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A Curricular Innovation in an International Languages Program

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**KOREAN-ENGLISH INTERNET CHAT IN TANDEM FOR LEARNING
LANGUAGE AND CULTURE: A CURRICULAR INNOVATION IN AN
INTERNATIONAL LANGUAGES PROGRAM**

by

Yang-Gyun Chung

A thesis submitted to the School of Graduate Studies and Research
in partial fulfilment of requirements
for the degree of Doctor of Philosophy

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ABSTRACT

The study reports on the learning outcomes of a thematic, task-based curricular innovation in which paired Korean and English-speaking peers, each learning the other's language and culture, collaborate on chat homework assignments and related classroom activities in an International Languages class. This study draws primarily on sociocultural theory to investigate language learning through computer-mediated communicative tasks as a socially mediated process. This ethnographically based longitudinal case study follows principles of action research to identify contributions each research tradition can make to our understanding of language learning through interaction among learners within a learning community. In order to explore second language acquisition during interaction, this study also employs an interactionist approach to examine more specific linguistic and interactional features of learners' online chat discourse in tandem.

Examination of the students' online chat interactions and related tandem classroom discussions and activities between experts and novices, with the tandem partners fulfilling each role in turn, reveals how collaborative peer-peer dialogue supports knowledge-building within this cross-linguistic learning environment. Data, qualitative in nature, reveal how these students are able to learn and teach contextually meaningful and appropriate linguistic and cultural behaviour through socially mediated actions, using online peer-peer collaborative dialogue, computers and tasks as meaning-making resources within their own cross-linguistic learning community. The findings show that the online chat interactions contributed to the establishment of a community of learners and supported effective second language learning. Specifically

they show the ways in which learners appropriated a variety of language practices from one another, developed awareness of self in relation to others, and participated in expert and novice discursive learning practices in the construction of meaning. During collaborative peer-peer conversations, they adapted their language and negotiated meaning to facilitate communication and enhance their second language learning. Both qualitative and quantitative data on their second language learning outcomes, including growth of vocabulary and explicit learning of L2 cultural concepts from thematic tasks show important learning outcomes for both groups. The findings of the study extend our understanding of what it means to learn a language and engage with another culture.

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CHAPTER 1: INTRODUCTION

The longitudinal study presented here reports on the design, implementation and outcomes of a curricular innovation involving computer-mediated communication in language learning. It investigates the processes of second language and cultural learning in an International Languages Class¹ involving students with two different first languages. Within this class, adolescent Korean and English-speaking students became members of a knowledge building community (Wenger, 1998) in which members of each group collaborated on *tandem* chat homework activities. In these activities, they wrote to one another in their respective first languages and worked together to prepare joint bilingual assignments for weekly class sessions. As a teacher-researcher, I examined my students' chat interactions and related tandem classroom activities between novices and experts, with the tandem partners fulfilling each role in turn, exploring how their online collaborative discourse supported knowledge building within this cross-linguistic learning community. This chapter presents background information and the rationale for such a study. It also introduces the curricular innovation which was its main topic.

¹ Heritage languages refer to the traditional languages of aboriginal and immigrant groups in Canada. Federally funded "heritage language" programs were set up in recent decades in many parts of Canada to support language learning and maintenance for second generation immigrants and for aboriginal groups whose traditional language was no longer the main language of schooling. Current "international languages" programs for immigrant languages distinguish these programs from those serving the First Nations communities. Societal maintenance of immigrant languages is assured in the homelands where they are used, while continuing immigration to Canada from these areas brings many new school age learners for whom they are native rather than second languages, resulting in linguistically heterogeneous 'international languages' programs. The former name, "Heritage" languages program, is still often used generically to indicate the core second-generation student clientele.

Statement of the problem

One of the most controversial educational issues in North America today is the role of education in a multicultural and multilingual society (August & Hakuta, 1997; Banks, 1993a & 1993b). The large number of recent immigrants to North America, and the problem of educating minority students, especially the provision of language education, has become a major concern (Cummins & Cameron, 1994; Duff, 2001; Kubota, 1998, 2003, 2004; Kubota, Austin, & Saito-Abbot, 2003; Roessingh, 1999; Taaffe, Maguire & Pringle, 1996). Two main issues regarding the language education of *ethnolinguistic minority students* in Canada are English learning by recently immigrated students and mother tongue learning and maintenance by ethnic minority students who were born in Canada or who immigrated as pre-schoolers². One concern is that the majority of recently immigrated students have limited proficiency in English, and are in many cases not provided with enough ESL instruction and cultural orientation in their school program (Roessingh, 1999; Taaffe & Pringle, 1988; Taaffe et al., 1996). While heritage language classes are not designed to deal with issues like premature mainstreaming and academic underachievement among ethnolinguistic minority students, they can support immigrant students' transition into a new school and community, thereby, increasing their self-esteem and confidence (International Languages Educators' Association, <http://www.ilea.ca>). The second concern is that a substantial number of *second-generation* students, children of immigrants who have spent all or most of their lives in Canada, must often struggle to learn and/or maintain their mother tongue in order to take full advantage of being bilingual or multilingual, as well as to maintain their

² Participants in this study who were born in Canada or had immigrated from Korea as pre-schoolers, and thus had native or near-native proficiency in English are to be called "second-generation students"

ethnic identity. Ontario's only government funded mother tongue education program for second-generation students of minority groups is the International Languages Program (ILP), which covers over 100 different languages. Classes are offered every Saturday for students of all ages, usually including a high school credit course in each language. All the courses follow curriculum guidelines³ from the Ontario Ministry of Education and a maximum of four credits are accepted as credits towards a high school diploma.

Despite sustained efforts by the provincial government and ethnic communities to initiate and maintain these programs, they frequently suffer from a lack of qualified teachers, out-dated resources, insufficient funding (Taaffe & Pringle, 1993) and lack of recognition as a regular educational program (Ministry of Education and Training, Ontario, 1994). The International Languages Program is typically viewed as a frill or extra, rather than being seen as part of formal schooling. However, since the International Languages Program is the only government-supported mother tongue education program, it is important to explore all possible resources and to pursue ongoing educational innovations in order to maintain the program and improve its quality.

Creating community across a linguistic divide

The present study was conducted to investigate a curricular innovation which I designed in response to an educational challenge that I faced as a language teacher in an advanced, high school credit course in a Korean Community "Saturday" school. This

throughout the thesis.

3 <http://www.edu.gov.on.ca/eng/document/curricul/secondary/classic/classful.html>

Each province has a different way of operating and funding this program, but generally the local ethnic community must take the initiative in requesting such a program from the local school board. In Ontario, the International Language Program can offer a credit language course in each language, but credit courses are only offered where at least 25 students per class request them.

course had originally been developed specifically for second-generation Canadian-born students to learn Korean and become more familiar with Korean traditions, history, and culture. Beginning in the mid-1990s, however, the classroom population expanded to include an increasing number of recently arrived Korean immigrant and visa students. These new arrivals in Canada enrolled mainly to obtain high school credit toward admission to Canadian universities. As a result, by 1998, this Korean credit class consisted of approximately equal numbers of English-speaking Canadian-born students and newly arrived Korean-speaking students, two groups who participated for very different educational purposes. The Canadian-born students wanted to learn the Korean language and about Korean culture, while the newly arrived Korean students were more interested in learning English.

