where students do not possess such qualms. A second practical implication can be derived from the finding that learners' experiences in English-language environments affect the effect of their L2MSS on their L2WTC. Learning about the educational history of their students could provide teachers with insights into how their students are motivated. Curricula, lesson plans and activities could subsequently be altered to provide students with classes that will increase their L2WTC.

Limitations and Future Studies

This study had a few limitations. Owing to time constraints, there was no comprehensive pilot study conducted. Instead, just a small, four-participant pilot test of the questionnaire was conducted. A more comprehensive pilot test would have

allowed for further refinement of the questionnaire and its various items. Furthermore, the participants were required to complete an in-class test during the same class that the questionnaires were distributed. This may well have had an effect on the participants' answers concerning L2 Learning Experience. One final limitation is that only five students were interviewed as part of the qualitative data collection, a result of time limitations. Future studies should research the effects of extended experience in English speaking contexts on L2WTC through the inclusion of the "Past L2 experience" variable defined above. Further studies into this relationship are vital for their implications into language learning and the psychology of language learners' motivation.

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Thai Students and Teachers' Perceptions of Learning and Teaching English through the Communicative Language Teaching Approach

Natthawut Promtara and Kasma Suwannarak

Abstract

This study is designed to explore Thai students and teachers' perceptions of English learning and teaching through the communicative language teaching (CLT) approach in Loei Primary Educational Service Area Office 2, and to compare the students and teachers' perceptions of English language learning and teaching through the CLT approach. Both quantitative and qualitative methods were used in the study. The researcher used a quantitative questionnaire survey to explore 295 students and 20 teachers' perceptions of English language learning and teaching through the CLT approach. Semi-structured interviews with 10 students and 5 teachers to elicit their views on English learning and teaching through the CLT approach were also conducted. The results indicated that the students and teachers supported the CLT principles and displayed characteristics of the CLT approach through their reported perceptions. However, the results showed that the students and teachers in the context of this study had misunderstandings regarding the use of the CLT approach in class communication. Implications which could be used as strategies for exploring the students and teachers' perception of the CLT approach are suggested.

Keywords: communicative language teaching, English language teaching and learning, students and teachers' perceptions

บทคัดย่อ

การวิจัยในครั้งนี้ออกแบบเพื่อศึกษาแนวคิดของนักเรียนและครูที่มีต่อกระบวนการเรียนการสอน ภาษาอังกฤษโดยใช้วิธีการสอนภาษาเพื่อการสื่อสารในสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเลย เขต 2 พร้อมทั้งเปรียบเทียบความเหมือนและความแตกต่างของแนวคิดระหว่างครูกับนักเรียน   เพื่อให้เข้าใจถึง แนวคิดของนักเรียนและครูกับการเรียนการสอนภาษาอังกฤษที่ใช้หลักวิธีการสอนภาษาเพื่อการสื่อสาร ผู้วิจัยใช้หลักการทางการวิจัยเชิงปริมาณและการวิจัยเชิงคุณภาพโดยใช้แบบสอบถามกับนักเรียนในดับชั้น มัธยมศึกษาปีที่ 3 จำนวน 295 คน และครูผู้สอนวิชาภาษาอังกฤษพื้นฐานจำนวน 20 คน หลังจากนั้นผู้วิจัย ใช้วิธีการสัมภาษณ์นักเรียน 10 คน และครู 5 คน เพื่อให้ได้ข้อมูลเชิงลึกสำหรับแนวคิดของทั้งครูและ นักเรียนที่มีต่อการเรียนการสอนภาษาอังกฤษตามหลักการสอนภาษาเพื่อการสื่อสาร   ผลจากการศึกษาใน

ครั้งนี้แสดงให้เห็นว่านักเรียนและครูสนับสนุนให้มีการสอนภาษาอังกฤษโดยใช้วิธีการสอนภาษาเพื่อการ
สื่อสาร อย่างไรก็ตามนักเรียนและครูของสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเลย เขต 2 ยังมีความ
เข้าใจคลาดเคลื่อนเกี่ยวกับการใช้วิธีการเรียนการสอนภาษาเพื่อการสื่อสารที่ถูกต้อง

คำสำคัญ: วิธีการสอนภาษาเพื่อการสื่อสาร การเรียนการสอนภาษาอังกฤษ ความเข้าใจของครูและ
นักเรียน

Introduction

Background and Rationale of the Study

According to communicative language teaching (CLT) approach, there are many advantages for students in terms of developing their communication skills. The teachers at Loei Primary Educational Service Area Office 2 applied this approach to their teaching process, creating CLT activities to stimulate students to learn English. For example, they applied songs and games in the learning process to develop speaking and listening skills. In fact, teachers experienced difficulties in the application of this approach because to the teaching process. The difficulties consist of time and classroom size, which might affect the students' achievement. The students might not use English for communication in the classroom or real-life situations. For information gap activities, for example, English is used less to complete communication tasks. Students might not communicate in English, choosing instead to use the Thai language to gain information because it is much easier to speak with others and it is more comfortable for communication. The researcher, therefore, intends to explore the students and teachers' perceptions of the CLT approach in Loei Primary Educational Service Area Office 2 to investigate how teachers and students think about CLT and how CLT could help students develop their English-language communication skills.

Research Objectives and Questions

From the background and rational, the objectives of this study are as follows:

1) To explore the students' perceptions of English-language learning through the CLT approach.

2) To explore the teachers' perceptions of English language teaching through the CLT approach.

3) To compare the students and teachers' perceptions of English learning and teaching through the CLT approach.

The research questions are based on the objectives as follows:

1) What are the students' perceptions of English language learning through the CLT approach?

2) What are the teachers' perceptions of English language teaching through the CLT approach?

3) What are the differences in students and teachers' perceptions of English language learning and teaching through the CLT approach?

Literature Review

Definition and Principles of CLT

According to Richards and Rodgers (2001), CLT starts with a theory of language as communication, and its goal is to develop learners' communicative competence. The idea of communicative competence is considered to be the main concept of CLT. Communicative competence involves knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. In addition, Littlewood (1981) stated that CLT emphasizes the functional as well as structural features of language. Teachers move beyond teaching structural rules of the target language, and create opportunities for learners to use the target language in a meaningful way. They also help their learners build communicative competence. Furthermore, Savignon (1991) said that individual learners have their unique interests, learning styles, needs, and goals that should be reflected in the design of instructional methods. Also, in a CLT classroom, students must be made to feel secure, unthreatened, and non-defensive. Thus, teachers should avoid taking on a teacher-centered approach.

Moreover, Richards (2006) noticed that language teachers teaching with the CLT methodology began to reorganize teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. It was claimed that meaningful communication provides the

learner with a better opportunity for learning than through a grammar-based approach.

Communicative Competence

According to Savignon (1998) and Canale and Swain (1980), communicative competence refers to the ability to communicate in a personally effective and socially appropriate manner. According to Hedge (2000), a central concept of communicative competence is the ability to understand and to use language effectively to communicate in authentic social and school environments. Communicative competence consists of four areas of competency: (1) linguistic competence, (2) sociolinguistic competence, (3) discourse competence, and (4) strategic competence. Accordingly, communicative competence is an essential element for teachers and students to communicate effectively in the classroom. Moreover, communicative competence can help students and teachers reduce listening and speaking barriers and encourage them to communicate with confidence in the classroom (Hedge, 2000; VanPatten, 2003; Yashima, 2004; Lung, 2010).

Classroom Activities in CLT

Based on various authors (e.g., Paulston, 1992; Celce-Murcia, 1991), the researcher summarized CLT activities used in the CLT classroom. The details of CLT activities can be listed as follows:

1) Information-gap activities: The concept of information gap is an important aspect of communication in a CLT classroom.
2) Jigsaw activities: These activities are also based on the information-gap principle. The class is divided into groups and each group has part of the information needed to complete an activity.
3) Communication games: These games primarily involve information-gap activities which are intended to provoke communication in the classroom. The games are generally in the form of puzzles, drawing pictures and putting things given in the correct order.
4) Discussion and debates: Discussion and debates are widely utilized activity types due to their low effort demanding nature on the teacher. Every now and then, an intimate atmosphere of discussion occurs in the classroom, however, when appropriately exploited, these discussions will undoubtedly result in speaking opportunities of extreme worth, both in terms of language presentation and practice.
5) Prepared talks and oral presentations: These are the talks which are prepared by students about a specific topic and given in the class with the

aim of persuading, informing students about a topic or just to entertain them.

Teachers and Students' Roles in CLT Classroom

For teacher's roles in CLT, Richards and Rodgers (1986) said that it is suitable for teachers to adopt a communicative approach to produce and use authentic teaching materials that meet the needs of their particular learners. In addition, teachers need to motivate their students, as well as provide them with a comfortable classroom atmosphere for language learning. Furthermore, Littlewood (1981) stated that the roles of teachers in CLT consist of coordinator and manager of activities, language instructor, source of new language, consultant when needed, as well as participant.

Likewise, in the descriptions of the roles of students and teachers in the CLT classroom, Matsuura, Chiba, and Hilderbrandt (2001) asserted that students focus on expression, interpretation, and negotiation of meaning while the teacher takes on more of a facilitator and participant role. In addition, Deckert (2004: 13) emphasized that "CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to authentic samples of English, extended exchanges on high interest topics, and the integration of the four basic skills, namely speaking, listening, reading, and writing." He further stated that CLT discourages pervasive teacher-controlled drills, quizzing of memorized material, and extensive explanation of forms of English.

Related Research

Exploring students and teachers' perceptions of the CLT approach has been important in Thailand. Thai teachers have applied the CLT approach to develop English skills for students. Teachers have constructed new instruments - activities, games, and songs for improving the four skills of English. For example, Muangkod (2000) constructed instructional plans for the development of English vocabulary learning of Prathom Suksa 4 students through the CLT model and studied the learning achievement of English vocabulary learning of grade 4 students after learning through the CLT model. The results showed that the CLT model could develop students' learning achievement of English vocabulary learning.

In addition, Polsombat (2006) developed students' English listening-speaking skills using the CLT approach emphasizing authentic assessment. She found that students could develop their listening and speaking skills simultaneously, including processing skills and desirable attributes. Additionally, Lakum (2013) developed

English writing drills based on CLT in the learning area of foreign languages for Prathom Suksa 6 students. The results showed that the English writing drills based on CLT were effective. The students' achievement after using the drills was higher than before the use of the drills. However, teachers still used Thai to teach English in the classroom. They could apply little CLT in their classrooms due to their large classes, lack of equipment, and time constraints, which were tremendous hindrances to teaching.

Incecay and Incecay (2009) conducted a case study to investigate the perceptions of 30 Turkish college students to find the appropriateness and effectiveness of communicative and non-communicative activities in their EFL classes. They proposed that EFL countries need to apply their teaching methods in a way that takes students' previous educational habits into consideration. In summary, if communicative and non-communicative activities were combined in English classrooms, students could benefit from CLT.

Furthermore, Yeom (2004) studied the application of CLT of Korean secondary teachers in terms of their understanding of CLT and CLT practices. She suggested that the integration of CLT into traditional instruction might be a thoughtful challenge for Korean teachers. In addition, Mitsui (2009) found that CLT is very effective in terms of giving Korean students more opportunities to use English to develop their speaking and communication skills in the classroom.

Methodology

Theoretical Framework

In this study, there are two relevant theories, which are CLT approach and constructivism. According to constructivist theory, learning is an active process in which learners construct new ideas or concepts following their current or past knowledge (Bruner, 1996). Learners select and transform information, construct hypotheses, and make decisions based on a cognitive structure. It could be said that learners could construct their own understanding and knowledge of the world through their experience of learning in class and authentic situations.

Learners could develop their communication skill from their experiences. The CLT approach is one of the most effective teaching approaches for English language learning and teaching. According to the concept of constructivism (Nelson & Poulin, 1997), learners have a great deal of experience of English learning through lessons based on the CLT approach. When participating in CLT activities organized by their teachers, students have more opportunities to develop their communication skills. As

a result, they could construct knowledge of the language and learn how to use English for communication.

Sampling

There were two sample groups: those who completed a questionnaire survey and those who participated in a semi-structured interview. First, the questionnaire survey was completed by 295 students and 20 teacher participants in regular schools of Loei Primary Educational Service Area Office 2. The student participants were 83 males and 212 females studying in grade 9. In addition, teacher participants consisted of 5 males and 15 female teachers. Second, the researcher used a purposive sampling method to select 15 participants for the semi-structure interview from the participants of the questionnaire survey process. The interview participants were five teachers and 10 students.

Questionnaire Survey

The questionnaire was developed based on the research objectives and research questions. In addition, the researcher constructed the questionnaire based on the definition and principles of CLT, communicative competence, the kinds of classroom activities, the roles of teachers and learners in the language classroom, and students and teachers' perceptions of the CLT.

Overall, two sets of questionnaires (one for student participants and one for teacher participants) consisted of three sections: background of the participant, questions concerned with CLT, and recommendations. For background of the participants, the questionnaire elicited basic information such gender, age, educational information, and English learning or teaching experiences of participants. For the questions concerned with CLT, there were 26 statements based on CLT approach which included students and teachers' understandings toward the CLT approach, communicative English activities, role of students and teachers for English teaching for communication, and students and teachers' perception towards learning and teaching English for communication. In the recommendations section, participants could express their ideas or suggestions freely.

Semi-structured Interview

The two sets of interview questions were used to elicit the perceptions of students and teachers to the learning and teaching English through the CLT approach.

Ten opened-ended interview questions concerned with CLT approach including the definition and principles of CLT, communicative competence, the kinds of classroom, the roles of teachers and learners in the language classroom, and students and teachers' perceptions toward learning and teaching English for communication. The researcher used this method for eliciting in depth information from five English-language teacher participants and 10 student participants to reveal their individual experiences, opinions, and motives.

Data Analysis

The researcher analyzed both the quantitative and qualitative data through the following methods. First, for the analysis of quantitative data from the two questionnaire surveys of student and teacher participants, the Statistical Package for Social Sciences (SPSS) was used. The data obtained from the 26 statements of students and teachers' perception of CLT were analyzed using descriptive statistics as presented in Table 1. Second, the researcher collected the data by asking 10 opened-ended questions related to English learning and teaching through the CLT approach. For the semi-structured interview, content analysis was used to analyze the data.

Findings

Students' perceptions of English-language learning through the CLT approach in response to Research Question 1

From the questionnaire survey, three significant points of students' perceptions toward the CLT approach were found. First, almost all of the students (95.25%) stated that the speaking and listening skill played an important role in the learning of English for communication. They also understood that CLT is only English-learning activity to develop speaking and listening skills. Second, 289 students (97.97%) emphasized that they gain a great deal of benefits in the learning of English through CLT activities including role-play and debate. The CLT activities could help them to develop communication skills. Third, students and teachers' roles of learning and teaching English for communication.