This demographic change led to curricular reform in the International Languages Program in 1999 (Ministry of Education and Training, Ontario, 1999). In recognition of the changing student population, the program mandate was expanded and its objectives were restated as follows:

. . . to help students to develop the skills they would need to communicate effectively with people from other countries and at the same time improve their skills in the English language. . . and develop a deeper appreciation of and respect for the identity, rights, and values of others. (p. 3)

Program planning points suggested in the curriculum guideline (Ministry of Education and Training, Ontario, 1999) also included some considerations for English as a second language (ESL) and English literacy development (ELD) students. The guideline states that

...because classical and international language courses focus on the development of essential language and communication skills, they can be of considerable benefit to ESL/ELD students who are engaged in the task of developing these skills in the English language. In addition to supporting ESL/ELD students in their efforts to develop communication skills, classical and international language courses also provide them with language knowledge that can be of great assistance to them in understanding the fundamental principles that are operative in the English language. Teachers of classical and international languages should work closely with parents, fellow teachers, guidance counsellors, school administrators, and community support networks to ensure that ESL/ELD students derive maximum benefit from classical and international language courses. (p. 41)

Given these curricular changes, newly arrived ESL students now attend 'Saturday' schools with an expectation of learning English as well as maintaining their mother tongue.

The initial strategy to handle the pedagogical challenges posed by the two linguistic groups in the Korean credit program was to treat them separately, dividing the class into two sub-groups. As the regular teacher, I instructed the Korean-speaking students in Korean literature, advanced writing and basic English while an assistant teacher worked with English-speaking second-generation students on intermediate listening and reading skills in Korean. One result of this grouping strategy was that the two groups had little interaction with one another and it was not uncommon for students to graduate without knowing the names of their classmates from the other group. I found this arrangement highly unsatisfactory.

Drawing on my understanding that interaction is an essential element in successful learning (cf. Vygotsky, 1978, 1986), and especially, the importance for second language learners of having many opportunities to interact with proficient speakers of the language in real life communication situations, (Ellis, 1994; Larsen-Freeman & Long, 1991), I was convinced of each group's capacity to provide potentially valuable teaching resources for the other, and to support rich linguistic and intercultural exchanges among all participants. As I experimented with curricular interventions that might achieve this goal, the need to create a learning environment in which the two groups could be brought together became apparent. I believed that in such an environment members of the two groups could become motivated to participate in pedagogical activities that would provide the kinds of experiences each needed for further their second language and intercultural development. I applied myself to finding ways to bring these two groups together in a learning community that could promote sharing of their linguistic and cultural expertise and ensure opportunities to practice new knowledge in meaningful ways (Lave & Wenger, 1991; Wenger, 1998). The characteristics of a learning community which I wanted to foster included active interaction among learners, collaborative learning exchanges, mutual support and encouragement among learners, and collective problem solving (Palloff & Pratt, 1999).

The Innovation: Internet Chat in Tandem

As a starting point to create a learning community in which the two groups could teach and learn from each other, I began to explore what these students had in common. Members of both groups shared familiarity with and regular use of computer-mediated communication (CMC) in the form of daily online chatting with friends.

Students in the 2001-02 class from both groups reported at the beginning of the year that they chatted online with friends at least one hour and up to 10 hours every day. They mainly did this in their first language, using *ICQ* ("I seek you") or *MSN* chat technology, the most common type of online synchronous communication tool. I realized that information technology, especially online chat, offered the possibility of peer-mediated learning among these students. Furthermore, they could be good language models for one another, since each was a fluent speaker of the language that members of the other group were learning. I saw my critical role as one of redirecting some of the students' chat into an ongoing academic activity that would engage them in cross-lingual social interactions for language learning and development of *cultural knowledge*⁴. Thus transformed, chat activity could provide a rich learning environment as well as a tool for material development and research. For example, printed transcripts of conversations could be used to develop instructional materials as well as to study learners' language use over time. The role of information technology is emphasized in the Ontario International Languages curriculum guideline (1999):

Information technology provides a variety of resources that both facilitate and enrich language learning in unique and important ways. These resources include language programs that support specific learning styles as well as programs that enable teachers to design individualized courses or courses for learners with

⁴ The definition of cultural knowledge within this study includes an understanding of embedded cultural concepts, beliefs, attitudes, and ways of interacting and looking at the world of another culture which are normally hidden. The process of developing this knowledge goes beyond just understanding a list of proper nouns, phrases, concepts, expressions or experiencing cultural events within a second or foreign language classroom. My students will develop their knowledge of the other culture by interacting with each other within online tandem chat environment as well as within the classroom. They themselves will construct new meanings and understandings of the other culture through peer-mediated cross-cultural communication and negotiation.

similar needs. Technology also offers students a rich variety of experiences—both linguistic and cultural – that they might otherwise not have access to. For example, the Internet allows students to visit museums and cultural sites or to read the day's news in the language under study. Students also have access to a wealth of information and literary texts, all of which can enrich their projects and presentations, and give depth and context to their language learning. In addition, students can contribute to electronic discussion sites... (Ministry of Education and Training, Ontario, 1999, p. 40)

The ILP guidelines also emphasize that the programs should introduce students to the heritage of other societies, and so increase their awareness and appreciation of other cultures. Through learning languages, students will gain a greater understanding of the perspectives of the other people who comprise Canada's diverse society, and develop a deeper appreciation of and respect for the identity, rights, and values of others (p. 3).

Considering all of the above, I developed a new curriculum involving Korean–English chat activities *in tandem*. Beginning in 2001-02, I developed a pilot project in which Korean and English-speaking peers were paired to collaborate on theme-related class activities and homework assignments. In particular, the homework assignments were designed as computer-mediated activities for learning both language and culture. Tandem language and culture learning takes place “when two learners of different native languages work together in order to learn their partner's language and also to learn more about his or her background” (Brammerts, 1996a, p. 121). Thus each partner has the role of an expert in his/her first language and culture and a novice in

his/her second language and culture. In the context of the present study, learners were encouraged to share with one another their cultural and life experiences in Canada and in Korea as well as their language expertise. The pilot project proved successful and was continued. In 2002-03, it became the focus of an in-depth longitudinal case study described in this thesis.

Rationale for the study

The present study was needed in order to closely examine the nature of collaborative peer-peer dialogue in online chat rooms. More specifically, it sought better understanding of how technology-supported collaborative chat discourse and related classroom activities among these two groups of students with different linguistic and cultural backgrounds might contribute to building a learning community and support their construction of knowledge in their second language and culture. As participants in this study, my students were explicitly introduced to and became familiar with the concept of communities of practice and of their own roles within such a community (Lave & Wenger, 1991; Wenger, 1998). Each of them participated in the process of developing a knowledge building community, becoming an active member by fulfilling, in turn, roles as both a teacher and a learner within it.

This study has implications for language teaching, especially English and international languages education, as well as for the incorporation of information and communication technologies (ICT), especially computer-mediated communication tools, into the teaching and learning of a second language and its culture. This study can be evaluated as valuable in the sense that a case study of this specific population (i.e., Korean students in Canada), and instructional situation (enhancing English as well as

mother tongue education simultaneously using online communication), is unique. At the same time, some of the findings are applicable to other international language classes. As this study was conducted by the researcher as a teacher with her own students, its detailed illustrations of the teacher's experiences with her students and insights into their learning practices illustrates the potential richness of the linguistic and cultural diversity of an international languages class. In particular, it can make an important contribution to the understanding of situated language teaching and learning.

CHAPTER 2: FRAMING THE RESEARCH

Research questions

The main research questions addressed were:

- How do collaborative peer-peer dialogue in online chat rooms and related classroom activities contribute to building a learning community?
- In what ways do collaborative peer-peer dialogue in online chat rooms and related classroom activities mediate learners' second language learning and their understanding of cultural practice?
- What is the nature of collaborative peer-peer dialogue in online chat rooms?
- What are the learning outcomes in terms of learners' second language learning and development of L2 culture awareness in this context?

The first research question was illuminated through answering several subquestions. In order to answer how collaborative discourse among second language learners contributes to building a learning community, I had to define the characteristics of a successful learning community, especially those of a technology-supported online learning community. In order to examine the process of building a technology-supported learning community, I used the socioconstructivist approach to teaching and learning (Lave & Wenger, 1991; Wenger, 1998) as well as to integrating technology into teaching and learning (Jonassen, Peck, & Wilson, 1999). Determining whether the characteristics of a learning community were present within both online chat discussions and classroom interactions among the learners involved examination of students' initial beliefs and reactions with respect to the idea of peer-teaching and learning, and the use of chat room discussion in learning a second language and its culture, because their

initial attitudes and perceptions towards this new way of learning could positively and negatively affect their ongoing understanding of what being a member of a learning community means. After examining their initial attitudes and perceptions, I was able to see how these changed over time and look for evidence of developing social relations and a sense of membership among them. While I developed pedagogical applications of communications technology, I tried to summarize what was involved in designing and implementing an effective chat-supported tandem learning environment for language and culture learning in a linguistically and culturally diverse classroom, so that the study could contribute to pedagogical practice as well as to theory.

The second research question reflects the core of the study, since it implicates several sub-questions which yielded important claims in findings. In order to describe the ways in which collaborative peer-peer dialogue among the learners in a community mediates their second language learning and their understandings of cultural practice, I employed a sociocultural theoretical framework. This framework emphasizes the fundamental role of social interaction in the development of cognition (Vygotsky, 1978; Wertsch, 1991). Vygotskian theorists claim that dialogue can serve to mediate learning through sharing and mutual re-shaping of interlocutors' understandings, by requiring individuals to focus consciously on their understandings, and by the dynamic, facilitative support that one interlocutor may give to another in reaching new kinds of understanding. Applying this theoretical perspective to the field of language learning, I have employed Bakhtin's (1935/1981, 1953/1986) theories of the dialogic nature of discourse and emerging selfhood, which provide an additional perspective for conceptualizing language learning as sociocultural mediated activities that are always

embedded in the language of others from previous contexts. In Bakhtin's view, language learning is a social process of appropriating the words of others. The subquestions of this question were "How do learners appropriate a variety of language practices?", "How do they develop awareness of self in relation to others?", "In what way do they participate in expert and novice discursive learning practices in the construction of meaning?" These questions were emergent from complex research processes and led to gradual but profound transformation of the research design.

In order to explore more specific interactional features and characteristics of learners' online chat discourse in tandem and their linguistic environment, this study also employed an interactionist approach which examines detailed processes of how second language acquisition occurs during interaction. Researchers in second language acquisition who investigate learning from an interactionist perspective have examined two main phenomena; "input" or the language the learner is exposed to, and the special features of conversational interactions. Following an interactionist approach, this study focused on "how learners use their linguistic environment, in particular, *conversational interactions* to build their knowledge of the second language" (Gass, 2002, p. 171). The interactionist hypothesis has claimed that conversational interaction provides particularly useful input for second language learning (Gass, 1997; Long, 1996; Pica, 1994).

In terms of the learning outcomes of this study, participants' year-long discursive learning processes were reported, within the framework provided by the research questions. Evidence of their learning of second language and L2 cultural concepts is

presented through both qualitative and quantitative descriptive data in order to illustrate their learning outcomes over time.

In this chapter, I will demonstrate how key aspects of sociocultural theories and interactionist claims are linked to my research. To do so, I will first provide a summary of my epistemological standpoint as a researcher with a social constructivist perspective, to clarify my stance regarding what counts as knowledge and the ways of searching for such knowledge. I will also discuss the strategies used to ensure appropriate standards of quality and trustworthiness for my research and provide a rationale for the research methodology that I used in my study.

Researcher's epistemological standpoint

The main purpose of my study was to see how my participants' computer- and peer-mediated actions in a chat room environment may contribute to their construction of knowledge in their second language and culture. During the study, I focused on my students' experiences in language learning and their development of cultural awareness through the use of real-time Internet communication tools in the form of guided online chatting. I examined the linguistic and social interactions that took place among Korean and English-speaking peers within the collaborative discourse of a tandem learning community. I also examined interactive features of their peer mediated teaching and learning that were different from the face-to-face instructional conversations that occur in a conventional classroom setting where a teacher has dominant power in relation to his or her students. The ultimate goals of my study were to understand learners' experiences and to interpret the meanings of what they expressed as language learners in the situated learning environments of the chat room and classroom. Therefore, I

designed my research as an ethnographically-based, longitudinal case study which involved qualitative methodology using action research techniques.

While designing my research, I faced several epistemological questions, including 'What is true knowledge?', 'How can I search for this knowledge?', 'How can I ensure that my study is trustworthy?' and 'How should I verify the plausibility of my representation of data and interpretation of findings?'. These represented the fundamental epistemological issues that I had to think about when designing the research, including trustworthiness, verification, plausibility, and verisimilitude of the study, as well as how to ensure that my research methodology was appropriate for carrying out my study.

What is knowledge?

Schwandt (1998) points out that constructivists are deeply committed to the view that what one takes to be objective knowledge and truth is the result of perspective. Constructivists, such as Berger and Luckmann (1967), and Bruner (1986), claim that knowledge and truth are created, not discovered by the mind. In other words, human beings do not find or discover knowledge so much as construct or make it. From constructivist point of view, truth is created thorough dialectical processes between human beings and their perceived reality. Therefore, reality is not completely given; it always involves construction and process.

Similarly, post modern constructivism, such as the social constructivist epistemological perspective, also supports this notion of knowledge construction. Learning and understanding are regarded as inherently social and cultural activities and tools are regarded as integral to conceptual development (Palincsar, 1998). The social

constructivist perspective emphasizes the interdependence of social and individual processes in the co-construction of knowledge and the contextual and interactional dimensions of language in the knowledge building processes.

Ways of searching for such knowledge

Multiple realities. Constructivists also emphasize the pluralistic and plastic character of reality - pluralistic in the sense that reality is expressible in a variety of symbolic and linguistic systems; plastic in the sense that reality is stretched and shaped to fit purposeful acts of intentional human agents (Schwandt, 1998). Guba and Lincoln (1982) emphasize the pluralistic aspect in terms of "multiple realities".

Naturalistic inquirers make virtually the opposite assumptions to positivistic, scientific inquirers. They focus upon the multiple realities that, like the layers of an onion, nest within or complement one another. Each layer provides a different perspective of reality, and none can be considered more "true" than any other. Phenomena do not converge into a single form, a single 'truth', but diverge into many forms, multiple 'truths'. (p. 57)

However, it is important to emphasize that these statements about multiple 'realities/truth' do not mean that all meanings and knowledge surrounding us are solely based on individuals' beliefs and interpretations. The point is rather that we should pay more attention to how people make meanings, why people have different interpretations, and how these meanings and interpretations change over time. As Schwandt has observed, after Guba and Lincoln (1989), the question of which or whether constructions are true is socio-historically relative, and truth is a matter of the best-

informed and most sophisticated construction on which there is consensus at a given time (Schwandt, 1998, p. 243).