Table1   Students' Perceptions of English language learning through the CLT approach

Item	Statement	Perception Level					Mean	S.D.	n
		Strongly agree	Agree	Un-decided	Dis agree	Strongly disagree			
		(5)	(4)	(3)	(2)	(1)			
1	Speaking and listening are the most important skills for communication.	281	12	2	0	0	4.96	0.22	295
9	You use English when participating in role-play and debate activities.	0	71	223	1	0	3.23	0.43	295
11	You gain a lot of benefits from communication activities.	59	230	5	1	0	4.19	0.44	295
13	Teachers encourage you to use English in the classroom.	218	74	2	1	0	4.74	0.47	295
15	Teachers suggest and support you when you are in communication troubles.	63	224	7	1	0	4.20	0.45	295
18	You can interact with the teacher in English.	0	234	60	1	0	3.79	0.42	295
20	You can use English to give your friends advices.	116	173	4	2	0	4.38	0.54	295
22	English for communication makes you enjoyable in the classroom.	74	218	1	2	0	4.29	0.49	295
25	English for communication is the most difficult subject for you.	186	11	97	1	0	4.17	0.98	295

A large majority of the student participants (75.93%) said that suggestions and supports could help students to develop communication skills when they had problems with learning English in the classroom. However, although students understood the teachers' role of teaching through the CLT approach, they did not understand their role. For example, 226 student participants (79.61%) felt undecided when asked about their role of using English to communicate with friends. Last, 186 students (63.05%) agreed that English for communication is the most difficult subject

for them. However, they enjoyed learning English for communication because they could gain more confidence and creativity.

Interview findings

In this section, the researcher presents the 10 students' perceptions. There were 4 males and 6 females. From the interview, all the students considered that the CLT approach was an English-teaching technique for developing only speaking and listening skills. Students perceived that speaking and listening skills were the most important for students to be successful in communication.

Most of the students (8 out of 10) had positive comments on learning English through the CLT approach. The students agreed that the aim of CLT is to help them develop their communication skills through listening and speaking practice.

As one student explained:

> *"I enjoy learning English because there are several learning activities in class. The activity I like most is a communication activity. I like it because I can apply communication skills to my real life. For example, when having a conversation in a shop, I can use English for buying things." (S4)*

In addition, another explained:

> *"I like to learn English for communication very much because I have a lot of fun. Each activity gives me knowledge. I can remember a lot of vocabulary and I can speak English better now." (S2)*

Apparently, almost all the students said in the interview that CLT approach could develop good English for communication for them. In the CLT classroom, students had opportunities to develop four skills of English including speaking, listening, reading, and writing. There were many activities, such as singing, role playing, and English rally games. They also enjoyed learning English by participating in various kinds of CLT activities.

Teachers' perceptions of English language teaching through the CLT approach in response to Research Question 2

From the questionnaire survey, it was found there were four significant points of teachers' perceptions toward CLT approach. First, the researcher found 18 teachers (90.00%) agreed that speaking and listening are the most important skills for communication. In addition, they stated that teachers need to understand meaning of

vocabulary, sentence structures and grammatical knowledge to succeed in communication. Second, all of the teachers (100.00%) agreed with item 10 that role plays and debates are the best activities for teaching English for communication. All the teachers also considered that role-play and debate could encourage students to develop communication skills effectively.

Third, "understanding education principles and theories of language for communication" and "advising and helping students when having communication problems" are important roles for teachers to teach English for communication. Likewise, students' background knowledge of English learning (item 17) plays an important role as it could help them develop their communication skill. Last, the researcher found that all of the teachers (100.00%) strongly agreed that teaching English for communication is important for education in the current society. However, as shown in Table 2. 13 teachers (65.00%) said that CLT approach is not the best way to develop students' communication ability.

Table 2   Teachers' Perceptions of English-language teaching through the CLT approach

Item	Statement	Perception Level					Mean	S.D	n
		Strongly agree	Agree	Un-decided	Dis-agree	Strongly disagree			
		(5)	(4)	(3)	(2)	(1)			
1	Speaking and listening are the most important skills for communication.	1	18	1	0	0	4.00	0.32	20
10	Role plays and debates are the best activities for teaching English for communication.	0	20	0	0	0	4.00	0.00	20
17	Background knowledge of English is an important part of development of communication skills.	16	4	0	0	0	4.80	0.41	20
22	Teaching English for communication is the best way to teach students to develop communication skills.	0	7	13	0	0	3.50	0.51	20
25	Teachers should understand education principles and theories of language for communication.	20	0	0	0	0	5.00	0.00	20

Interview findings

From the interview, all the teachers supported the CLT approach because it was considered helpful for developing students' communicative competence. The teachers emphasized that the goal of CLT was to develop students' communicative competence.

As one teacher elaborated:

> *"I notice that using the CLT teaching approach is very useful for my students. My students can speak English more. They have more confidence to speak English in real situations." (T1)*

Another teacher asserted:

> *"I saw the benefits of CLT as it can help my students develop their communication ability. For example, they can use more words, phrases, and produce many short sentences. They can ask and answer question concerning their personal information." (T4)*

In addition, two teachers were in favor of the CLT approach because it focused on the development of the students' abilities to use the target language. The teachers believed that it is essential to expose students to the target language in order to acquire the language. To accomplish this goal, group or pair work activities are designed to promote communication. Communicative activities can create authentic situations where communication takes place.

As one teacher explained:

> *"I always use CLT activities for my classroom. For example, I used a role play activity for teaching them how to buy things in a shop. My students have a good interaction." (T3)*

In addition, another supported:

> *"CLT is a very useful technique for teaching communication. In real life situation, people have to speak and listen to each other, so CLT is a good material for teaching students in classroom. I like to teach my students how to communicate appropriately. Communication becomes an essential factor for everyone in this decade." (T2)*

Overall, the teachers had positive comments on learning English in general. The responses to the semi-structured interview revealed that the teachers agreed that the aim of CLT is to help students to communicate in authentic situations. In addition, most of the teacher participants expressed support for CLT as it was the best teaching

approach to help learners know how to use English for communication appropriately and effectively.

Students and teachers' response to Research Question 3

It was found that students and teachers had different perceptions of the CLT approach. The different perceptions of students and teachers consisted of background knowledge of CLT, and students and teachers' role of English teaching through CLT approach. For example, the students gave a view that the CLT approach focused only on oral skills for learning English in Thai primary school classrooms while teachers emphasized that the final goal of the CLT approach was to cultivate four skills of English, namely, reading, listening, speaking, and writing in order that the students can communicate not only fluently, but also accurately. In addition, the students perceived that teachers are important persons who could help them gain more development of communication skills. In contrast, the teachers gave a view that students play an important role in the learning of English for communication in the CLT classroom. They could do all activities by themselves with teachers' advice.

Discussion

Research Question 1: What are the students' perceptions of English-language learning through the CLT approach?

Almost of the students understood that CLT is English learning activities aimed to develop speaking and listening skill for students in the classroom. They stated that CLT is an activity that emphasizes interaction among students and teachers to develop students' communicative competence through communicative activities which involves group work, pair work, games and so on (Liao, 2000; Ying, 2010). In these activities, English language was used to communicate with a focus on listening and speaking skills. Communicating successfully refers to passing on a comprehensible message to listeners. One of the main factors of the students regarding the CLT approach was that they always had activities such as role-plays or debates when learning English for communication.

Research Question 2: What are the teachers' perceptions of English-language teaching through the CLT approach?

In this research, many teachers stated that it is difficult to use the CLT approach in because almost all students and teachers focused on only developing

speaking and listening skills. In terms of communication, they stated that they always focused on speaking and listening skills to communicate in the real world. They also agreed that speaking and listening played an important role for communication. In addition, teachers preferred using a grammar approach to evaluate students' achievement and to prepare them for obtaining a desirable score in the national examination rather than gaining more ability of English for communication. As a result, they used a traditional grammar-based program to prepare their students for the national test. This echoes Sato and Kleinsasser (1999) and Thompson (1996) who found that if teachers do not have a thorough understanding of CLT, they can hardly develop practices appropriate to their context, and easily return to traditional teaching.

Research Question 3: What are the differences in students and teachers' perceptions of English-language learning and teaching through the CLT approach?

According to teacher's and students' roles in a CLT classroom, both students and the teacher had different perceptions. Students understood they were learners and could not develop communication skills by themselves, stating that teachers are important people who can teach them to communicate in English. In contrast, the teachers believed that students played a more important role in learning English for communication and that students could participate in activities by themselves. English-language teachers served as advisers and facilitators to help guide students to use English for communication. In addition, they stimulate and encourage their students to develop communication skills. It is helpful for teachers adopting a communicative approach to produce and use authentic teaching materials that meet the needs of their groups of learners.

According to Richards and Rodgers (1986), teachers are monitors of the CLT teaching process, as well as facilitators providing students with a comfortable classroom atmosphere for English-language learning. In the classroom context of this study, for instance, teachers prepared and organized lesson plans and activities for students to develop their communication skills. While they were participating in CLT activities, teachers would be like monitors and facilitators who helped guide their students to communicate properly. Also, they gave students advice and encouraged them to develop communication skills. In similar veins, Littlewood (1981) states that the roles of teacher in CLT consist of coordinator and manager of activities, language instructor, source of new language, consultant when needed, as well as participant. Hu (2002) also recommended that the roles of students in the CLT classroom are supposed to be communicators, discoverers, and contributors of knowledge and information. That is to say that both students and teachers had different perceptions of the role of learning and teaching English based on the CLT approach.

Implications

As seen in the findings, this study has implications based on the students and teachers' perceptions of English learning and teaching through the CLT approach in order to achieve the goals of communication. Through the students and teachers' responses about their knowledge of the CLT, both groups have misunderstanding regarding the CLT approach. They understood that the CLT approach is one of the teaching techniques for communication aiming to develop students' speaking and listening skills. This is in accordance with Hymes' (1971) remark that the CLT approach aims to develop communicative competence.

Nevertheless, all the teacher participants did not thoroughly understand the CLT teaching approach and how they could make use of this approach for their students' learning. In this regard, they need more training on the approach in order that they can see the real importance of this approach and know how to put the approach into practice. In particular, the English Department of Loei Primary Educational Service Area Office 2 might hold another CLT training course for teachers. In addition, the English Department should have a CLT-advisor team to observe and help teachers when they organize their classroom activities. Moreover, teachers should give students more opportunities to participate in a variety of activities in order for students to understand and see how the CLT approach is useful for improving their communicative competence. Thus they will recognize what the CLT approach is and learn how to develop communication skills successfully.

In addition, the difficulties in applying the CLT approach for students and teachers in schools of Loei Primary Educational Service Area Office 2 related to the requirement for students to sit the National Test. The teachers said that the CLT approach could not help students gain higher scores in the National Test. Thus, teachers prefer using a grammar translation method for teaching students to develop English skills. If fact, the CLT approach cultivates all four English skills and could help students develop communicative competence consisting of linguistic, sociolinguistic, discourse, and strategic competence.

Limitations

The first limitation is related to the number of student and teacher participants. It should be noted that the number of participants are of too few to draw wider conclusions. Another limitation is the data analysis: the students and teachers were asked to give responses to the questionnaire and interview. Had it been possible to

discover students and teachers' perceptions of classroom participation, communication processes and reactions to classroom activities, the study may have provided a better understanding of teachers' perceptions toward CLT, as well as their implementation of communicative activities in English classrooms. Finally, the researcher spent considerable time translating the interview questions from English to Thai with appropriate meanings in order for the interviewees to understand the questions and to answer in Thai. During the interview, some teachers and students did not answer the questions. They also took one and a half hours to complete all of the questions.

Recommendations

This research revealed the students and teachers' perceptions toward the CLT approach and the different views of students and teachers on the CLT approach. The researcher hoped that the key findings would contribute to the field of English-language teaching in Thailand. However, further researcher in this area will shed light on important issues. There can be explorations on the following recommendations. Firstly, in this study, the researcher found the differences of students and teachers' roles of the CLT when they were in communication class. Further studies should explore students and teachers' roles of the CLT in English classrooms at different school levels. This approach could offer important information for researchers attempting to understand the needs and interests of students and teachers to develop communication skills.

Secondly, the findings reported that almost all the teacher participants still used the grammar translation method to teach English. Further studies should examine how Thai EFL teachers balance communicative competence and grammar instruction in their language classrooms. Based on the findings of this study, almost all the teachers agree that CLT is a useful approach to develop students' communication skill. However, they wanted to help their students to achieve high scores in the National Test which is focused on reading and writing skills. They also used both the CLT and the grammar translation method to develop communication skills for students. To explore how teachers balance communicative competence and grammar instruction will provide more direct support for classroom English teachers since Thai EFL teachers believe that grammar instruction is necessary.

Conclusion

   The purpose of this study was to explore students and teachers' perceptions of the CLT approach, especially English teaching for communication. The participants involved 295 students and 20 teachers of Loei Primary Educational Service Area Office 2. To explain the phenomenon of this study, the researcher used a questionnaire and a semi-structured interview to discover students and teachers' perceptions of learning and teaching English through CLT. The researcher summarized the findings based on three research questions. Firstly, the researcher found that almost all of the students believed that the CLT approach could develop communication skills. They also stated that they had opportunities to participate in a variety of CLT activities in their English class such as role plays and debates that helped them develop communication skills. In addition, they also enjoyed learning English for communication by using CLT activities. Secondly, most teachers understood the goals of the CLT approach. They could apply this CLT teaching technique to develop students' communication skills. In addition, the teachers made positive comments toward learning English in general. The teachers agreed that using the CLT approach could help students develop communication skills in authentic situations.

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The Use of Reader's Theatre in Extensive Reading to Enhance Thai Students' Reading Motivation

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Abstract

This study aimed to investigate the effect of using Reader's Theatre (RT) in Extensive Reading (ER) to enhance reading motivation of Thai students. The participants of this study were 38 first-year students in a six-week intensive English language program from a university in Thailand. The Reader's Theatre in Extensive Reading (RTER) treatment was conducted as an out-of-class activity for six weeks. In each week, each participant was required to read at least two RT scripts, perform RT as a follow-up activity, record each performance, and submit the video files of the performance to the teacher. RT performance was also conducted as a group in the class once a week. The research instruments were Pre- and Post- reading motivation questionnaires and a semi-structured interview. The results suggest that students report their reading motivation has increased in different aspects including self-efficacy, intrinsic motivation in terms of realizing the importance of reading and an increased interest in reading, and extrinsic motivation in terms of gaining recognition for their reading. From the results, the RT script is suggested as an alternative reading material as it offers several merits including being an achievable goal for students, easily catching students' attention, giving students a chance to explore more texts, and being compatible with RT. Moreover, performing and recording RT can enhance students' reading motivation on the aspects of awareness of their own performance and progress as students can observe their strengths and weaknesses each time they perform RT. Thus, using RTER can be an interesting activity that would enhance students' reading motivation.