Virtues of subjectivity and multiple perspectives. Eisner (1998) claims that an individual's perception of the world, or the way people make meaning, is influenced by "skill, point of view, focus, language, and framework (p.46)". One's perception depends on one's mental framework and each individual's perception is framed in his or her own schemata. This framework-dependent character of perception is also strongly influenced by culture. Eisner argues that as individuals and social groups, we should therefore recognize our uniqueness and the virtue of our subjectivity and appreciate our culture and its contribution to our way of seeing things. He further claims that we can learn to shift perspectives and alter our frame of reference, and that each frame of reference provides a different view and a different interpretation of a state of affairs. For Eisner, taking various perspectives is a way of examining situations from different angles. It is a matter of being able to handle several ways of seeing as a series of differing views rather than reducing all views to a single correct one. He believes that "it is far more liberating to live in a world with many different paradigms and procedures than in one with a single official version of the truth or how to find it (p.48)."

Applying these ideas to research methodology, Kaplan (1999) criticizes the limitations of scientific methods, especially in conducting educational research. He criticizes the myth of methodology, the notion that if only the student of education could find "the right way" to go about research, the findings would be undeniably "scientific". He points out that there is no single right way of doing research; in the conclusion, he claims that each scientist must walk alone, not in defiance but with the independence

demanding by intellectual integrity, and be open to different kinds of research methodology. He argues that this openness is what it means to have a scientific temper of mind. Based on his arguments, it is reasonable to believe that even in scientific research, there is a necessary element of subjectivity, because the researchers themselves are subjective beings with their own perceptions and descriptions. Eisner (1998) also argues that descriptions and representation are usually done through some symbol system such as a language, which is itself very subjective, representing a culture, a society, a history and a value system.

Self as research instrument. Researchers can never be totally objective and detached from their research, since they use themselves as a research instrument. Guba and Lincoln (1989, p. 143), argue that the observer cannot (and should not) be neatly disengaged from the observed in the activity of inquiring into constructions, but must rather engage in the interactive nature of the observer-observed in a dyad. The reason is that constructions are resident in the minds of individuals; they do not exist outside of the persons who create and hold them, and they are not part of some 'objective' world that exists apart from their constructors. Guba and Lincoln (1994) claim that "the notion that findings are created through the interaction of inquirer and phenomenon (which, in the social sciences, is usually people), is often a more plausible description of the inquiry process than is the notion that findings are discovered through objective observation. . ." (p. 107). Guba and Lincoln (1994) further claimed that the *etic* theory brought to bear on an inquiry by an investigator (or the hypotheses proposed to be tested) may have little or no meaning within the *emic* (insider) view of studied individuals, groups, societies, or cultures.

Establishing trustworthiness in qualitative research

Eisner (1983) points out that those who recognize that there are multiple ways of looking at the world and many ways of describing it have not given up their rationality; and that qualitative researchers do intend their findings to be credible to others. With regard to the evaluation and interpretation of complicated and interactive constructions of meaning, qualitative research methodologists have repeatedly pointed to the need for methodological procedures to ensure this credibility, and have proposed strategies that can be used to ensure that qualitative data and the interpretation of those data are believable and trustworthy. Miles and Huberman (1984) presented the issue as follows:

The results [of qualitative research] are expected to be taken seriously, to be accepted as plausible, even valid, beyond the corps of people using the critical perspective. Otherwise, no one beyond the observer would be illuminated, and no serious claims of connoisseurship could be made that other publics could acknowledge. (p. 21)

Standards of quality and verification procedure. More recently, Guba and Lincoln (1999) have emphasized that serious efforts by qualitative researchers are needed to develop standards which are parallel to those commonly used by rationalists' standards of internal and external validity, reliability, and objectivity. They also suggest alternative terms that adhere more to naturalistic axioms, such as "credibility", "transferability", "dependability", and "confirmability" instead of "internal validity", "external validity", "reliability" and "objectivity".

Creswell (1998) formulated the central epistemological issue in terms of the question, "How do we know that the qualitative study is believable, accurate, and

'right'?" (p. 193), and synthesized current thinking about verification in qualitative research by proposing eight procedures that qualitative researchers can use to enhance the quality of their research (p. 201-202):

- Prolonged engagement and persistent observation in the field include building trust with participants, learning the culture, and checking for misinformation that stems from distortions introduced by the researcher and informants.
- In triangulation, researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence.
- Peer review or debriefing provides an external check of the research process, much in the same spirit as interrater reliability in quantitative research.
- In negative case analysis, the researcher refines working hypotheses as the inquiry advances in light of negative or disconfirming evidence. The researcher revises initial hypotheses until all cases fit, completing this process late in data analysis and eliminating all outliers and exceptions.
- Clarifying researcher bias from the outset of the study is important so that the reader understands the researcher's position and any biases or assumptions that impact the inquiry.
- In member checks, the researcher solicits informants' views of the credibility of the findings and interpretations. This approach involves taking data, analyses, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the account.
- Rich, thick description allows the reader to make decisions regarding transferability because the writer describes in detail the participants or setting under study.

- External audits allow an external consultant, the auditor, to examine both the process and the product of the account, assessing their accuracy.

Creswell recommends that qualitative researchers engage in at least two of these eight procedures in any given study. Since my study was an ethnographically-based longitudinal case study following an action research approach, extensive verification was required. I therefore used the procedures of triangulation among different data sources, prolonged engagement with the participants, writing with detailed and thick description, and member checks as the most relevant strategies to establish the trustworthiness of my study.

A sociocultural theoretical framework

In order to explore learners' knowledge construction through computer- and peer-mediated interaction while fulfilling communicative tasks in tandem, this research draws primarily on Vygotsky's sociocultural theory (Vygotsky, 1978, 1934/1986; Wertsch, 1991), which emphasizes the fundamental role of social interaction in human development. Within this perspective, knowledge and reasoning are understood as primarily social activities and distributed nature of cognition are recognized. Important for the present research is the understanding that development of cognition, such as language learning does not take place exclusively within the individual's mind but is understood as a socioculturally situated activity in a specific context, where interaction among the learners is mediated by meaning-making resources such as language, tasks, and computers (Wertsch, 1991). While language is perhaps the most powerful and important of these tools (Lantolf, 2002; Vygotsky, 1934/1986), and is the "primary medium for learning, meaning construction, and cultural transmission and

transformation” (Lee & Smagorinsky, 2000, p. 2), other artifacts entail significant non-linguistic features mediating human mental activity. More recent activity theory (e.g., Leontiev, 1981) stemming from Vygotskian framework has also informed research on tool-focused group processes; specifically, the mediating role of non-linguistic tools or artifacts in activity. These tools and artifacts act as bridges that link concrete actions carried out by individuals or groups with larger cultural and historical settings.