Keywords: extensive reading, reader's theatre, reading motivation, read aloud

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการใช้ รีดเดอร์ส เธียเตอร์ (Reader's Theatre--RT) ใน กิจกรรมการอ่านแบบกว้างขวาง (ER) ที่มีต่อแรงจูงใจในการอ่านของนักศึกษาไทย   กลุ่มตัวอย่างเป็น นักศึกษาผู้เรียนวิชาภาษาอังกฤษหลักสูตรเร่งรัด   ณ   มหาวิทยาลัยแม่ฟ้าหลวง จังหวัดเชียงราย จำนวน 38 คน   โดยมีระยะเวลาในการดำเนินการวิจัย 6 สัปดาห์   ในแต่ละสัปดาห์ผู้เรียนที่เป็นกลุ่มตัวอย่างแต่ละ

คนต้องอ่านบทละครRTอย่างน้อยสองเรื่อง   หลังจากนั้นจึงทำการแสดงละคร (RT) จากบทละครที่อ่าน และบันทึกวีดีโอการแสดงเพื่อส่งให้ผู้วิจัย   นอกจากนี้ผู้เรียนจะต้องแสดง RT เป็นกิจกรรมในห้องเรียน ร่วมกับเพื่อนเป็นกลุ่ม 1 ครั้งต่อสัปดาห์   เครื่องมือที่ใช้ในการเก็บข้อมูลวิจัยคือ แบบประเมินแรงจูงใจใน การอ่านและการสัมภาษณ์ แบบกึ่งโครงสร้าง ผลการวิจัยแสดงให้เห็นว่าหลังจากเข้าร่วมกิจกรรม แรงจูงใจ ในการอ่านของกลุ่มตัวอย่างเพิ่มขึ้นในหลายด้านได้แก่ ด้านการรับรู้ความสามารถของตัวเอง   ด้านแรงจูงใจ ภายในในแง่การตระหนักรู้ความสำคัญของการอ่านและความสนใจในการอ่าน รวมถึงด้านแรงจูงใจภายนอก ได้แก่การได้รับความสนใจด้านการอ่านจากผู้อื่น   ผลการศึกษานำไปสู่ข้อเสนอแนะในการใช้บทละคร RT เป็นสื่อการอ่านอย่างกว้างขวาง   เนื่องจากเป็นสื่อที่มีความยาวและระดับความยากของภาษาที่เหมาะสม ทำให้นักศึกษาสามารถอ่านได้สำเร็จและสามารถดึงดูดความสนใจของนักศึกษา   นอกจากนั้นยังช่วยให้ นักศึกษาได้มีโอกาสอ่านอย่างกว้างขวางมากขึ้น   และบทละครสามารถนำไปใช้กับกิจกรรม RT ได้   ทั้งนี้ การที่ผู้เรียนแสดง   RTและบันทึกวีดีโอในขณะแสดงยังเสริมแรงจูงใจของผู้เรียนในด้านการตระหนักรู้ ความสามารถและความก้าวหน้าด้านการอ่านของผู้เรียน   ดังนั้นการใช้ RTER จึงเป็นกิจกรรมที่สามารถ นำไปใช้เพื่อเสริมแรงจูงใจในการอ่านของผู้เรียนได้อย่างมีนัยสำคัญทางสถิติ

คำสำคัญ :   การอ่านอย่างกว้างขวาง (Extensive Reading) กิจกรรมรีดเดอร์ส เธียเตอร์ (Reader's Theatre) แรงจูงใจในการอ่าน/การอ่านออกเสียง

Introduction

Research concerning reading behavior conducted in Thailand reveals that Thai students lack motivation to read in L2 and they simply spend less time reading (Tamrackitkun, 2010; Daita, 2012; Rungrojsuwan, 2013; Sangyoo, 2013). This observation helps to explain the low English-reading proficiency of Thai students, since it is assumed that the first step to develop reading skills occurs only when one is willing to read enough to meet one's needs. To enhance students' L2 reading motivation, key scholars have suggested that students have to be exposed to a number of texts for their pleasure because it can build positive reading attitudes. These attitude changes are then related to achievement in reading, as well as the strengthening of students' self-confidence as a reader (Clark & Rumbold, 2006; Day & Bamford, 2002; Krashen, 2007). On this point, Extensive Reading (ER) has been promoted as an activity that can increase reading motivation in a second language as its aim is to provide an opportunity for students to read a number of texts for their pleasure.

Extensive Reading and Reading for Pleasure

Generally, extensive reading is known as an approach that allows students to read for pleasure as much as possible. Day and Bamford (2002) found 10 principles of ER covering the criteria to choose reading materials, the processes in reading, and the role of teachers. In sum, the 10 principles espouse that the reading materials should be easy and varied, which could enable learners to choose what they are interested in reading. However, they should be encouraged to read as often as possible. With increased instances of reading, the learner would be able to increase rather than decrease their speed of reading. In addition, the process of reading is usually undertaken individually and silently although it is the responsibility of the teachers to guide and serve as good role models by being good readers. Furthermore, tests based on what is read are not necessary as ultimately the purpose of reading is for pleasure, information gathering, and general understanding of the contents presented in texts.

In terms of reading motivation, several studies both in Thai and other international contexts revealed that extensive reading has a positive impact on reading motivation as it motivates students to read for their pleasure (Elley & Manghubhai, 1981; Krashen, 1982; Mason & Krashen, 1997; Puangmaliwan, 2005; Tamrackitkun, 2010; Uraiman, 2011; Larson, 2013). Day and Bamford (2002) explained that reading texts within the students' reading competence in the foreign language can build the students' confidence and involve students in enjoyable reading experiences, which are different from the typical reading practices currently applied in a language class.

Traditional Extensive Reading

In traditional ER programs, a graded reader is usually used as the main material and the program chiefly relies on common follow-up activities such as writing a short summary, discussing with classmates, and other relevant activities. However, previous studies have found some drawbacks with using graded readers and relying only on common ER activities. These drawbacks are elaborated below.

A. Graded reader is a burden

Using a graded reader can be a burden that blocks students from being exposed to a number of texts and decreases students' motivation to read, especially those students who are poor readers. The reason is that, in the context where English is used as a foreign language, it could take students considerable time to finish reading a graded reader, for example, approximately one or two weeks per book in Thai

contexts (Puangmaliwan 2005; Tamrackitkun, 2010; Uraiman, 2011). If students cannot finish reading or if they spend too much time reading one book, it will not be possible for them to read extensively. Moreover, they will tend to find reading a burdensome activity and become demotivated.

b. Uninteresting follow-up activity

Second, relying only on common follow-up activities such as writing a summary, testing comprehension, discussing, and giving a presentation, may fail to motivate students to read nor can it help monitor students' work. The common follow-up activities are activities commonly used in ER class to assess ER achievement. In a Thai context, several ER programs often required students to write a summary of what students read in the form of a reading journal (Channuan & Wasanasomsithi, 2012; Puangmaliwan, 2005; Tamrackitkun, 2010; Uraiman, 2011; Wisaijorn, 2017) while other ER practitioners claim that these types of activity are de-motivating (Day, 2004; Lida & Smith, 2001). Day (2004) strongly stated that writing book reports are perceived by students as uninteresting and boring. He also suggested teachers to avoid asking students comprehension questions because it is an activity that requires students to remember information from their reading which can reduce enjoyment in reading.

RTER to enhance students' motivation

In order to use ER to improve student's reading motivation more effectively, it is necessary to find both reading materials and an activity that can fulfill the gaps, which were mentioned above. Lev Vygotsky introduced the concept of a zone of proximal development (ZPD) as the range between what learners can achieve without assistance and what they can achieve with guidance. To move students to the ZPD, Wood, Bruner, and Ross (1978) claimed that teachers should provide appropriate assistance, which is called "scaffolding," to help students achieve the tasks that would have been too difficult to accomplish alone. Even though ER in general is designed as independent learning, it does not mean that students will be striving on their own. Teacher's assistance and support are needed to help them achieve their goals.

In enhancing a learner's reading competence, an effective scaffold requires teachers to prepare pre-reading, while-reading, and post-reading activities. In this study, Reader's Theatre (RT) scripts were introduced as reading materials instead of graded readers and the   follow-up activity would be a RT performance. Both RT scripts and performances were scaffolded to assure students' pleasure in the ER process and to help enhance student's reading motivation.

A. *Reader's Theatre (RT) Scripts*

RT scripts have been used in reading classes to promote RT activities. The RT script is adapted from a variety of stories and uses dialogs to tell the story (Walker, 1996). The major differences between the script and a graded reader are that the scripts are shorter (often from 1 to 5 pages), and the story is narrated through dialog which allows readers to perform with various expressions based on the characters.

B. *Reader's Theatre (RT) performance*

RT is an oral reading process that requires participants to read texts out loud using facial expressions and gestures if needed. In the L1 classroom, it has been widely used with young students as an entertaining activity (Leong, 2010). In a usual RT program, teachers will collect scripts and ask students to choose the script. Then students will read their lines and analyze the meaning of the text. After this, they rehearse in a group, and the teachers may give feedback to students about their pronunciation or other problems. Then, students are asked to perform reading aloud with their group in front of the class. There is no need for props, costumes, or a stage.

The potential advantages of using RT scripts and RT performance in ER were expected to affect three constructs of reading motivation in this study including self-efficacy, intrinsic motivation, and extrinsic motivation. The advantages of the RTER treatment and the concepts of reading motivations in this study are discussed in the following paragraphs.

Reading Motivation Constructs

In this study, self-efficacy belief and the insights of self-determination theory are the central constructs that have a potential to enhance student's reading motivation.

A. *Self–efficacy belief*

Self-efficacy, according to Bandura (1994), is generally defined as the belief in one's capabilities to achieve a goal. Henk and Melnick (1995) classified four components that reinforce self-efficacy including: (1) performance and progress, which refers to students' consideration of their success, failure, and progress in doing the task; (2) observational comparison which means students compare their ability in doing tasks with peers; (3) social feedback, where students notice the feedback given by teachers and classmates both in a direct or indirect way; and (4) the physiological

state in which students notice their feelings during task performance. A positive mood can boost one's beliefs in self-efficacy, while anxiety can undermine it.

In order to motivate students to read in the L2, it is necessary to provide an opportunity for them to gain success in reading, see their progress, receive feedback from peers and teachers, compare their ability with their peers, and notice their physiological state when reading. RT scripts can contribute to the enhancement of the ER program and students' reading motivation as a self-efficacy booster. A short script promotes self-efficacy better than a long text, as is the case with a graded reader. One of the most effective ways for teachers to enhance students' self-efficacy is by helping them set short-term goals that they believe they can succeed in (Bandura, 1994; Scott, 1996; McCabe & Margolis, 2001). Using short texts encourages students and helps them understand that completing the assigned reading is not a difficult goal. Giving students a sense of self-efficacy toward reading is the first door that could motivate them to engage in ER. Moreover, as the scripts are short, the students have a higher chance of reading extensively and building up their confidence.

Furthermore, in case students record their performance, they can see their development which can boost their self-efficacy and later motivate them to continue reading. The teachers can also give students feedback to motivate them to improve their performance as well as monitor problems in the reading ability of each student. On the other hand, if teachers only ask students to do silent reading outside the class, it is difficult for teachers to monitor problems or observe progress in students' reading. Thus, using both RT scripts and RT performance in ER can be an alternative method to boost self-efficacy, which is a foundational construct of reading motivation.

B. Self-determination theory

Self-determination theory distinguishes motivation into two main types, intrinsic and extrinsic motivation. Intrinsic motivation generally refers to the motivation to engage in an activity for one's own sake in order to experience pleasure and satisfaction. Extrinsic motivation, on the other hand, refers to the motivation to engage in an activity in order to receive a reward or to avoid punishment outside the activity itself. In a similar fashion, Wigfield and Guthrie (1995) developed seven dimensions based on intrinsic and extrinsic motivations to assess aspects of both types of motivation. The intrinsic dimensions that were used in the framework of this study were importance of reading and reading involvement. First, the importance of reading refers to the value placed on different tasks and activities. The components of value are defined as the interest value (how much the individual likes an activity), attainment value (the importance of the activity), and utility value (the usefulness of an activity). Second, reading involvement is defined as the enjoyment of experiencing different kinds of texts. The extrinsic dimension used in this study refers to recognition in reading, which is the gratification in receiving a tangible form of

recognition for success in reading. The recognition can come from parents, friends, classmates, teachers, or others.

Using RT scripts can increase students' intrinsic motivation by providing a chance to be exposed to a number of texts from which they can acquire new knowledge. Performing RT also gives students a chance to be recognized by teachers and friends which can increase their extrinsic motivation to read. Furthermore, when students have to use their background experience to interpret the expression of the characters, it can result in unique performances. The interaction between students and the text gives them a memorable reading experience and enjoyment that motivates them to read (Mckay, 2008).

While there is plenty of evidence that supports how ER and RT can potentially improve students' reading motivation in various aspects, the aim of this study was to utilize RT in an extensive reading program to enhance student's motivation to read.

Research Methodology

This study was quasi-experimental research, adopting a single group pretest-posttest design. The RTER was an add-on to in-class activities aimed at students enrolled in a 6-week Intensive English program provided annually to freshmen at the Thai university under study. The participants were an intact group of 38 non-English major students, whose scores in Ordinary National Education Test (O-NET) were below 40 points, and required by this university to enroll in the Intensive English Program during the academic year 2016.

The study employed a mixed-method, comprised of both quantitative and qualitative data collection. A reading motivation questionnaire and an interview were used as research instruments.

Research Instruments
A. A Reading Motivational Questionnaire (RMQ)

The quantitative data was collected by using a Reading Motivation Questionnaire (RMQ), employed to investigate the impact of the RTER treatment on students' reading motivation before and after the treatment. The questionnaire was adapted from Motivation for Reading Questionnaire (MRQ) (Wigfield & Guthrie, 1997), and a Reader Perception Scale (Melnick, Henk, & Marinak, 2009). It consisted of three constructs including reading self-efficacy, intrinsic motivation, and extrinsic motivation. There were altogether 24 items, all of which used a 4-point Likert scale. To achieve validity, the questionnaires were written in Thai which was the first

language of the respondents. All the 38 participants responded both before and after the RTER implementation.

B. A Semi-Structured Interview

The qualitative data was gathered from interviews conducted after the treatment. The semi-structured interview sought to elicit in-depth data about the effect of the treatment on participant's reading motivation. Ten participants were purposively selected to be interviewed individually at the end of the treatment. They were chosen based on their pre-reading comprehension test scores, which categorized the students into able, average, and poor readers. The range of scores was interpreted as 0-13 (poor readers); 14-21 (average readers); and 22-30 (able readers). The ten interview participants consisted of three able readers, three average readers, and four poor readers. The 15-mintue interview was conducted in Thai and a voice-recorder was used to record responses.

RT Instructional materials
A.Reader's Theatre Performance

Normally, RT is used as a group activity; however, the participants in this study were asked to perform RT individually 12 times so they could have prolonged reading practice with the scripts. Each script was approximately one to three pages long, giving each student a chance to read extensively a large number of scripts.

The researcher also provided an opportunity for the students to perform group RT in class. This promoted collaborative learning and observational learning as they can observe and compare their performance with other students, which can in turn help them overcome their weak points and learn from other students.

Doing individual tasks outside the class and having a group activity in class were also used with the intention of reducing student's stress and nervousness. According to the filter hypothesis, a learner can learn better when they are in an atmosphere that is not too stressful for them. Thus, the modified RT in this study sought to provide that atmosphere for students, especially those who lack confidence.

B. RT scripts

A total of 42 RT scripts were used in this study, obtained from the websites www.aaronshep.com and www.thebestclass.org. Out of the total, 36 scripts were used for individual reading, and six scripts were used for group reading. The scripts were selected based on Day and Bamford's (2002) ER principles which were:
  (1) The script must be easy. The readability of the scripts used in this study was measured using Flesch-Kincaid Reading Ease. The Flesch-Kincaid Reading Ease is one of the tests in the Flesch-Kincaid reading ability tests, which are used to indicate how difficult a text in English is to comprehend. According to McClure

(1987), the Flesch Reading-Ease test statistically calculates the readability of texts on a scale that ranges between 0-100. The higher score means that texts are easier to read; on other hand, the lower score indicates texts that are complicated to understand. The readability information of all of the selected scripts was obtained from Microsoft Word 2013. The results showed that all selected scripts had a readability measurement between 70-100 according to Flesch Reading Ease test. Then, the scripts were divided into three difficulty levels based on Flesch Reading Ease including: (1) very easy to read, (2) easy to read, (3) and fairly easy to read as shown in Table 1. For individual reading, there were 13 scripts at the very easy level, 13 scripts at the easy level, and 10 at the fairly easy level. All six scripts for group reading were at the easy level.

Table 1 Flesch Reading Ease

Score	Number of Reading scripts	Notes
100.00-90.00	13	Very easy to read. Easily understood by an average 11-year-old student.
90.0–80.0	19 (13 Individual reading and 6 group reading)	Easy to read. Conversational English for consumers.
80.0–70.0	10	Fairly easy to read.

(2) It must be short. In this study, the word count of each script for individual reading was between 200-800 words and ones for group reading activities were longer, approximately 1,200 words. The scripts for group reading were longer because it could contribute an appropriate number of lines for each student to read.

(3) The script must have various themes. Therefore, in this study, the students read scripts of various genres and topics, for example, humor, fantasy, and retold tales.

Procedure of Readers' Theatre in Extensive Reading (RTER)

The six-week RTER treatment can be divided into three phases: pre-reading, during-reading, and post-reading.

The pre-reading phase focused on preparing reading materials and organizing the RTER activity. There were 36 scripts used for individual reading, and six scripts used for group reading. These scripts were not too difficult for students to read independently as their Reading Ease scores were between 70-100, regarded as easy levels for L2 students. The length of the texts were short which could reassure the students that they could complete the assigned reading. These scripts were chosen

based on the five most popular genres available through graded readers. Moreover, the RT scripts were simplified to make it easier for students to read and were classified into three levels to suit the student's reading proficiency. The teacher also translated the titles into Thai to persuade students to read. Finally, a Facebook group was created and used as a platform to upload scripts for the students. In this way, it was easy for students to access the reading materials.

For the during-reading phase, in each week, the teacher uploaded seven scripts for students and two scripts from seven were chosen by the teacher to use for assigned individual reading on Mondays and Fridays. As the teacher would like to challenge students in each week's reading, the difficulty of the provided scripts was elevated. The very easy scripts were used as assigned individual reading in the first two weeks. The easy level scripts were chosen in the 3rd and 4th weeks, and the fairly easy scripts were used in the last two weeks. Each week, the students were reading two scripts. One was assigned on Monday, after which they had to perform, videotape their performance and submit it on Tuesday. The other script reading was on Friday, during which they underwent the same procedure and submitted their recorded performance on Sunday of the same week. The teacher allowed students to read with their peers and encouraged them to use a dictionary, as needed, when they practiced before performing RT. The videos were uploaded in each student's private Facebook page with a private status meaning they could be watched only by the teacher and the students who uploaded the videos. This was done so the students could feel secure and less pressured. In addition, the students were allowed to read more scripts as extra reading with no need to perform RT.

Apart from assigned individual reading twice a week, students were requested to perform RT in class as a group every Wednesday for six weeks. For group RT, students were divided into six groups of at least six members, and the teacher prepared six scripts for RT groups. Each of the scripts was rotated to every group and each group would read, practice, and perform in front of the class.

After individual reading, each student performed RT and submitted the video files via their Facebook pages. The teacher then gave direct feedback regarding students' performance via Facebook, and gave feedback using the RT rubrics in the following class. The teacher also asked students to share their reading problems with the teacher in class. For the group activity, the teacher gave feedback regarding the groups' performance in classes after students performed.

At the end of the six-week treatment, students were expected to have read at least 12 scripts individually as well as perform RT on their own 12 times during six weeks. They were expected to perform RT in groups 6 times.

Table 2 Teacher and participating students' roles

Days	Teacher's roles	Students' roles
Monday	1) Provided seven scripts for students to read individually each week. 2) Chose one script for students to read and perform RT after Monday class. - Each week, scripts were divided into three levels; very easy (3 scripts), easy (2 scripts), and fairly easy (2 scripts).	Were asked to read a chosen first script outside the class.
Tuesday	1) Used RT rubric to check students' performance and give rubric sheet to students in following class. 2) Gave direct feedback regarding performance in each student's Facebook page.	*Outside class*- Performed RT individually, recorded a video performance, and sent it to teacher via Facebook pages before 6 p.m.
Wednesday	Provided scripts for students to perform in a group.	*Inside class*- Practiced and performed RT in a group.
Friday	Provided a second chosen script for students to read and perform RT individually after Friday class.	Read the second assigned script and practiced outside the class.
Sunday	1) Used RT rubric to check students' performance and give rubric sheet to students in next class. 2) Gave direct feedback regarding students' performance in each student's Facebook page.	Submitted video file of the individual RT performance via their Facebook pages before 1 p.m. on Sunday.

Results

An increase in overall reading motivation after RTER

The result was determined from the Mean scores obtained from the pre- and post- reading motivation questionnaires analyzed using a paired samples t-test, and then compared to find the difference before and after the treatment. The improvement is shown in Table 3

Table 3. Students' Overall Reading Motivation before and after the RTER
Implementation

Reading motivation questionnaire	N	Mean	Std. Deviation	T value	Sig. (2-tailed)
Pre-RT	38	2.90	.318		
				13.968	0.000*
Post-RT	38	3.41	.231		

From Table 3, the mean score obtained from pre- and post-reading motivation questionnaires were 2.90 (SD = .318) and 3.41 (SD = .231). The result revealed that students reported, through the questionnaire, that their motivation was significantly higher after participating in the six-week RT.

An increase in the four sub-categories of reading motivation after RTER

With respect to the four sub-categories of motivation, the pre-and post-questionnaires indicate that students reported, through the questionnaire, that they have made a significant improvement in each sub-category of their motivation after the treatment. The change in each category is presented in Table 4.

Table 4 Student's Reading Motivation Questionnaires in Different Categories

Category of reading motivation	N	Pre-RT		Post-RT		T value	Sig
		Mean	SD	Mean	SD		
Self-efficacy	38	2.60	.473	3.34	.269	-13.837	.000
Intrinsic: Importance of reading	38	3.25	.414	3.50	.305	-3.855	.000
Intrinsic: Reading involvement	38	2.82	.585	3.38	.300	-6.847	.000
Extrinsic: Recognition in reading	38	2.94	.431	3.43	.308	-8.598	.000
Overall	38	2.90	.318	3.41	.231	13.968	.000

As shown in Table 4, the overall means from reading motivation questionnaire was classified into four categories. The result shows that the post-test score was significantly higher than pretest score in every aspect. In terms of self-efficacy, the means of pre- and post-RTER as obtained from RMQ questionnaire were 2.60 (SD=.473) and 3.34 (SD= .269). Concerning the intrinsic motivation regarding the importance of reading, the mean score from the pre-RTER category was 3.25

(SD=.414) and the post-RMQ was 3.50 (SD=.305) (P < 0.05). Regarding the reading involvement, the pre- and post-scores were 2.82 (SD=.585) and 3.38 (SD=.300) respectively. Finally, the mean scores from the pre- and post-RMQ on the aspect of extrinsic motivation: recognition in reading value were 2.94 (SD=.431) and 3.43 (SD=.308) respectively.

In sum, the overall results indicate, through the questionnaire, that students' reading motivation after participating in RTER was higher than before participating in RT in all categories. This means that there is evidence that RTER can promote reading motivation on the aspects of self-efficacy, intrinsic motivation in terms of realizing importance of reading and interest in reading, and extrinsic motivation in terms of gaining recognition in reading.

The data from the interviews were related to the evidence in the questionnaires of an increase of reading motivation based on: (1) self-efficacy, (2) intrinsic motivation, importance of reading, (3) interest in reading, and (4) extrinsic motivation: recognition in reading.

 An Increase in self-efficacy

Students reported that reading a short script is an achievable goal for them. They reported that they felt proud of themselves when they finished reading each story. Moreover, they could see their progress each time that they performed RT and recorded a video file. The student participants unanimously stated that they have more confidence in reading following the six-week treatment. An example is given below.

(S2) I feel so good when I finished reading each story although the scripts that I read are short, only 1-2 pages. I feel proud of myself because I don't like English but I can finish reading and understand the texts that I read. The more I read, the more I have confidence in myself.

A Realization of the importance of reading (intrinsic motivation)

Students reported they have learned new knowledge from the stories that they read and some students said they could apply this knowledge to their daily life. All of them also claimed that reading English is important because it helps them improve their English skills as well as open their world view. For example, one student who had a part-time job selling handmade soap said:

(S5) I have learned a lot of new knowledge and I think I can use it in real life. For example, I read the story "a dozen is 13". After I read this story, I made a promotion for my soaps (buy one dozen get 13 pieces). I think reading is useful because you can use the knowledge from what you read and use it in real life.

An Increase in Interest in reading (intrinsic motivation)

Students reported that reading a short script with an interesting plot is enjoyable. They can read it in their free time. They also pointed out that performing RT gives a unique reading experience as each student has a different way to tell the story.

(S1) I hate reading a long text because it is boring, but a short script is funny. It's like reading a cartoon. I can read it when I am in toilet, waiting for a Campus Shuttle, or waiting for class. The story is short, easy, and has twisted plot. That's why it is fun and can catch my attention.

Recognition in reading development from teacher and friends (Extrinsic motivation)

Students reported that receiving specific feedback from the teacher is rewarding for them. It motivates them to perform better each time. Some students also said that the compliments they received from their friends motivated them to do better.

(S3) I feel proud of myself when my friends and my teacher give me positive feedback. For the negative feedback, I think that it is good because I can use it to improve myself.

(S7) I like when the teacher gives me a quick feedback on Facebook. When I got feedback, I want to do it again. Sometimes I redid my reading and resent it to teacher

In sum, the overall results of interviews indicate that after participating in RTER, students reported that their reading motivation was higher than before participating in RTER in all categories. It can be inferred that RTER can boost the students' confidence, attract their interest in reading, make them value the importance of reading and maintain their persistence through reflective feedback from teacher and peers.

Discussion

After participating in RTER treatment, students reported, through the questionnaire, that their motivation had increased significantly. This suggests that students' positive perception toward reading increased in all four sub-categories of reading motivation. The findings correlated with the previous studies which reported that ER has positive effects toward students' reading motivation (Tamrackitkun, 2010; Uraiman, 2011;

Larson, 2013). The result of this study is also in line with some previous studies, which reported that students have a more positive attitude toward reading in L2 after participating in RT activity (Ch'ng, 2015; Keehn, 2003; Martinez, Roser & Strecker, 1998; Millin & Rinehart, 1999; Peng, 2009). The improvement of reading motivation can be the result of the effect of RT in ER that enhanced the constructs of reading motivation. The possible reason can be discussed under four categories:

1. Increase of self-efficacy
2. Recognition in reading from teacher and friends
3. Involvement in enjoyable reading experiences
4. Realization of the importance of reading

Increase of self-efficacy

First, the explanation of reported improvements in reading motivation can be related to the increase of self-efficacy, which is discussed under the following categories.

A. Characteristics of scripts (achievable goal)

The scripts used in this study met three criteria in that they were short, easy, and varied. The length of the scripts was between 200-800 words with readability between 70-100 according to the Flesch Reading Ease scores, and had various themes. From the interview, students reported that they felt proud of themselves when they finished reading each script. Because the scripts were short and easy, they reported that reading the scripts was an achievable goal and they gained more confidence in reading after they had finished reading each script. Thus, by reading RT scripts that were modified to suit their background, the students' learning was appropriately scaffolded and they were motivated to read.

B. Progression

According to Wigfield and Eccles (2002), it is important for teachers to help students experience success and see their progression in reading. On this point, performing RT after reading and recording a video file provided a chance for the students to see their improvement. Students reported in the interview that they were motivated to read more and to perform better after they watched their RT video files. They reported that seeing themselves improve with each recorded RT performance motivated them to do better. The improvement occurred after students watched their videos and saw the points that indicate where they needed to improve, for example, confidence, appropriate expression, or speed of reading. It can be inferred that seeing their progress from video recordings motivated them to read more and be a better reader.

C. *Reading in relaxing atmosphere*

The affective filter hypothesis points out that learners will acquire L2 effectively when they have high motivation and when they are in a comfortable environment (Brown, 2007). In this study, students reported that reading extensively, and performing RT independently outside the class made them feel relaxed. They highly recommended performing RT independently outside the class because they still felt shy to read out loud alone in class, especially in front of their classmates. However, they also reported that they were confident to do RT as a group in class. Even though some of them were shy during the first performance, they said they had fun after they became familiar with the activity. Giving student an individual task outside class and a group task in class can be the other factor that enhanced students' reading motivation.

Recognition in reading from teacher and friends

Wigfield and Guthrie (1997) stated that recognition in reading is an extrinsic motivation that can drive students to read more and better in order to receive recognition from others. From the result of the interview, all participants strongly agreed and reported in the same way that receiving feedback instantly and individually from the teacher motivated them to read better. The feedback that students gained was explicit and specific, given with a focus on three main aspects of reading and based on RT performance criteria including accuracy, speed, and prosody. The teacher also gave more personal comments to build the students' confidence in reading. For example, "*Your (last) performance is a lot better than your first performance. Now you have more confidence in reading as I can see you read with louder voice, use facial expression and you can read without hesitation. This proves that you work better. Keep practicing this and you will be a better reader in the future.*"

This finding is consistent with the study by Dhanapala (2006), who examined L2 reading motivation of college EFL students in Japan and Sri Lanka. She indicated that Sri Lankan learners were highly motivated by external recognition in their reading. Moreover, Su (2012) also reported in a similar way that Taiwanese senior high school students were largely motivated to read English by extrinsic motivation, specifically the drive for recognition. Furthermore, when they perform RT as a group in class, they may have a chance to receive recognition about their reading from classmates, which can also motivate them to read.

Involvement in enjoyable reading experience

Day and Bamford (2002) stated that in order to promote learners' intrinsic motivation, the best way is to provide interesting materials. If the students enjoy reading and immerse themselves in interesting stories, it could increase their involvement in reading, which is an aspect of intrinsic motivation. With regard to the

RT scripts used in this study, students reported that reading a short script with an interesting plot was an enjoyable experience. They could read it in their free time and it was not a time consuming activity. They also pointed out that performing RT gave them a unique reading experience as each student had different ways for telling the story. Thus, interesting materials such as RT scripts and reading outside the class or in group can involve students in reading and this involvement is one aspect of intrinsic motivation.

Realizing the importance of reading

From the interviews, students reported they learned new knowledge from the stories that they read and some students said they could adapt this knowledge in their daily-life. A student who had a part-time job selling handmade soap expressed that she could apply knowledge from reading to her job, stating: "*I have learned a lot of new knowledge and I think I can use it in real life. For example, I read the story "a dozen is 13". After I read this story, I made a promotion for my soaps (buy one dozen get 13 pieces). I think reading is useful because you can use the knowledge from what you read and use it in your real life". (S5).* This example reveals that students realized the usefulness of reading and its utility value. The students unanimously claimed that reading in English is important because it helped them improve their English skills. This reflects the attainment value. Some of the students also stated that reading is an enjoyable activity. This highlights that students realize how interesting reading is. Thus, using RT in ER may scaffold students to become more aware of how important reading is.