In addition, Vygotsky (1978) highlighted the difference between what an individual can accomplish independently and what he or she can accomplish with the help of a *more knowledgeable other*. He termed this difference *the zone of proximal development* (ZPD) and suggested that it constituted a generative potential for learning. The “more knowledgeable other” refers to someone who has a better understanding or a higher ability level than the learner with respect to a particular task, process, or concept. The expert in an expert/novice pair is typically an adult, for example, a parent or a teacher. However, the concept of more knowledgeable other has recently been expanded to same age peers in peer-peer interaction, where they can concurrently be both experts and novices, and this peer- peer interaction can foster learning (Wells, 1999). Vygotsky believes that when a student is in his or her ZPD for a particular task, provision of the appropriate assistance, also known as *scaffolding*, will give the student enough of a “boost” to achieve the task. Once the student, with the benefit of scaffolding, becomes more independent and self-directed, thus requiring less help, the scaffolding can then be removed slowly and the student will be able to complete the task on his own. From a sociocultural perspective, the expert-novice partnerships in a tandem language learning environment can be expected to provide appropriate scaffolding in the learning

engagements. Another important cognitive function related to the Vygotskian view of cognitive development, as a byproduct of collaborative discourse, is the concept of *intersubjectivity*. According to this view, in order for collaborative discourse to be perpetuated, the development of social-relations among the interlocutors through sharing of similar interests and background knowledge on a topic of conversation, sharing learning goals, and establishing a shared perspective in a problem-solving task are facilitative and conducive to language learning (Antón & DiCamilla, 1998; Darhower, 2002; Lantolf, 2000). This concept of a shared perspective was introduced and constructed in communicative theory, and was first referred to as the notion of “intersubjectivity” by Habermas (1984). For Lantolf (2000), “[h]uman communication becomes intersubjective when interlocutors undertake not only to share a perspective with regard to the reference of their talk but it also allows for the taking of the other person’s perspective and the suspending of one’s own, at least temporarily, in order to value the other person’s perspectives. Importantly, in coming to value the other person’s take on things, one also comes to understand and even critique one’s own perspective (p.85).” Wertsch (1991, p. 73) pointed out that true intersubjectivity is, from a Bakhtinian perspective, ‘two voices coming into contact and interanimating one another’.

At the same time, like Vygotsky, Bakhtin (1935/1981) emphasized the social nature of language. However, Bakhtin formulated a more comprehensive sociocultural approach to mental functioning by identifying the sociocultural situatedness of mediated action such as language learning (Wertsch, 1991). He extended Vygotsky’s ideas to make a link between the cultural, historical, and institutional setting, on the one hand, and the mental functioning of the individual on the other. Bakhtin’s (1935/1981,

1953/1986) theory of the dialogic nature of discourse and emerging selfhood provides an additional perspective for conceptualizing language learning, which he saw as occurring through socioculturally mediated activities that are always embedded in the language and culture of others from the same or previous contexts. In his view, language learning is a social process of appropriating the words of others. Norton and Toohey (2002) noted that:

Rather than second language acquisition as a gradual individual process of internalizing a neutral set of rules, structures, and vocabulary of a standard language, Bakhtin's work offers us ways to think about the learning of language within particular discourses and with particular interlocutors. Speakers need to struggle to appropriate the voices of others and to "bend" those voices to their own purposes. What others say, the customary discourse of any particular community, may privilege or debase certain speakers. Finding answering words for the words of others, joining the chain of speech communication, is as much a social as a linguistic struggle. (p. 117)

Through this dialogic process with particular interlocutors in particular contexts, individuals learn particular discourses. Through socialization with 'others' in the family, school, and community, individuals construct perceptions of self and become aware of themselves in relation to those around them. Through their interactions with others, the students define their voices socially, culturally, institutionally and historically. Through this process, they learn how to negotiate their social reality.

Similar to Bakhtin's notion of dialogism, Wertsch (1991) introduced the notion of *privileging*, which states that an individual can judge which types of social language and

speech genres are appropriate in a given sociocultural setting through social interaction and guidance from others. Through the relationship between the language learners and the social context, individuals' dynamic and multiple perceptions of themselves are also dialogically constructed in relation to others around them. A shift from seeing learners as individual language users to seeing them as members of social and historical contexts allows researchers to examine the conditions for learning, for appropriation of practices, in any particular community. Lave and Wenger (1991) introduced the notion of "legitimate peripheral participation" (p.29) to illustrate the processes through which newcomers become part of a community of practice. In their view, communities are composed of participants who differentially engage with the practices of their communities and this engagement of participation in practice is learning.

The notion of culture in a second language acquisition context

The sociocultural notions of dialogism, situatedness and learning as a mediated process in a social context have enabled second language researchers to understand that language and culture are constantly intertwined and are inseparable, like two faces of one coin. Recently second language researchers have begun to redefine the notion of culture in a second language acquisition context in terms of these new understandings (Byram & Morgan, 1994; Ellis, 1987; Gee, 1996; Holland & Quinn, 1987; Kramsch, 1998; Valdes, 1986). Research on language and culture teaching and learning, and cultural models developed from such research demonstrate the ways in which cultural knowledge is organized and reflected in everyday language use and how such knowledge and practice are acquired in second language classrooms. For example, Byram (1997) notes that the side-by-side viewing of similar items from two

different cultures allows an observer to instantly see similarities and variations which, by virtue of being deeply embedded in the respective cultures, are usually difficult to notice. Bakhtin (1935/1981) also argues that "It is only in the eyes of another culture that a foreign culture reveals itself fully and profoundly A meaning only reveals its depths once it has encountered and come into contact with another foreign meaning."

Focusing more narrowly on the role of language in understanding culture, Wierzbicka (1997) introduces the concept of "understanding cultures through their key words" citing Edward Sapir's (1949) profound insights: "[L]anguage is a symbolic guide to culture" (p. 162), and "[V]ocabulary is a very sensitive index of the culture of a people" (p. 27). Wierzbicka (1997) argues that words with special, culture-specific meanings reflect and pass on not only ways of living characteristic of a given society but also ways of thinking. Gee (2000) also agrees with this sociocultural view that meaning construction is always situated in specific sociocultural practices and experiences. Holland and Quinn (1987) likewise argue that words are tied to cultural models, story lines, or theories that belong to socioculturally defined groups of people. It is noted that these cultural models, story lines, or theories are usually not stored in any one individual's mind, but are distributed across the different kinds of expertise and viewpoints found in the sociocultural group (Shore, 1996).

Sociocultural theory applied to second language acquisition

The wide range of recent applications of sociocultural theory to second language research has provided researchers with a theoretical expansion for understanding language development and second language learning (see for example, the work of Donato & McCormick, 1994; Graves, 2003; Hall, 1997; Lantolf, 2000, 2002; Maguire &

Graves, 2001; Moll & Dworin, 1996). By examining the interrelations between language learners and their language learning contexts, and the dialectical processes involved in their discursive learning practices, this research emphasizes the complexity of second language learning and focuses on the contextual and interpersonal aspects of language, agency, and identity. A growing body of research now seeks to develop sociocultural conceptions of identity and a textured understanding of the relationship between the language learner and the sociocultural world (Cummins, 1996; Hall, 1997; Norton, 1995, 1997, 2000; Rampton, 1997). Norton and Toohey (2002) argue that “[l]anguage learning engages the identities of learners because language itself is not only a linguistic system of signs and symbols; it is also a complex social practice in which the value and meaning ascribed to an utterance are determined in part by the value and meaning ascribed to the person who speaks” (p.115). Their findings with respect to language learning and identity tell us that identity is multiple and dynamic rather than fixed and static. This is in keeping with Bakhtin’s view that through the relationship between the language learners and the social context, individuals’ dynamic and multiple perceptions of selves are dialogically constructed in relation to others around them. These aspects are viewed as emergent and co-negotiated with others over time within specific activities (Hall, 1995; Norton, 2000; Norton & Toohey, 2000, 2002; Ochs, 1993).