In conclusion, the findings of the study reveal that using RT in ER has a positive effect on students' reading motivation because RTER helped them realize the importance of reading, involved them in reading, gave them a chance to be recognized by their peers and their teacher, and provided opportunities for them to see their progress and to monitor their problems on their own.

Implications

The findings have provided implications for teachers to take into account when teaching reading in an L2. The results indicate that students gain development in reading motivation, for which there are several pedagogical implications for language teachers.

First, in those situations in which ER programs are already established, teachers may consider using RT scripts instead of graded readers because it can maximize the amount of reading. Previous studies have shown that reading graded readers is time consuming and it can be perceived by low-level students as an

uninteresting activity because they are required to spend a great deal of time reading a whole book. For this reason, using RT scripts not longer than five pages or 1,000 words can be an achievable goal as students believe that they can finish reading. Furthermore, the short scripts are easy to catch students' attention because the plot is explicit. Students do not need to read a five-chapter book to know what is going to happen at the end of the story. Moreover, because of the short-length of the RT scripts, students have an opportunity to read more stories. For example, in this treatment some students read seven scripts a week (two were required by the teacher and the others are additional) instead of reading only one book or half a book for a week. This can fulfill the purpose of extensive reading. Finally, RT scripts are readily compatible with RT activities because the stories are divided into roles based on the number of the characters in each story. It helps students focus on each role and grasp the main point. Thus, based on this study, RT scripts are commended as a way to offer the benefits as described above, including being an achievable goal for students, catching students' attention, giving students a chance to explore more texts, and being compatible with RT.

Second, using RT and recording a performance as a follow-up activity can be a good tool that teachers can use to enhance students' reading motivation. Recording RT performances can drive students to improve their reading because students can see their progress each time they perform RT. Performing RT also helps students monitor their problems in reading aloud such as new words, mispronunciation, voice expression, and speed. These elements can reflect reading fluency which can be indicators of reading comprehension. After they realize their problems and try to solve them, their performances improve. These improvements can increase their self-efficacy which helps them become confident readers.

Additionally, RT helps teachers monitor students' problems in reading. When students read outside class, teachers cannot monitor whether students have problems in reading. However, when students read aloud, it can reveal problems through their voice expressions, speed, and accuracy of reading. Thus, teachers can provide feedback and suggestions so that they can see their progress in the next performance. Furthermore, teachers can keep track of student's work by checking students' RT performance videos. In traditional ER, the typical activities such as writing a short summary or conducting comprehension tests may not be able to assure that students read the texts. On the other hand, performing and recording RT scripts can assure that students read the scripts themselves as is evident in their videos.

For the teacher's role, teachers should be familiar with the rationale of ER and RT activities. Teachers should preview the reading materials and become acquainted with the levels offered by different texts. Then, they should organize a list of titles and their difficulty that could be used in class. With this, teachers should help students to choose the text that is suitable and within the students' reading ability. In doing so, the texts can be simplified to suit the students' level of proficiency. Simplified texts may be more appropriate for low proficiency learners who lack

motivation to read in L2 because it is easier for them to process information. In contrast, when using authentic texts in beginning and intermediate classrooms, learners may find it difficult to process linguistic input in an authentic text. If readers are exposed to authentic texts that are beyond their proficiency levels, the processes of reading can be disturbed as they need to use a dictionary to look for the meaning of unknown words. Moreover, selecting inappropriate materials can lead to a poor reading stage in which students find reading difficult and they would like to give up reading. Thus, it is essential that teachers should prepare scripts and guide students to choose scripts that they can read smoothly with very high levels of comprehension. After that, teachers should encourage students to read and assist them when they have problems or questions concerning ER and RT. Giving feedback is also very important. Positive and constructive feedback can motivate students to read more and improve RT performance; on the other hand, negative feedback can decrease students' confidence. Also, feedback should be specific enough to help students see their weaknesses and strengths.

After all, it is possible that when students have high motivation in aspects of self-efficacy, intrinsic motivation and extrinsic motivation, they can potentially gain development in other aspects of reading such as reading fluency, word recognition skill, and reading comprehension. The explanation is that students tend to read more when they believe that reading is an achievable task and they see their progress in reading. They are also willing to read more when they realize the importance of reading as well as the enjoyment from reading for pleasure which is a factor that keeps readers continuing reading in the long term. Moreover, when they have extrinsic goals for themselves, for example, their accomplishment being recognized by teachers and classmates, this can drive them to read more as well. When students become more confident readers and have a chance to be exposed to a quantity of reading, they can develop other reading skills to the appropriate level. However, in order to read enough to meet their needs, students need to be willing to read first. Thus, using RTER treatment can be an interesting alternative activity that teachers can use in class to enhance students' reading motivation which is an initial step to develop reading skills.

Recommendations for future study

Future research should investigate the effect of the use of RTER over a longer period, since this study was conducted over a short time period. Moreover, this study had only one group of participants, which might limit the generalization of the results and findings. Future studies should have multiple groups, including controls, to compare and generalize the effect of the treatment or compare the method utilized in this study with other teaching methods. Furthermore, in this case of students who prefer to do activities that have scores as a reward, a replicated research might consider allocating scores to students for their performance as an incentive for their extrinsic motivation. Receiving instant feedback is also appreciated by students and a tool that can facilitate this process is recommended. On this point, using social

media such as Facebook can be an effective channel for communication between teachers and students to share information about RTER and monitor students' work. However, this is not to undermine the use of other online media such as Google Classroom or online learning platforms. Lastly, the effect of the treatment can also be extended to other language skills such as speaking skills, reading fluency and spelling.

Conclusion

According to the results of the study, reading RT scripts extensively and performing RT activities for a period of six weeks could significantly improve students' reading motivation. Higher motivation can affect the reading behavior of participants accordingly. When participants became more confident, they expressed that they realized the enjoyment and importance of reading and said they were likely to read more. The more they read, the more they can develop other aspects of reading such as vocabulary knowledge, background knowledge, reading strategies and reading fluency. The improvement of these skills can in turn enhance comprehension which is one of the most important goals of reading.

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Aspects of Language Learning in Voice-Based Chat Rooms

Pornpavee Sukrutrit

Abstract

In the past, learning a language was formally conducted in a classroom. At present, voice-based chat rooms can be an alternative option to practice language skills, including English. This study places an emphasis on studying aspects of language learning via talk in voice-based chat rooms. Participants are both native and non-native speakers of English from around the world chatting to each other about numerous topics. Applying Conversation Analysis (CA) to investigate aspects of language learning via talk-in-interaction in voice-based chat rooms are useful for language learners and language teachers interested in learning aspects of language used in a natural context outside the classroom. Since the participants have various backgrounds and identities, aspects of language learning are revealed in terms of a real context of language used in voice-based chat rooms which mostly relate to non-formal language, English accents, code-switching, communication strategies, interpreting pauses in a conversation, language etiquette and manners, politeness, and some forms of compliments.

Keywords: aspects of language learning, voice-based chat rooms, conversation analysis

บทคัดย่อ

ในอดีตการเรียนรู้ภาษาจะถูกจัดขึ้นในห้องเรียนอย่างเป็นทางการ ปัจจุบันห้องสนทนาเสียงสามารถเป็น ทางเลือกใหม่ในการเรียนรู้ภาษาต่างๆรวมถึงภาษาอังกฤษ การศึกษานี้เน้นศึกษาลักษณะการเรียนรู้ทาง ภาษาผ่านบทสนทนาที่เกิดขึ้นในห้องสนทนาเสียง ผู้เข้าร่วมสนทนามีทั้งเจ้าของภาษาอังกฤษและไม่ใช่ เจ้าของภาษาอังกฤษสนทนากันในหลากหลายหัวข้อ การประยุกต์ใช้เทคนิค "การวิเคราะห์บทสนทนา" (Conversation Analysis หรือ CA) เพื่อหาลักษณะการเรียนรู้ทางภาษาในห้องสนทนาเสียงเอื้อประโยชน์ ให้กับทั้งผู้เรียนภาษาและอาจารย์สอนภาษาที่สนใจเรียนรู้ลักษณะภาษาที่ใช้กันจริงนอกเหนือบริบทของ ห้องเรียน เนื่องจากผู้เข้าร่วมสนทนามีพื้นเพและเอกลักษณ์เฉพาะตัวแตกต่างกันไป ลักษณะการเรียนรู้ทาง ภาษาจึงถ่ายทอดออกมาให้ได้เรียนรู้ในแง่ของภาษาที่ใช้จริงในห้องสนทนาเสียง ซึ่งส่วนใหญ่จะสัมพันธ์กับ รูปแบบภาษาที่ไม่เป็นทางการ สำเนียงภาษาอังกฤษของผู้เข้าร่วมสนทนา การสลับใช้ภาษา การใช้กลยุทธ์

ต่างๆในการสื่อสาร การตีความการหยุดพูดในบทสนทนา มารยาทในการใช้ภาษา ความสุภาพในการใช้ภาษา และ รูปแบบการใช้คำชมในบทสนทนาบางประการ

คำสำคัญ: ลักษณะการเรียนรู้ทางภาษา ห้องสนทนาเสียง การวิเคราะห์บทสนทนา

Introduction

Chat rooms provide an excellent opportunity for people from around the world to connect with each other at a distance and they facilitate communication among people from a range of professions and ages. They also function as a meeting place where people can contact each other and exchange talk, opinions or information in an economical way. In consideration of these numerous advantages provided by chat rooms, several studies (e.g., Jepson, 2005; Patrick, 2006; Mubarak, Rohde, & Pakulski, 2009) have been conducted on this medium for the purpose of deriving increased benefits from it, especially by researchers in the field of language teaching and learning. However, until recently, when people thought of chat rooms, they thought of text-based chat rooms, possibly because numerous studies have been published on text-based communication. At the present time, however, we have not only text-based chat rooms but also voice-based chat rooms, and researchers have recently begun to investigate this medium (e.g., Sauro, 2004; Jepson, 2005; Jenks, 2009a; Jenks; 2009b; Jenks 2012, Brandt & Jenks, 2013). While these studies have made a significant contribution to the literature, further research could be conducted to explore aspects/types of language learning which can be gleaned from the interaction in voice-based chat rooms. With regard to the methodology, since the data obtained from chat rooms is naturally occurring data, and taking into account the aim of the study to explore aspects/types of language learning noticed from the interactional organization of talk from the participants, Conversation Analysis (CA) was adopted as the methodological tool. The use of CA means that this study may fill a number of gaps in the research. Much of the previous CA research has concentrated on language learning in classrooms, leaving these aspects of language learning in voice-based chat rooms unexamined in various dimensions. Thus, this study contributes to both computer-mediated communication (CMC) and CA literature and the research question of this study, therefore, is "What aspects of language learning can be gleaned from the interaction in voice-based chat rooms.

Literature Review

When people thought of synchronous CMC media, they thought of Internet chat rooms, especially text-based chat rooms. Thus, when researchers refer to "SCMC," "Synchronous CMC" or "Synchronous Computer-Mediated Communication" (e.g., Simpson, 2005a; Simpson, 2005b; Sanders, 2006), they are invariably referring to synchronous *text-based* CMC. This may be because numerous studies have been published on text-based communication. According to Sauro (2004), many of the synchronous text-based chat studies conducted since the mid-1990s have focused on computer-assisted language learning (CALL) to investigate the possibility of new modes of classroom discourse, which include details of turn taking, interactional styles and attitudes of classroom language learners (see, e.g., Blake, 2000; Chun, 1994; Kern, 1995; Pellietieri, 2000; Sotillo, 2000; Sullivan & Pratt, 1996; Warschauer, 1996).

However, currently, we have not only text-based chat rooms but also voice-based chat rooms as previously mentioned. The existence of these two different types of chat room (text-based and voice-based) has resulted in the creation of additional or alternative terms to differentiate more clearly between them. Thus, the terms synchronous text-based computer-mediated communication (StCMC) and synchronous voice-based computer-mediated communication (SvCMC) have been developed for this purpose (Jenks, 2009a; Jenks, 2009b). Other types of synchronous CMC media have also been studied, such as video conferencing (e.g., Heath & Luff, 1992; O'Conaill, Whittaker, & Wilbur, 1993), audio-conferencing (Kenning, 2010), virtual meetings (e.g., Anderson, McEwan, Bal, & Carletta, 2007; Markman, 2009) and even multi-user domains, object-oriented (MOOs), which are virtual environments in which people can play games and learn languages, etc. (for further detail see Levy & Stockwell, 2006).

Synchronous Voice-Based Chat Rooms

Currently, many synchronous voice-based chat rooms are available free of charge to anyone in the world with access to the Internet, from providers such as Yahoo Messenger, MSN Messenger, Pal Talk, Skype, and LINE. Most of these provide both text-chat and voice-chat channels for communication. Most chat rooms can also be either "open" or "closed." They are described as open chat rooms when they can be accessed by anyone and as closed chat rooms when they operate with only a few participants who have arranged to talk to each other and to no one else (Levy & Stockwell, 2006). MSN and Yahoo messengers, for example, are closed chat rooms as they are not open to everyone; one needs permission or an invitation from another party before being able to join the chat.

Previous Studies on Synchronous CMC Voice-Based Chat Rooms

Research into synchronous CMC voice-based chat rooms which studied the interactions from the Skypecasts corpus, as the current study has, was conducted by Jenks (2009a & 2009b). In Jenks' first study, the social-interactional practice of becoming acquainted among Skypecast participants was examined; this is an important aspect of the opening stage in a voice-based chat room, which enables a participant to become socialized in this medium. Jenks (2009a) referred to this social-interactional practice as a "getting-to-know-you exchange." This exchange not only builds rapport between participants but also functions as a springboard for further discussion. Jenks' found that participants in voice-based chat rooms need to make interactional and linguistic adjustments according to the norms and expectations of other participants, which are constantly changing on a moment-by-moment basis. Jenks' emphasis in his second study was on examining how overlapping talk is managed in multi-participant voice-based chat rooms in the absence of non-verbal cues. He showed that pauses can be used to avoid overlapping talk.

Apart from Jenks' (2009a, 2009b) studies, Jepson (2005) explored the patterns of repair moves used by non-native speakers in both synchronous text chat rooms and voice chat rooms. His revealed that in voice-based chat rooms, participants took more time to repair and correct pronunciation problems. In addition, Sauro (2004) showed how students establish and take control of the ongoing conversation by the use of text and voice CMC media.

As indicated in above, no synchronous CMC voice-based chat room studies have yet investigated types or aspects of language learning in voice-based chat rooms. Therefore, this study fills this research gap by revealing aspects of language learning via social interaction in this medium.

Similarities and Differences between Synchronous CMC Text-Based and

Voice-Based Chat Rooms

According to Paramskas (1999), synchronous CMC has a highly interactive nature and closely approaches face-to-face interaction, since interlocutors using the synchronous CMC medium can "perceive each others' presence in real-time, and modify some aspects of their communication behavior, such as speed of response…" (Yamada & Akahori, 2007, p. 38). However, it is necessary to understand which types of synchronous CMC (text or voice) possess this highly interactive characteristic. According to Jepson (2005), synchronous text-based CMC is close to face-to-face interaction. However, synchronous voice-based CMC is even closer, since it involves live speech. In the following paragraphs, the similarities and differences between synchronous text-based and synchronous voice-based CMC will be examined.