Interface with interactionist theory in second language acquisition

Within a sociocultural theoretical approach, the learner is seen as an apprentice in a community of practice, which means that novice members learn from more expert members how to use language accurately and more appropriately. A sociocultural approach to research has advocated a model of language learning that is “firmly rooted

in contingent, situated, and interactional experiences of the individual as a social being” (Firth & Wagner, 1998, p. 93). This approach has generated much interesting research and has compelled second language researchers to think differently and more broadly about the process of acquiring and using an L2. Recently, many L2 researchers are seeking links between established second language acquisition research and social constructivist, sociocultural and situated-learning perspectives (e.g., Ellis, 1997 & 1999; Kasper, 1997; Lantolf, 2002; Nassaji & Swain, 2000; Ohta, 2000a & 2000b; O’Rourke, 2002; Swain, 2000; Swain, Brooks & Tocalli-Beller, 2002; Wells, 1999 & 2000). For example, Kasper (1997, p. 311, cited in Dantas-Whitney, 2003, p. 63) calls for more studies which “establish links between the macrolevels of sociocultural and institutional contexts and the microlevel of discourse”. Kramsch (2002) also notes that there is “a common dissatisfaction with the traditional separation between language acquisition and language socialization” (p. 4). She argues that there should not be such a dichotomy between the two perspectives as she sees no clear dividing line between them:

“The more the goal of language acquisition is expressed in terms of functional, communicative competence and appropriate social and cultural performance, and the more socialization is dependent on precise grammatical and lexical ability; the more difficult it is to separate acquisition and socialization” (Leather and van Dam, 2003, cited in Kramsch, 2002, p. 2).

Kramsch (2002) and other researchers (Leather & van Dam, 2003) argue that a new metaphor, which captures the dynamic interaction between individual language

users and the social environment, seems to offer a way of bringing together frames from various disciplines to illuminate the complexity of this relationship.

Which theoretical framework serves best as a foundation of a specific research inquiry depends on the questions to be answered. In some cases, multiple theoretical perspectives are necessary. In this case, my initial research goal was to examine the nature of learners' discourse in the particular learning context of tandem online chat, and the role of the immediate linguistic environment, particularly interactive discourse, in learner's second language development. Communicative, cross-lingual chat discourse that could support the learning of specific aspects of the second language was the desired outcome of my curricular innovation and was thus foreseen as the primary unit of data analysis. The initial research design, by L2 classroom research and second language acquisition theory, involved close examination of features of my students' interactive discourse while they accomplished guided online tandem discussions together. Following the interactionist approach, which focuses on how learners use their linguistic environment to build their knowledge of the second language (Gass, 2002; Long, 1985; Pica, 1994), my pilot study analyses of chat transcripts revealed that students used their respective languages to accomplish tasks collaboratively, and that during such interactions, students negotiated meaning and engaged in activities which have been shown to promote language learning. It was also revealed that they modified their language in order to clarify messages for their partners. It was found that many conversational adjustments such as clarification requests, confirmation checks, comprehension checks, repetitions and extensions were present in their conversations and these adjustments served to prevent communication breakdowns and to provide

learners with the comprehensible input which traditional second language acquisition researchers view as essential for successful language learning (Krashen, 1985; Long, 1983, 1985).

However, it soon became clear that the relevant learning context for these students involved much larger and complex issues than just the nature of interactions in the second language classroom. Indeed, the study had been developed and was transformed through working with a specific technology as one of the tools for mediated learning activities. The curriculum innovation involved pedagogical applications in the form of purposeful task-based communication contexts for learners involving two languages, which would allow them to practice their respective second languages with one another in a technology-supported language learning community. It became evident that accomplishing this required consideration of the issue of participants' integration into a new culture in which such language use would be embedded; thus it was necessary to explain the social and larger environmental conditions which could support such integration. This heuristic, 'research-and-development-then-theory' approach intersected in the fullness of time with several more comprehensive learning theories, of which sociocultural theory seemed the appropriate one within which to these conditions. In other words, learners' discursive interactions involved issues of culture in the construction of meaning, identity, and learning to participate as members in a new, cross-cultural social context. It was thus necessary to expand the theoretical lens to look at this unexpected knowledge outcome which emerged from their social interactions and other situated activities in the new learning community. Through this additional theoretical orientation which became the primary one, my research became

increasingly focused on the formation of a knowledge building community, both online and classroom, and its effects on participants and the processes of computer- and peer-mediated language teaching and learning within such a community. The study of the discursive interactions among the learners remained a primary focus as well, but was now framed within the context of a community in which the learners were strongly motivated to become active participants, and whose shared goal was the construction of knowledge.

Through this study, I attempt to employ an integrated approach to the environment where dynamic and complex second language learning occurs. Its goal is thus to examine both the linguistic environment (in particular, the linguistic and discursive nature of conversational interactions) and the larger as well as immediate social environment, in order to illustrate processes of both specific code-related language learning by L2 learners and their language socialization as members in a L2 learning community. Therefore, for my research, I try to look both at the linguistic and interactive features of communicative tandem discourse among learners and at a broader range of considerations of the way language practices are organized among members of this community of language users. In this way it should be possible to achieve a more comprehensive understanding of many aspects of discursive learning practices in this tandem learning situation, including second language development.

A detailed microgenetic analysis of the way new linguistic forms and meanings evolve in the students' dialogue through chat and other related class activities will help us to identify the nature of CMC discourse and the role of interaction in facilitating L2 acquisition. I believe that the input-interaction claims, as part of cognitive theoretical

explanation of certain aspects of language acquisition, provide a plausible explanation of certain language learning outcomes. At the same time, the data that are interpreted through a sociocultural framework will help us to provide a holistic picture of the discursive situated learning that occurred during dialogic interactions among learners within their unique and complex social context. This analysis also help us to fully understand the characteristics of real time, text-based communication as a tool for mediated learning, and the desired features of tandem learning pedagogy. In my view, for this study, the sociocultural and interactionist perspectives, complement one another and together provide valuable insights into the most complex of human achievements, language learning, which is eminently social yet also psychological (Lantolf, 2002).

CHAPTER 3: REVIEW OF THE LITERATURE

This chapter examines three research areas which are important to this study. The first section describes second language research within an interactionist approach. The next section examines second language research using a sociocultural approach including ethnographic and action research. These are followed by research on language learning using technology with a socioconstructivist approach.

Second language research with an interactionist approach

The interactionist perspective to second language acquisition research focuses on the role of social interaction between learners and more proficient speakers and the role of negotiation of meaning in the language being learned. Krashen's (1982, 1985) input hypothesis, which claimed that second language acquisition takes place when learners are exposed to and understand "comprehensible input," or language that contains a structure that is "a bit beyond" the learner's current level of competence (Krashen, 1982, p. 21), is the foundation of the interactionist perspective. Language learners progress by perceiving and gradually acquiring new form-meaning relationships, with the help of extralinguistic context and language "input" that is adapted by their interlocutors for comprehensibility. According to Long (1980, 1996), who extended Krashen's hypothesis by formulating the interaction hypothesis, the negotiation which occurs during interactions between more and less fluent speakers to ensure that the learner understands intended meanings can facilitate language learning by providing them with optimal input. Over the past quarter century, second language acquisition researchers have extended and elaborated these concepts, providing research evidence of both one-way and conversational modifications, links between them and links between input

modification and message comprehension by learners (Ellis, 1994; Gass & Madden, 1985; Hatch, 1983; Larsen-Freeman & Long, 1991; Pica, 1994; Wesche, 1994; Wesche & Ready, 1985), and between comprehension and language learning outcomes (Gass, 2002; Gass, Mackey & Pica, 1998; Mackey, 1999).