One similarity between synchronous text-based and voice-based CMC in terms of language learning is they both are considered to be a good place to practice

conversation, especially for those learners who do not have the opportunity to live in a country where the target language is spoken (Blake, 2000; Doughty & Long, 2003; Jepson, 2005). Another similarity between text-based and voice-based chat rooms is both possess the characteristic of anonymity. Smith, Alvarez-Torres, and Zhao (2003) pointed out that it is quite usual for chat room users to use pseudonyms or log-on names for their online identities. This anonymity is useful in giving participants the courage to express themselves, although it can also sometimes lead to swear words (Sproull & Kiesler, 1986), insults (Weisband, 1992), and impolite statements (Kiesler, Zubrow, Moses, & Geller, 1985).

With regard to differences, one obvious difference between synchronous text-based CMC and synchronous voice-based CMC can be seen in the turn-taking system employed in each context. Compared with text chats, negotiation routines in voice chats are closer to those which take place in face-to-face interactions, since in voice chats participants verbally interact in real time; in text chats, on the other hand, it is impossible for participants to conform to the turn-adjacency convention which governs face-to-face interaction (Jepson, 2005). Specifically, turns in text-based chat take the form of "disrupted turn adjacency" turns. Herring (1999) proposed that this type of turn occurs because of the system only receives messages which are posted in the order they are sent without concern for what they are responding to. Negretti (1999) also indicated that there is no smooth sequential order in text-based chat rooms, thus, ways to manage turn-taking and turn-giving are different from oral talk.

A difference also exists between text-based and voice-based CMC with regard to topics. Kitade (2000) noted that in text chat multiple topics overlap and are interwoven into the thread of the discussion, with the result that adjacent pairs may not related to each other. However, in voice-based chat rooms, topics rarely overlap since speakers can negotiate the topic they want to talk about immediately. Kitade (2000) noted another difference between text-based and voice-based CMC, which is that in text-based interaction interlocutors can scroll back and re-think what has been talked about and recreate their own utterances before sending them. Participants in voice-based chat rooms, on the other hand, have less time to think and no opportunity to delete utterances they have already made, as participants using the text-chat medium have. Furthermore, Kitade (2000) pointed out that in text-based interaction, non-verbal cues such as prosodic features or facial expressions are absent. Facial expressions are also absent in voice-based interaction in some chat rooms; however, certain prosodic features are available, and these are considered to be an important aspect of the analysis of talk in the voice-based chat medium. Consequently, in text chat participants tend to use emoticons to express their emotions to compensate for the absence of facial expression (Levy & Stockwell, 2006). They might also use capital letters to indicate loudness of speech and onomatopoeia to convey feelings: for instance, "Oh!" for interjections, "Hiiiiiii" for long vowels, and "zzz…zzz…" to represent the sound of snoring (Negretti, 1999).

Language Learning and Technology

Language learning improvement by using technology has a long history (Salaberry, 2001). We can study the histories of CALL from many publications (e.g., Chapelle, 2001; Levy, 1997; Salaberry, 2001). According to Zhao (2003), there are some interesting points regarding existing research in the language learning and technology area. For example, He noted that the studies on technological applications in language learning were limited to college-level language learners. In addition, most studies were about short-term applications instead of long-term integration of technology. He also noted that there have been various types of technology used (e.g., video, audio, multimedia, communication, network, and speech technologies) and these technologies have been used to support the teaching of various aspects of language learning including vocabulary, grammar, reading, writing, speaking, listening, and culture. However, the study of aspects of language learning in voiced-based chat rooms was not limited to college-level language learners as everyone can join and participate in voice-based chat rooms. Thus, aspects of language learning can be studied via the conversation of participants with different ethnic backgrounds, ages, and language skills.

Differences between CA and Other Discourse Analytic Approaches

According to Ten Have (2007), there are four major differences between CA and other discourse analytic approaches. First, CA's concentration on interactional details, recordings and detailed transcripts offers more opportunity to look closely at the phenomena than other approaches. Second, CA prefers to use less artificial data, that is to say, naturally occurring data, which are not experimental data, researcher-motivated data or a product of personal intentions as found in interviews, or of external forces that can be handled in a laboratory. Third, CA views human interaction as an organizational act or emergent collectively organized event rather than as a series of individual acts; it also views human interaction as a procedural act in order to explain *how* people do something rather than *why* they do it. Forth, CA can be viewed as a study of language-as-used, focusing on verbal language that is normally used in natural situations. In addition, while CA avoids applying pre-theoretical notions or preconceptions to data analysis, other discourse analytic approaches, such as Discourse Analysis (DA) and Critical Discourse Analysis (CDA), are contaminated by certain external concepts and existing theories. For example, DA is "mainly concerned to develop a theory of spoken discourse as a structured phenomenon, often using the model of grammar as its basis" (Hutchby & Wooffitt 1998, p. 6). According to Wooffitt, CDA "is concerned to analyze how social and political inequalities are manifest in and reproduced through discourse" (Wooffitt, 2005). Having this characteristic, CDA is "in danger of imposing an interpretation of interaction which reflects the analyst's theoretical or political orientation, and which in turn systematically obscures analysis of what is actually relevant to the participants themselves" (Schegloff, 1997, as cited in Wooffitt 2005, p. 158).

Methodology

This study uses CA as a methodological framework to investigate aspects of language learning via talk-in-interaction in voice-based chat rooms. CA is the study of recorded, naturally occurring talk-in-interaction which describes mundane social action (Atkinson & Heritage, 1984; Psathas, 1995; Hutchby & Wooffitt, 1998). These characteristics of the object of CA research are also found in voice-based chat rooms. That is, the data found in voice-based chat rooms can also be described as occurring naturally and as reflecting mundane social action; thus CA can be used in this context to investigate types or aspects of language learning in voice-based chat rooms.

CA research aims to explore sequential patterns of interaction and to explain the normative expectations and assumptions which form those sequences (Wooffitt, 2005). In addition, Heritage (2006, p.1) claims that conversation analysis is "primarily concerned with the ways in which utterances accomplish particular actions by virtue of their placement and participation within sequences of actions." Thus, in order to investigate aspects of language learning in voice-based chat rooms, sequences of actions and normative interactional organization (conversational mechanisms) were also observed.

Some examples of the conversational mechanisms used to explore aspects of language learning in voice-based chat rooms in this study are:

- *Adjacency pairs*: these pairs play an important role in a conversation as numerous types of utterance come in pairs: e.g., questions and answers; greetings; invitations and acceptances/declinations (Hutchby & Wooffitt, 1998).
- *Turn taking*: this is a basic form of organization for conversation consisting of two components: the turn-constructional component and the turn-allocation component (Sacks, Schegloff, & Jefferson, 1974). The turn-constructional component comprises units known as *turn constructional units* (TCUs). TCUs can be words, phrases, clauses or sentences, and these units are highly context-sensitive. That is, a TCU can only be constructed in context (Liddicoat, 2007). The turn-allocation component allocates turns among participants in a conversation. Sacks et al. (1974, p. 703) divided turn-allocational techniques into two groups: (1) those in which the next turn is allocated by the current speaker selecting the next speaker; and (2) those in which a next turn is allocated by self-selection. In addition, in taking turns, what is known as the *next-turn proof procedure*, or the way participants "display in their sequentially 'next' turns an understanding of what their 'prior' turn was about".
- *The organization of preference/dispreference*: the alignment or non-alignment which a second pair part forms with a first pair part. That is, if the second pair

part is aligned with the first pair part through the use of positive responses (acceptances, agreements etc.), it is a "preference" or "preferred action." If the second pair part is non-aligned with the first pair part by the use of negative responses (rejection, declinations, disagreements), it is a "dispreference" or "dispreferred action" (Schegloff, 2007). For instance, in greeting, if the first speaker says "Hi" and the second speaker says "Hi" back, this can be taken to indicate that he/she understood what the first speaker said and that he/she is willing to go along with that conversation (Schegloff & Sacks, 1973). This type of interaction can bring about *preference organization* or *preferred action*, which is the opposite of *dispreference* or *dispreferred action* (Pomerantz, 1984; Schegloff, 2007). This organization of preference/dispreference is also considered important in analyzing talk as it can cause various types of actions of talk in subsequent turns. For instance, the organization of preference/preferred action/preferred response can help to maintain the ongoing talk or the topic which participants are talking about.

CA focuses on the minute details of talk-in-interaction. These small details are considered very important because CA is orientated toward microanalysis rather than macroanalysis of talk. Importantly, "CA refuses to use available 'theories' of human conduct to ground or organize its arguments, or even construct 'theory' of its own", (Ten Have 2007, p. 26). In other words, the aim of CA is to explain the inherent theories-in-use of members' practices rather than to employ externally existing concepts (Ten Have, 2007). Thus, no theoretical preconceptions should exist in the mind of the researcher before analyzing a real, naturally occurring talk-in-interaction in detail. CA only uses a member's perspective in each talk-in-interaction rather than taking into account external factors or other available theories.

In this study, the results of aspects of language learning in voice-based chat rooms are either derived from an examination of single cases or collections of talk-in-interactions. Thus it would not be accurate to say that all findings derived from the use of CA methodology can be generalized. Nevertheless, in CA, the analysis of a single case may be called a finding, as Markee (2000, p. 26) confirms: "a case is only convincing to the extent that it is directly motivated by the conversational data presented for analysis." Furthermore, Schegloff (1993) stated that CA does not reject quantitative analysis but is simply reminding us of the risks of premature quantification, since CA is the study of a complex phenomenon (talk-in-interaction), in which the identification of clear, neatly defined categories which quantify demands can be problematic. To solve this problem, Pallotti (2007) summarized Schegloff's (1993) suggestion that CA researchers should typically use less precise terms by using frequency adverbs such as "massively" or "overwhelmingly" instead of using the exact terms. This method of presenting generalizations while avoiding presenting the findings in quantitative terms is similar to the method used by ethnographers to present their findings (Pallotti, 2007).

Data collection and Analysis

The data in the corpus (Skypecast chat rooms) were collected. Before analyzing the data, all the audio files were listened to, selected and then transcribed. Transcribing is a very time-consuming process. However, having the details of the natural talk in the form of transcripts is beneficial to CA researchers as they help them to represent the phenomena of interest in written form (Ten Have 2007). This does not mean that the transcripts constitute the data. They are considered to be a representation of the data, while the recording itself reproduces what is said in the social event (Hutchby & Wooffitt, 1998). The system of transcription in a CA study aims to maintain some of the key features of talk such as intonation, pauses, sound stretches, and emphasis (Psathas, 1995). For this study, the CA transcription convention developed by Gail Jefferson (see Atkinson & Heritage, 1984) was used. All selected transcripts were used along with the audio files when analyzing in order to check the correctness of sounds and CA symbols in the transcripts. Doing this makes it easier to analyze the data than when using only audio files or only transcripts. All the selected transcripts were analyzed to explore aspects of language learning in voice-based chat rooms. CA mechanisms/CA sequence organization in the interactions, such as adjacency pairs, sequence types, preferences and turn taking, were taken note of where appropriate.

Participants

Skypecast chat rooms are considered lively places where many speakers of English (both native and non-native) from around the world gather and chat to each other about numerous topics. This study therefore includes many participants from around the world. The number of participants in each chat room varied from 2 to over 20. However, participants in voice-based chat rooms log in and log out all the time. Thus, although the number of participants is indicated in the bottom line of the screenshot, it is impossible to determine the exact number of participants in each chat room at any one time.

In this study the participants in the chat rooms were informed that their voices would be recorded. Using the Pamela program, which is supported by the Skype/Skypecast program for recording the audio interaction, all participants in each chat room received both text and voice messages to remind them that their voices would be recorded, so if they did not want to be recorded, they just had to say so or log out. However, Skypecasts are voice-only chat rooms, therefore no video support is available. This means that participants can hear but cannot see each other.

Limitations

In some chat rooms that have a large number of participants (more than 10), it is sometimes difficult to analyze talk-in-interaction if most participants do not know how to give the floor to others, because numerous overlaps occur and make the voices of the participants unclear. This leads to a difficulty in taking turns and in maintaining an orderly manner, which means that the turn-taking pattern may differ from the traditional interaction pattern in which only a few speakers are involved.

Long pauses that appear in the audio files or in the later transcripts do not always indicate that a participant did not want or was unable to reply to another participant. This is because some participants just log out for no reason or for reasons they do not divulge to the rest of the room: for instance, logging off in order to have a shower or to have dinner. This type of communication in voice-based chat rooms is therefore different from face-to-face interactions in which we can ask the interlocutor directly if we want to know why he or she is not answering or simply infer the reason from non-verbal gestures.

Skypecast chat rooms are voice-only chat rooms with no video support, so participants cannot see any gestures made by their interlocutors. Therefore, sometimes the interpretation might not be 100% correct, compared with data which are both voice and video equipped.

Findings and Discussion

The results of the data analysis are presented below. The data were collected and then processed in response to CA principles. Some extracts were selected and analyzed as follows.

Extract 1

1	S3	is my is my question clear (.) first (.)
2	S2	ok (.) ok (0.1) yeah I get it (0.8) I get it
3		(0.8)
4	S3	yah (0.6)
5	S2	yah oh (0.1) all the most of Japanese (0.3) ah::[: Buddhist (0.6)

6		Buddhist
7		(0.7)
8	S3	[yes
9	S4	perfect
10	S2	uh ha (0.5) uh [but but but
11	S3	[budhi- budhi-
12		(0.2)
13	S2	Buddhist yeah (1.9) but u::h we↑ are↓ not (0.1) to (.) eagar to religong
14		(1.6)
15	S3	sorry ↑
16		(0.7)
17	S2	we [are not (.) to eagar (0.2) not to eagar to religong
18	S1	[most Japanese most Japanese right now are secular I think (0.6)
19		right↑
20		(0.9)
21	S2	huh-↑
22		(0.2)
23	S3	and now a religion ok↑
24		(1.4)
25	S1	most Japanese nowadays are secular isn't it↑
26		(2.9)
27	S5	I think so
28		(2.2)
29	S2	o↑ kay

Extract 1 above contains an example of English with a Japanese accent as can be seen in lines 13 and 17 (the word "eagar" instead of the word "eager" and the word "religong" instead of the word "religion"). This extract is a representative of language identity in voice-based chat rooms. Everyone comes with his/her own English accent and this might sometimes be problematic, as seen for example in line 15 in which S3 says "sorry ↑" because he does not understand S2's accent. However, this is not a large problem as long as participants in the chat room help each other to understand the speaker's words. We can see that S1 helps S2 clarify his meaning for the sentence "we [are not (.) to eagar (0.2) not to eagar to religong" in line 17 by using sentences in lines 18-19, and 25 instead "[most Japanese most Japanese right now are secular I think (0.6) right↑," and "most Japanese nowadays are secular isn't it↑". With S1's help, the rest of the room understands what S2 wants to express.

Apart from learning language identity through an English accent, we also learn how participants in voice-based chat rooms use communication strategies with each other. For example, S3 uses a direct question to check the interlocutor's understanding by saying "is my is my question clear (.) first (.))" in line 1. Also, using synonyms/paraphrasing to elicit the interlocutor's intended meaning is seen in this extract in lines 18-19, and 25. We see how S1 paraphrases S2's sentence from "Buddhist yeah (1.9) but u::h we↑ are↓ not (0.1) to (.) eagar to religong" (line 17) to "[most Japanese most Japanese right now are secular I think (0.6) right↑" (lines 18 and 19) and "most Japanese nowadays are secular isn't it↑" (line 25).