Studies have shown that proficient speakers normally adapt their language to support more effective communication when interacting with less proficient speakers, and that certain conversational adjustments serve to minimize communication breakdowns and to provide learners with the comprehensible input they need for successful language learning. Research on the role of conversational interaction in second language acquisition has generally shown these conversational adjustments to be a highly accurate or grammatically correct version of the language (Long, 1985). Learners are thus provided both with a well-formed model of the language being learned, and with linguistic and conversational modifications to make it more easily comprehended. These modifications and negotiations for meaning occur at all levels of the communication system, including speech rate, phonology and prosody; morphology and syntax; lexical choice, and at the discourse level – particularly in interactive conversation. Three general processes are thought to underlie linguistic and some conversational adaptations (Long, 1985; Ellis, 1994): simplification (e.g., shorter clauses, familiar vocabulary), regularization (e.g., careful pronunciation, canonical word order, avoiding contractions and ellipsis), and elaboration (rephrasing; exaggerated prosody, use of gesture). Other adaptations in interactive discourse include both “management” strategies to avoid communication breakdown (e.g., slower speech rate, communicating less complex information, greater use of rhetorical, topic-initiating and yes/no questions,

comprehension checks), and “repair” tactics to restore communication after breakdown (e.g., requests for clarification, confirmation of or restating and correcting what the other has said (recast), self and other repetitions) (See, for example Gass, 1997; Long, 1985, 1996; Mackey, 1999; Pica, 1994). Long suggests that interactive speech modifications are more important for acquisition than one-way (e.g. teacher to learner) modifications that only result in simplified target language syntax and morphology. This is because the modified interaction that occurs when learners and conversational partners are highly motivated to negotiate their respective intended meanings, draws attention to language issues of immediate interest and provides relevant feedback to learners (Long, 1985; Wesche, 1994).

While some adaptations such as slower speech rate and full, canonical forms appear more related to acquiring knowledge of the linguistic code, a related body of research on *task-based* learner-learner discourse in “communicative” language classes has shown that second language learners can also improve their fluency and ability to interact effectively in the language through motivated conversational practice with peers. Language learners are generally exposed to well-formed, adapted discourse from their teachers (“teacher talk”), other interlocutors (“foreigner talk”) and from pedagogical materials. They are also exposed to another type of modified L2 discourse known as “interlanguage talk”, i.e., the language of other non-native speakers. Research on the role of negotiation in providing opportunities for learners to attend to language forms and meanings has shown that learners do not, however, appear to internalize their peers’ often non-standard linguistic models (Pica, Lincoln-Porter, Paninos, & Linnell, 1996) as long as they continue to have adequate exposure to accurate and appropriate

language use, ideally from native speakers. The former point is important in the rationale for chat rooms as potential social contexts for language learning, with their use of chat abbreviations and emoticons, while the latter point underlines the potential added value of tandem learning, which provides native speaker conversational partners.

One of the reasons that *interactive* discourse is thought to be particularly beneficial for language learning is that it focuses the learner's attention on the need to understand and express himself or herself in the L2 in real time in a given context, requiring close attention to the forms and patterns of the language and their meanings. As Gass (2002) notes, for learning to take place, the learner must first notice some not-yet-known aspect of the language—perhaps as part of an otherwise understood exchange, for example, through intentional imitation or after misunderstanding and discourse repair or feedback; only then can it serve as an initial step for learning. Along with the concepts of input, attention, comprehension and noticing during learners' interaction which is central to the interaction hypothesis, Gass et al (1998, p. 300) notes that “comprehensible input, in itself, was necessary but not sufficient to promote the acquisition process”. Swain (1985) was the pioneer in proposing a link between “output”, or language production, which requires attention to form, and language acquisition. She continues to emphasize the role of learner production and conscious reflection on form in more recent work (1995, 1998, 2000). Gass (2002) further introduces the ‘direct contrast hypothesis’ arguing that “[a]ttention alone is not sufficient. A contrast must be attended to, or, in SLA parlance, a gap must be noticed. And conversation provides a forum for the contrast to be detected, especially when the erroneous form and a correct one are in immediate juxtaposition.”

Regarding feedback in language learning classrooms, research has shown that different kinds of feedback have different effects on language learning. Lyster and Ranta (1997) examined different types of feedback provided in French immersion classrooms. They identified six different types of feedback: explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation and repetition. When they examined the students' language behaviour immediately after receiving the different types of feedback, they found that students' responses (called *uptake*) were least likely to occur after recasts, and much more likely to occur when they received feedback in the form of elicitations, clarification requests, metalinguistic information, and repetitions. Moreover, elicitations and metalinguistic comments, which generally indicate that there is an error somewhere, were most likely to lead to student production of a corrected form of the original utterance.

Interactional language features in which meanings are negotiated and language adapted for language learners in ways have been shown to facilitate language comprehension and learning (Long, 1996; Mackey, 1999; Gass, 2002). Purposeful, interactive conversation, which requires the learner to understand and to express meaning using new language and which makes that language and its meanings accessible, can be an ideal context for language learning. Also as mentioned, the interactionist approach to second language acquisition has led second language acquisition researchers to look at language learning in more social terms, and to pay particular attention to language use and development during social interactions in the classroom and elsewhere.

Second language research with a sociocultural approach

As mentioned earlier, a growing body of second language researchers has adopted a sociocultural theoretical framework (Cummins, 1996; Donato & McCormick, 1994; Graves, 2003; Hall, 1997; Lantolf, 2000, 2002; Maguire & Graves, 2001; Moll & Dworin, 1996; Norton, 1995, 1997, 2000; Norton & Toohey, 2002; Rampton, 1997). Sociocultural researchers view second as well as first language acquisition as socialization into communities of practice through the mediation of material signs (Lantolf, 2000; Ochs, 2002; van Lier, 2002). Ochs' (2002) examination of two autistic children illustrates this concept. In Ochs' study, one, Erin, was learning how to play softball, and Karl, was learning how to do math. Ochs showed how these two children and the people around them used language and other symbolic tools to construct social situations and to develop the ability to signal the actions they were performing, the stances they were displaying, the social identities they put forward, and the activities in which they were engaged. She then concluded that learners' failure to relate actions to stances, or to associate actions and stances with particular social identities, leads to miscommunication and, ultimately, to developmental dysfunction. Van Lier (2002) argues for a view of language as a semiotic activity. It is a "nonlinear, emergent process of meaning making, based on the relationality between signs and the triadic interaction between the self, the other, and the environment, resulting in various processes of sign making (semiosis)" (Kramsch, 2002. p. 7).

Donato and McCormick (1994), in their study of the socioculturally situated nature of L2 classroom language instruction and its effect on the development of students' language learning strategies, argue that sociocultural theory can provide an explanatory

framework for understanding and refining the notions of how learners become competent members of a language learning community. They provided evidence supporting the notion that “the development of language learning strategies is mainly a by-product of mediation and socialization into a community of language learning practice” (p. 453). Ohta’s (2000b) analyses of L2 learners’ mutual assistance in the ZPD while completing classroom tasks revealed that interaction in the ZPD can result in significant linguistic gain. Her earlier study (1997) also revealed how learners at early stages of language development were able to distinguish language appropriate for use in contexts in which they consistently participated. She concluded that analysis of data which is grounded in a sociocultural theory confirms the important “role of collaborative, meaningful interaction in L2 acquisition” (p. 223), and shows how learners may support each other in their development of pragmatic competence. Swain and Lapkin (1998) further illustrate that language use in collaborative tasks serves both as an “enactment of mental processes and as an occasion for second language learning” (p.320).