In Extract 1, grammar correction does not occur as long as participants in the chat room understand each other. S1 says an ungrammatical sentence by saying "most Japanese nowadays are secular isn't it↑" instead of "most Japanese nowadays are secular, aren't they↑". However, no one in this chat room corrects S1's grammar as they can still understand each other as can be seen from lines 25-29.

The outstanding aspect of language learning that we can learn from the talk-in- interaction in the Extract 1 is English accents. We can acknowledge that there are different English accents in a voice-based chat room as participants are from around the world. However, this would not create a problem if participants still understand each other. Also, this can be a good opportunity for language learners to learn and experience other English accents because nowadays people around the world have a range of non-native English accents, not only British or American English accents. Non-native English accents seem to predominate as non-native speakers of English outnumber native speakers (Graddol, 1997). By experiencing real situations in voice-based chat rooms, language learners can gain more confidence to speak with various types of English accents.

Another aspect of language learning which can be noticed from Extract 1 is the use of communication strategies such as using a direct question to check the interlocutor's understanding and using synonyms/paraphrasing to elicit the

interlocutor's intended meaning. This shows that talking in voice-based chat rooms needs some techniques of using language to clarify meanings.

Extract 3

1	S1:	ok uh:: uh we can ask I'm not here (0.8)
2	S2:	so if you are not here↑ so where are you first of all you have to tell
3		me↓
4		(3.8)
5	S1	I'm not here↑ are you listening to me↑
6		(1.4)
7	S3:	yeah yeah
8	S4:	he's not the:re↑
9	S1:	[ok
10	S3:	Yeah [yeah
11	S1:	oh ok he's here (0.2) ok he is here so you have to write I am here (.)
12	S3:	°huhhh↑°
13	S1:	so if you will not change your name[and then I will I will .hhh huh=
14	S3:	[°I will°
15	S1:	=I'm not allow you to speak hah hah hah hah hah
16	S3:	ok I will change my name=
17	S1:	=no no no no I'm just joking I'm just joking man↑ (0.7)°huh .hh°
18		(0.6) ok so you just tell me eh >have you had any fight> with anyone↑
19		(1.1)
20	S3:	uh whats↑

21		(0.7)					
22	S1:	>have you had any fight> with anyone↑					
23		(1.6)					
24	S3:	I didn't understand the sentence or thats word hh					
25	S1:	okay do you like <u>fighting</u>↑ <u>MAN</u>↑					
26		(1.0)					
27	S4:	<u>Fighting</u>↑	(1.0)	it	shoom-	it	shoom-

In Extract 3, we can see how identity is used in an online chat room. In this extract, "I'm not here" is the pseudonym used by a participant as seen in lines 1 and 5. This is only one example of creative use of language in presenting one's self to the public. Some participants in other chat rooms use a famous identity to present themselves such as the name "Harry Potter." Another interesting point in this extract is the use of onomatopoeia to imitate the sound of the object or action it refers to. In lines 18-25, S1 asks S3 directly about his experience of fighting but S3 did not understand what S1 asked as seen in line 24 "I didn't understand the sentence or thats word hh". Also, we can notice a long (1.0) pause with no response in line 26 which means S3 does not understand S3's utterances and then does not know how to answer S3. Another participant (S4) helps S3 to understand the word "fighting" by using onomatopoeia "it shoom- it shoom-". Thus, onomatopoeia is a useful communication strategy which can be used to clarify meaning of unknown words in voice-based chat rooms.

The aspects of language learning that we can learn from the Extract 3 are identity in an online chat room and the use of onomatopoeia. Using pseudonyms in voice-based chat rooms are common. Pseudonyms in voice-based chat rooms often represent the identity of the owners of those pseudonyms. They often express the characteristics or things concerning the users. However, the main purpose of using pseudonyms that all of us know is to reflect a desire for secrecy. Also, using pseudonyms encourage participants to have creativity in using their names in the chat rooms. The use of onomatopoeia is another language learning aspect in this extract. We can learn that onomatopoeia can be used as a communication strategy to clarify the meaning for other participants in the voice-based chat room. It is used to imitate the sound of the object or action it refers to. This is in accordance with what Tamori and Schourup (1999) stated, that onomatopoeia is used to imitate sound in the world or manner of action or even the physical/mental state.

Extract 4

1   S1   I'm going to↑have <u>din</u>ner↑ (0.9) >shall I talk> to you guys later↑

2   (1.4)

3   S2   [O::K↑] OK

4   S3   [OK   ] enjoy your dinner=

5   S2   =see you la°[ter]°

6   S1   [OK]

7   (1.0)

8   S3   see you later °[Kevin]°

9   S2   [enjoy] your dinner

10   (1.0)

11   S1   see you

12   (0.4)

13   S2   bye

In Extract 4, the appropriateness of utterances before departing from the chat is used. In line 1, S1 tells the rest of the room that he is going to leave the room for dinner. Then, the rest of the room allows him to leave the chat room by saying "OK" and tells S1 to enjoy his dinner. This can show good manners and politeness of both the speaker (S1) and the rest of the room. Thus, the aspect of language learning that we can notice from this extract is that the chat room is a place where manners or appropriate etiquette is also applied. In this extract, a participant who will leave the chat room asks permission from the rest of the room to leave the room for dinner. Finally, the rest of the room allows and blesses him. Taking turns between the rest of the room and a participant who is going to leave the room in this way can create a good atmosphere and show good manners. Without taking turns from the rest of the room, the participant, who says that he/she is going to leave the room, may feel uncomfortable or feel neglected. Therefore, participants who want to help create a good atmosphere in voice-based chat rooms should pay some attention and respond to the one who says that he/she is going to leave the room.

Extract 5

1   S1   Which city are you [from?

2   S2   [I see (1.3) I'm from Beijing

3   (1.5)

4   S1   °Beijing° (0.6) and uh are you work↑

5   (1.4)

6   S2   Yeah yeah yeah yes: (0.5) I'm a work (1.5) I'm not a student anymore

7   (.).hhh hh

8   (0.9)

9   S1   Work as what?

10   (2.4)

11   S2   As an enginee:r

12   (2.1)

13   S1   Wow (0.7) huh hh you are great

14   (1.1)

15   S2   huh .hh no .hhh

In Extract 5, ungrammatical sentences can be seen in lines 4 and 6. However, this does not create a problem because S1 and S2 can continue their talk although a long 1.4 pause occurs in line 5. In line 4, S1 produces ungrammatical utterances "°Beijing° (0.6) and uh are you work↑". However, S2 can answer S1 and also produces ungrammatical utterances by saying "Yeah yeah yeah yes: (0.5) I'm a work (1.5) I'm not a student anymore…" in line 6. This shows that it is normal for participants to use wrong grammatical sentences because not all participants are native speakers of English.

Also, Extract 5 is an example of topic failure as shown by long pauses, minimal responses and brief Turn Constructional Unit (TCU). In this extract, S1 is proffering the biographical information topic by asking S2 about which country he is from (line 1). For the first adjacency pair, S2 (line 2) gives a preferred response after

a gap 1.3 which is caused by the overlapping talk. However, after he finishes the second pair part of the first adjacency pair, it seems that he does not want to go further on about this topic as we can see a long 1.5 pause in line 3. So, the dispreferred response seems to start from line 3. In line 4, S1 makes a second try by asking more about what S1 does in Beijing but again it is followed by a 1.4 pause (line 5). In lines 6-7, S1 decides to produce minimal responses by saying "Yeah yeah yeah yes:" with the expansion of brief TCUs "I'm a work" and "I'm not a student anymore (.).hhh hh" (a TCU is the specific term of "utterances"," Schegloff, 2007 p. 169). This seems to be a good sign for S1 that he might be successful in proffering his topic after the second try. Yet, after S2 finishes his TCUs in lines 6-7, there is a long pause again in line 8. Then, S1 asks S2 about his job in more detail in line 9. Again, a long pause (2.4 seconds) appears in line 10 before S2 replies S1 that he is an engineer in line 11 with no more elaboration on this topic and followed by a long pause again in line 12. S1 tries again in line 13 by giving S2 a compliment about what he is doing by using a topicalizer "wow" with a TCU "huh hh you are great" in line 13. This topicalizer conveys the speaker's positive attitude, the speaker's surprise and the speaker's interest toward the reported matter which can be used to invite more self-presentation from the recipient (Svennevig, 1999). After this topicalizer, S2 still leaves a 1.1 gap in line 14 followed by minimal responses mixed with inhalations in line 15, "huh .hh no .hhh".

Again, in Extract 5, the aspect of language that we can learn about is that ungrammatical sentences are normally found in conversation in the voice-based chat room. However, they can communicate to each other without a serious problem. They use a number of communication strategies to help each other understand their meaning. This can create collaborative learning and creativities in speaking the English language. Also, this type of English language used between non-native speakers of English can be called "English as a lingua franca" (ELF) because, as Seidlhofer (2005) stated, English as a lingua franca or ELF "has emerged as a way of referring to communication in English between speakers with different first languages" (p. 339).

Furthermore, another aspect of language that we can learn about from this extract is that long pauses, minimal responses and brief TCUs produced by participants can cause the proffered topic to fail to continue. Therefore, it is necessary to avoid making long pauses, minimal responses and brief TCUs by prolonging sequences and taking turns more often. In addition, this problem can be solved by creating an interesting topic for everyone in the chat room.

Extract 7

26	S4	Sydney uh your English is ok
27	S1	yeah
28	S4	is ok just speak it easy and slowly and we are going t-
29	S1	easy easy easy mai
30	S4	easy easy yeah [that's ok
31	S1	[my English is so bad
32	S1	s[o
33	S4	[no no
34	S1	I I [I like to listen listeni listeninger English
35	S4	[ok ok
36	S3	listen huh huh
37	S4	yeah that's ok [huh huh
38	S3	[huh huh huh huh huh
39	S4	listen listen
40	S3	oh [sorry
41	S1	[ninger
42	S4	no no sorry it's no no
43	S3	yes
44	S1	Japanese English is say listeninger let's introduce
45	S2	huh huh huh huh huh
46	S1	yes listeninger is Japanese English
47	S2	huh huh huh
48	S3	o:k (hhh)

49	S2	ha ha hah hh.↑
50	S3	ok it's it's good it's very good
51	S3	so-
52	S2	yeah [that's right
53	S3	[so how about try Japanese English
54	S2	hu huh hu huh
55	S1	oh oh Japanese is say my name isu:: sitonee: nice to meet you::
56	S2	[huh huh
57	S4	[ha ha ha ha [ha]
58	S1	[right]
59	S3	oh it's very funny and nice it's nice it's very [nice]
60	S2	[hi]
61	S5	it's ok
62	S2	hi Sydney
63	S1	[yes]
64	S2	[can you hear me] can you teach me some Japanese↑
65	S1	um
66	S2	[ok teacher↑]
67	S5	[connichiwa]
68	S2	[connichiwa]
69	S5	[connichiwa] I know it
70	S1	okenkideska↑
71	S2	huh huh huh pardon↑
72	S5	kenki

73	S3	how are you how are you
74	S2	um
75	S5	kenki kenki
76	S4	kenki
77	S2	kenki
78	S3	kenki
79	S1	o::::h oh su:
80	S2	(Japanese word)
81	S1	Japanese room s- oh
82	S2	ha ha ha ha
83	S1	yeah ha ha ha hah

Extract 7 is an example of how participants compliment and support each other in speaking English. S1 is from Japan and his English is not good but the rest of the room helps him feel better about his English. There are many points showing that the rest of the room supports him in speaking English such as in lines 26 and 30. However, S1 knows himself that his English is not good as shown in line 31. His English reveals the uniqueness of the Japanese-English accent with the word "listeninger" instead of "listen" as seen in lines 34, 44, and 46, for example. From the interaction, we can see that S2 and S3 like S1's accent and ask S1 to speak in a Japanese-English accent (lines 50-54). Then, S1 starts speaking Japanese English in line 55 "oh oh Japanese is say my name isu:: sitonee: nice to meet you::"

These compliments and supports between participants during the use of the English language in the chat room are important because they can help a speaker become more confident and keep talking more. According to Olshtain and Cohen (1991, p. 145), compliments are defined as "one of the speech acts to express solidarity between speaker and hearer and to maintain social harmony". Thus, to create social harmony in voice-based chat rooms, compliments should be applied sometimes.

Also, in Extract 7, we can see the use of code-switching. Myers-Scotton and Ury (1977) defined code-switching as the "use of two or more linguistic varieties in the same conversation or interaction" (p. 5). Code-switching in this extract is used

when a participant in the room asks the speaker who speaks Japanese English to teach him Japanese. That is, in line 64, S2 asks S1 to teach him Japanese and then S1 accepts his request as seen in line 65. In line 67, a new participant (S5) speaks Japanese "[connichiwa]" to greet S1. Then, S1 asks S5 back "okenkideska↑" and S5 answer "kenki" in line 72. While the Japanese conversation is occuring, S2 does not understand so he says "huh huh huh pardon↑". Then, S3 helps S2 to understand the sentence by translating it into English "how are you how are you" in line 73.

Thus, aspects of language learning we can see from Extract 7 are applying the compliments and code-switching. Compliments in voice-based chat rooms can help a speaker become more confidence and keep talking more while code-switching takes an important role to make conversation go on between participants and sometimes it helps make a conversation more interesting.

Indeed, the occurrence of code-switching depends on many factors. Wei (1998, p. 156) said that code-switching occurs depending on "extra-linguistic factors such as topic, setting, relationships between participants, community norms and values, and societal, political and ideological developments influencing speakers' choice of language in conversation" (p. 156). Thus, code-switching is a normal phenomenon which can occur frequently in voice-based chat rooms.

Extract 12

1	S1	You are from Taiwan
2	S2	That's right I'm from Taipei Taiwan who is from Japan here
3	S3	Shong I'm from Japan
4	S2	Shong hey you from Japan what's the city
5	S3	uh nearby Tokyo
6	S2	ok I know Tokyo
7	S3	oh I see oh me too I know Taipei
8	S2	great shake hands are you sure you know Taipei city shake hands
9	S3	huh huh huh huh
10	S1	Um hm uh Vivian uh how old are you
11	S2	one hundred years old

12	S3	huh huh huh hm hm
13	S1	hah hah
14	S2	you know but ok guys let me tell you something interesting tonight
15		every [children I talk
16	S1	[yu- you are
17	S2	and every[one ask me about my age
18	S1	[you're you're
19	S2	I really don't know why tonight so what's wrong tonight every
20		body'd like to know my age I really don't know why so my
21		standard answer to this question is I'm a one hundred years old and
22		you can call me grandma
23	S3	grandma
24	S2	yes I'm onisano onisa o:: o-pa oto o::opa sa pasa
25	S3	yes yes opasa yes yes
26	S2	o- o- o opasa grandma opasa watashiwa opasa huh huh huh h[uh huh
27	S1	[huh huh
28		huh huh
29	S3	can I say [that huh huh huh hh. in Japanese↑ watashiwa opasa desu
30	S1	[huh
31	S2	yes yes ah
32	S3	huh huh huh huh huh

Extract 12 is an example of the inappropriateness of asking about age. We can see from the conversation that people do not want to talk about their age even in a voice-based chat room. In this voice-based chat room, people cannot see the faces of their interlocutors and do not know each other but they are still concerned when people ask them about age. As seen in line 11, S2 answers S1 that she is 100 years

old as she does not want to tell S1 her real age. She also complains about everybody wanting to know her age so she answers everybody with a standard reply, saying that she is 100 years old, as seen in lines 19-21.

The use of code-switching between Japanese and English also appears in this extract as seen in lines 24-29. Code-switching in this extract occurs for a while when S2 starts saying "yes I'm onisano onisa o:: o-pa oto o::opa sa pasa". After this sentence, S3 continues saying some Japanese words and asks S2 about Japanese as seen in lines 23 and 29. Thus, it is possible for code-switching to occur in conversation if a speaker and his/her interlocutor share some background knowledge about a language.

Therefore, the aspect of language learning about which we can learn from Extract 12 is that we should avoid asking about age of those we have just meet or do not know even in a voice-based chat room. Also, the use of code-switching can be found in a voice-based chat room when two or more people share knowledge of a language.

Extract 19

102	S1	this kind of thing you know↑ (0.4) so↑ it's actually you the
103		national language of uh:: (1.3) different people you know↑ (0.4) it
104		different voice come together and (0.3) then
105		(0.9)
106	S3	°uh huh°
107	S1	it comes and (.) you know↑ it (.) it comes (1.3) so Urdu Urdu means
108		uh (0.2) language of different people
109		(0.6)
110	S3	uh huh

We can see that S1 extends the sound "uh" in line 103 as he is thinking how to explain to S3 the definition of Urdu. We know that S1 and S3 are talking about "Urdu and its meaning" by a next-turn proof procedure (Hutchby & Wooffitt 1998, p. 15) that finally displays this clue in lines 107-108. Again, "uh"+ a 0.2 pause in line 108 also functions as a device to show that S1 is thinking of what he said in a prior

turn about how he terms Urdu in line 103 which is "…language of uh:: (1.3) different people".

Furthermore, the word "uh" can signal that the story is not yet over (Silverman, 1998; Sacks, 1992b, p. 9) as we can see in line 103 and line 108 that after the word "uh" there are still some other utterances. Furthermore, the use of "uh" is considered as a kind of technique for seizing the floor especially "if it occurs close to – if not precisely on – the end of a prior utterance and is followed by a silence", (Sacks, 1992a, p. 497). In this extract, this "uh" can also function as a floor seizure technique as we can see that when S1 in line 103 uses the word "uh" plus a 1.3 pause, he can seize the floor and continue his utterances without interrupting or floor seizing from the rest of the room. This type of "uh" which can be used to seize the floor happens again in line 108. However, this does not mean that "uh" followed by a silence can successfully be used to seize the floor every time particularly when that silence after "uh" is too long. This is because it seems as though that person can produce no more utterances. Thus, "if one says nothing yet, then someone else may take the floor", (Sacks 1992b, p. 497).

Therefore, the aspect of language learning which can be noticed from this extract is that the functions of the word "uh" in voice-based chat rooms are various. For example, the speaker can use the word "uh" to prolong the time to think. In addition, the word "uh" can signal that the story is not finished. Furthermore, the word "uh" can be used as a floor seizure technique.

Conclusion and Recommendations

To sum up, there are many aspects of language learning in voice-based chat rooms, examples of which follow. (1) In voice-based chat rooms grammar correction is not focused upon as long as the interlocutors can understand each other. (2) Various communication strategies need to be used in voice-based chat rooms to clarify or convey meanings such as the use of onomatopoeia to imitate the sound of the object or action it refers to, the use of synonyms/paraphrasing to elicit the interlocutor's intended meaning, the use of a direct question to check the interlocutor's understanding, the use of code-switching, the use of a filled pause to express refusal, and the use of some words such as "uh" to seize the floor, to prolong thinking time or to signal that the story is not finished. (3) Language etiquette and manners including politeness are applied in voice-based chat rooms. (4) Some forms of compliments are used among interlocutors in order to support each other. (5) Topic failure in voice-based chat rooms are caused by long pauses, minimal responses and brief TCUs. (6) In voice-based chat rooms, English accents are various depending on the speaker's background.

Obviously, some aspects of language in voice-based chat rooms are similar to aspects of language used in daily life or in face-to-face situations; however, some aspects of language are only found in voice-based chat rooms. Therefore, knowing some aspects of the real English interaction in a voice-based chat room context from this study can help keep both language teachers and students up to date with the various forms of interaction taking place via the new technology, instead of relying solely on textbooks. It is noticeable from the interactions examined in this study that not all participants are native speakers of English; therefore, their English perhaps includes grammatical errors. However, their communication is kept going, with no attention being drawn to incorrect grammatical form as long as the participants can understand each other. Thus, students who want to practice their English in voice-based chat rooms will have no concerns regarding their English grammar as they are not the only non-native speakers of English. By practicing speaking English via this online setting they can gain more confidence in speaking English. In terms of English accents, it is very normal to hear various accents in voice-based chat rooms as people are from around the world. Knowing this aspect can help language learners realize that in real-life situations there are various accents apart from American English or British English accents. As a result, the concerns about accents can be ameliorated when non-native speakers are cognizant of this fact. In addition, to make an understanding in a conversation accomplished between the interlocutors, some aspects of language learning should be learned such as when and how to use communication strategies. Furthermore, we can learn that etiquette and manners should also be applied in the voice-based chat rooms as they are applied in other contexts. Thus, in this regard, this study may also contribute to the field of language teaching and learning apart from contributing to the field of CA and CMC.

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Appendix

Transcription Convention (Atkinson & Heritage 1984)

[[ ]]   Simultaneous utterances – (beginning [[ ) and (end]])

[ ]   Overlapping utterances – (beginning [ ) and (end])

=   Contiguous utterances

(0.5)   Represent the tenths of a second between utterances

(.)   Represents a micro-pause (1 tenth of a second or less)

:   Sound extension of a word (more colons demonstrate longer stretches)

.   Fall in tone (not necessarily the end of a sentence)

,   Continuing intonation (not necessarily between clauses)

-        An abrupt stop in articulation

?   Rising inflection (not necessarily a question)

__   Underline words indicate emphasis

↑↓   Rising or falling intonation (after an utterance)

° °   Surrounds talk that is quieter

hhh   Audible aspirations

·hhh   Inhalations

.hh.   Laughter within a word

> >   Surrounds talk that is faster

< <   Surrounds talk that is slower

(   )   Transcriptionist doubt

(( ))   Analyst's notes
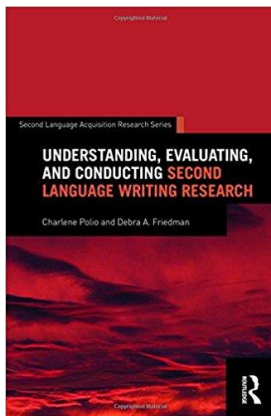
Book Review

Polio, C., & Friedman, D. A. (2017). *Understanding, Evaluating, and Conducting Second Language Writing Research*. New York: Routledge.

Sarut Supasiraprapa

This recent book discusses traditional and emerging approaches and methods in second language (L2) writing research. Perhaps the book's most unique characteristic is that it gives equal importance to both quantitative and qualitative research, emphasizing how the strengths of each can be combined to shed light on the complexity of L2 writing, which is not only a cognitive process but also an activity carried out in a social context. Readers will benefit from the up-to-date content of the book, which differs from other L2 research method books because of its specific focus on L2 writing.

The book consists of 12 chapters. Chapter 1 serves as an introduction, providing useful background information regarding the scope of L2 writing research. Drawing on two empirical studies, the chapter also clearly illustrates how quantitative and qualitative research approaches can help answer different yet related research questions. Following this chapter, the book is divided into two main parts: "Approaches" (Chapters 2-5) and "Methods,"or techniques for data collection and analyses (Chapters 6-11). The authors make a convincing argument that distinguishing between the former and the latter is essential because, to answer research questions, an approach (e.g., experimental research, case study research) is chosen before a method (e.g., learner text analysis). Moreover, while some methods tend to be used often in certain approaches, a method is not always tied to an approach, and vice versa. For example, a learner text analysis can be used in experimental research to measure outcomes of teaching or in case study research to measure L2 learners' writing development over time. Another great feature of this book is that, in each chapter, the authors include a list of representative empirical studies and use these studies to illustrate the concepts discussed in the chapter, thus helping readers understand the concepts better. Each chapter ends with a detailed discussion of a focal study and a list of recommended further readings.

In the first part of the book, the four chapters (Chapters 2-5) have a similar structure. The beginning of each chapter describes characteristics of a research approach, followed by a discussion of key research design issues, including criteria used to evaluate studies based on the approach, how to meet those criteria, and challenges that may arise. For example, in Chapter 2, which is on experimental research, such issues include how to ensure internal and external validity. Overall, readers, especially novice researchers, should find this first part concise and informative. Chapter 2 and Chapter 3, the latter focusing on causal-comparative and correlational research, should be of particular interest to readers who plan to use quantitative approaches to answer their research questions. By contrast, Chapter 4 provides a nice overview of ethnography and case study research. While readers who are not familiar with these approaches may find a few concepts presented rather unclear (e.g., *culture* and the difference between *discourse community* and *community of practice*), the recommended readings at the end of the chapter should be helpful. The next chapter deals with mixed methods research, which, according to the authors, has recently gained increasing attention in social science. Perhaps the most interesting point raised in this chapter is that mixed method research entails not only the use of both quantitative and qualitative methods, but also an integration of data from these methods at some point in a research study (i.e., use of findings from one method to confirm, offers additional details for, or expand

findings from the other method). As the authors have observed, to date, L2 writing researchers incorporating both data types do not seem to sufficiently integrate their data and do not seem to be aware that mixed methods research should be evaluated based on a distinct set of criteria, which is also discussed in this chapter.

The second part of the book (Chapters 6-11) presents six different research methods. Each chapter provides an overview of a method, discusses the purposes and types of studies using the method, points out key research design issues, and provides step-by-step guidelines on how to design a study based on the method. Focusing on learner text analyses, Chapter 6 should be interesting to readers who plan to investigate quantitative variables such as those related to complexity, accuracy, and fluency in L2 writing. In Chapter 7, the authors discuss analyses of target texts (i.e., texts L2 learners learn to produce). A common goal of such analyses is to identify conventions and variations of specific written genres to obtain results that can inform L2 writing pedagogy. Thus, this chapter is especially relevant to readers interested in genre analyses and corpus-based target text analyses. On the other hand, Chapter 8 discusses the use of retrospective methods (e.g., stimulated recall) and introspective methods (e.g., think-aloud protocols) to investigate L2 writing processes. The chapter presents many issues that need to be considered when such methods are used, such as reactivity (i.e., how the methods may change participants' writing processes) and veridicality (i.e., the completeness of the data).

The next three chapters deal with methods in qualitative data collection and analyses. Chapter 9 focuses on interviews, which have been used extensively to understand perspectives of various stakeholders involved in L2 writing (e.g., L2 writers, essay graders, teachers). The chapter provides a clear summary of the characteristics and purposes of different types of interviews and interview questions, and readers should benefit from the additional discussion about ethical issues in interview-based research. In contrast, Chapters 10 and 11 deal with methods in qualitative data analyses. The former focuses on thematic analyses, which are used to systematically code data to identify patterns or themes that serve as the basis for data interpretation. This chapter presents a useful table summarizing different thematic analysis methods, but readers may need to consult additional readings at the end of the chapter for greater detail because the differences between some of these methods may not seem obvious. Finally, Chapter 11 discusses qualitative discourse analyses. The emphasis is on methods used to analyze oral interactions, which have been employed to investigate issues such as learner interactions during pair writing tasks and the nature of talk in university writing centers. Also included in this chapter are useful recommendations as to how to record, transcribe, and analyze oral data.

The text ends with a chapter on emerging methods and current issues in L2 writing research (Chapter 12). The chapter addresses both quantitative (i.e., eye-tracking, key stroke logging) and qualitative methods (e.g., reflective narratives, critical discourse analyses) and proceeds to discuss issues pertaining to research quality, such as transparency and completeness of research reports and research replication. One part of the chapter also highlights one important limitation in the existing qualitative L2 writing research. That is, in many cases researchers seem unfamiliar with the method they have adopted and have not adhered to the philosophical principles underlying the method. Readers who wish to gain some ideas for their future L2 writing research should definitely not skip this final chapter.

This book does not aim to provide a synthesis of findings from the existing empirical L2 writing studies. Its focus is on how to conduct research and what types of questions can be answered with the approaches and methods presented. Charlene Polio and Debra Friedman, whose respective expertise lies in quantitative L2 writing research and qualitative research, offer comprehensive and up-to-date content which will be invaluable to novice researchers. Through insightful discussions and meticulously selected examples, these researchers will learn about what they should and should not do when conducting an empirical study. In addition, the book can be useful for experienced researchers who want to learn more about certain L2 writing research approaches and methods. Therefore, the authors seem to be successful in achieving their goals in writing a text that can serve as a course book in a graduate L2 writing course, a supplementary book in a graduate research method course, or a reference book.

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According to Jones (1998), "manuscripts must be properly cited" (p. 199).

Long quotations

Direct quotations that are 40 words or longer should be placed in a free-standing block of typewritten lines. Start the quotation on a new line, indented 1/2 inch from the left margin without quotation marks.

Rather than simply being a set of relations between the oppressor and the oppressed, says Foucault (1980) in Power/Knowledge:

> Power must be analyzed as something which circulates, or as something which only functions in the form of a chain.... Power is employed and exercised through a net like organization.... Individuals are the vehicles of power, not its point of application. (p. 89).

Summary or paraphrase

Kojchakorn Sareechantalerk (2008) states in her study of Thailand's feminine beauty discourse that the traditional description of beauty (before 1868 A. D.) can be segregated by class and ethnic distinctions into different sets of rules governing the presentation of attractive bodies and postures that are said to indicate individual class and ethnic identities (p. 26).

Examples of References

Books

Butler, J. (1993). *Bodies that matter: On the discursive limits of sex.* London: Routledge.

Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity* (10th anniversary ed.). London: Routledge. (Original work published 1990)

Articles in Periodicals

Lau, H. H. (2004). The structure of academic journal abstracts written by Taiwanese PhD students. *Taiwan Journal of TESOL*, *1*(1), 1-25.

Li, L.J., & Ge, G.C. (2009). Genre analysis: Structural and linguistic evolution of the English-medium medical research articles (1995-2004). *English for Specific Purposes*, *28*(2), 93-104.

Articles in Edited Books

Mulvey, L. (1985). Visual pleasure and narrative cinema. In B. Nichols (Ed.), *Movies and methods* (Vol. 2). Berkley: University of California Press.

Tonkiss, F. (1998). Analysing discourse. In C. Seale (Ed.), *Researching society and culture.* (pp. 245-260). London: Sage.

Unpublished Theses

Kojchakorn Sareechantalerk. (2008). *A discursive study of Thai female beauty: Multidimensional approach* (Unpublished master's thesis). Thammasat University, Bangkok, Thailand. [in Thai]

Notes on Thai Language References

- According to Thai convention, Thai scholars are listed and referred by their first names.
- The romanization of Thai words should follow the Royal Thai general system of Transcription (RTGS), published by the Royal Institute of Thailand (1999). The RTGS, however, does not include diacritics, which phonetically indicate the variation in vowels and tones.
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