Current sociocultural approaches view literacy as situated (Gee, 1996; Heath, 1983; Lemke, 1995), and within this view, there is a growing body of L2 research that seeks to develop a textured understanding of the relationship between the language learner and the sociocultural world (Cummins, 1996; Ivanic, 1998; Maguire & Graves, 2001; Norton, 1995, 1997, 2000; Norton & Toohey, 2002). Previous research into writing and identity has focused on the types of identities that learners construct as they write in higher education. In a case study involving mature, first language undergraduate students, Ivanic (1998) offered an analytical framework for research on writing and identity. Maguire and Graves (2001) draw on Ivanic’s (1998) framework of

three way interplay among the writers' life experience, the reality constructed through their writing, and their personal sense of self in order to understand how writing intersects with identity construction. By focusing on constructs such as the writers' "agency, identity, voice, and reflexivity (p. 561)" while examining ESL learners' journal writing, they explore the complex relationship between L2 writing and identity construction, and they present a multidimensional model that places a child's speaking personality at the center of language learning process. Norton's (1995, 2000) study of five immigrant women in Canada focuses on the women's changing social identities over time and their struggle to negotiate their "right to speak" (1995. p.14) in different settings. Norton and Toohey (2002) claim that the goal for future research on identity and language learning is "to develop understandings of learners as both socially constructed and constrained but also as embodied, semiotic and emotional persons who identify themselves, resist identifications, and act on their social worlds" (p. 123). They also argue that learners' "investment" in learning languages, the ways in which their identities affect their participation in second language activities, and their access to participation in the activities of their communities, must all be matters of consideration in future research on L2 development.

A constructivist perspective of learning *with* technology

In research on "how people come to know" through educational technology based on a sociocultural approach, there has been an attempt to answer questions like "How can educators use technologies to support constructive learning?", "How can technologies be used as meaning-making tools?", and "How can technology be used to engage learners in personal and socially co-constructed meaning making?" (Jonassen,

Peck, & Wilson, 1999). Traditionally, technologies have been used to teach students, assuming that knowledge can be transmitted from the teachers to the student and that knowledge can be embedded in technology-based lessons and transmitted to the learner. The underlying assumption is that people learn *from* and *through* technology. Similarly, the initial use of computers in language teaching was largely confined to activities such as grammar exercises or spell check tutorials, in which language learners acted in a principally consultative mode within a closed system and did not engage in genuine negotiation of meaning with other human beings. However, a constructivist perspective of learning *with* technology emphasizes its important role as a tool to construct knowledge in collaboration with others (Jonassen et al., 1999). From this perspective, language learners should not interact with computers only but rather interact with other people via computers in meaningful, authentic contexts.

Technology-supported learning communities

The concept of a learning community and the notion that learning results naturally from becoming a participating member of a community of practice (Lave & Wenger, 1991) has redefined the role of technologies in education. Among the various kinds of technologies, online communication technology plays a key role in building and fostering a telecollaborative learning community by providing communication vehicles to all learners. Online computer-mediated communication (CMC) takes a variety of forms, including simple browsing of Web pages, electronic mail, use of listservs, electronic bulletin boards and online chats, videoconferencing, MUDs (multi-user domains) and MOOs (object-oriented MUDs). With these CMC tools, members of a telecollaborative learning community can guide and scaffold one another as they constructively converse

by making comments, requesting and providing support, and archiving past conversations for future use. In this way individual students can bring their knowledge into their technology-supported learning community, share their knowledge with others and together construct new knowledge. Lantolf (2000, p.84) suggests that “dialogic mediation among peers is likely to be more effective than the monologic mediation displayed by teachers”, and some studies have shown improvement in target language communication when learners model their speech after that of peers rather than teachers or other authority figures (Ellis, 1994). In comparison with the traditional language classroom where oral interaction generally begins with and returns to the instructor, conversations with peers using an on-line, real-time communication tool encourage more interaction and participation among learners. In such a mode, the instructor becomes a mediator and facilitator, no longer dominating the conversation. This in turn promotes students’ engagement in the learning process as active learners, team builders, collaborators, and discoverers (Kelm, 1996).

Some researchers have suggested criteria to determine whether online learning community is working or not (Palloff & Pratt, 1999). The characteristics of a learning community which I as the teacher wanted to foster included i) learners’ ability to overcome lack of visual expression in online environments, ii) expressions of support and encouragement between learners, as well as willingness to critically evaluate the work of others, iii) minimized teacher intervention and role as an online instructor, iv) socially constructed meaning, evidenced by agreement or questioning, with the intent to achieve agreement on issues of meaning, v) learning through collaborative problem solving and vi) active interactions among learners.

CMC and language learning

The most prominent feature of a sociocultural perspective of language learning is its emphasis on the social aspect of learning. In this view, learning a language is a socially mediated process of apprenticeship (Lantolf, 2000, 2002) or as socialization into particular discourse communities (Gee, 1996). New systems of information and communications technology (ICT), especially CMC technology, can serve a critical role in promoting social aspects of learning. CMC is seen by many L2 educators as a means for establishing telecollaborative partnerships and enhancing social aspects of L2 learning (Belz, 2002; Chapelle, 2001; Meskill, 1999; Salaberry, 1996; Warschauer, 1998a, 1998b, 2000).

These new applications of technology in language teaching reflect both theoretical and technological developments (Warschauer & Kern, 2000). According to their argument, theoretically, there has been the broader emphasis on meaningful interaction within authentic discourse communities for facilitating language learning, and technologically, there has been the development of computer networking, which allows the computer to be used as a vehicle for interactive human communication. Unlike early applications of computers in language teaching and learning, which were associated with self-contained, programmed applications such as tutorials, drills and tests, current approaches of language learning with technology often support real-life communication in the language among learners or with proficient speakers. CMC tools allow language learners to communicate with other learners or speakers of the target language in either asynchronous (not simultaneous) or synchronous (in real time) modes. Today, thousands of people worldwide are involved in learning via the Internet using CMC.

Language learners can have conversations with partners across a city or in any corner of the world and at times that are convenient to them using CMC tools. The advent of Internet and CMC technology offers new opportunities for 'real' interaction with native speakers of the target language and this interaction can enable students to establish interpersonal relations and thus raise their levels of interest, motivation and achievement (Johnson, 1991). In such a communication environment, conversational partners can be an effective source for natural language learning (Kelm, 1996). Bauman (1994) argues that the conferencing type of CMC facilitates written communication by building on the power of spoken conversation. In his view, students hunched over keyboards, writing voluminous responses to others in the class, might not even recognize that what they are doing is writing, because it doesn't get turned in or evaluated, and because it is not painful to do. In the chat room environment, learners think they are having oral conversations, like phone conversations; however, they are actually reading what the partner says (writes) and then writing back. This mode of conversation is unique in that, it involves authentic conversation, but the input and output are written so that partners also have more time to digest and reflect than in face-to-face oral communication. Studies also demonstrate that reserved and less proficient students who might otherwise be ignored or excluded from class conversations show higher participation in CMC than in face-to-face conversation, since there is no pressure to speak in front of class or to a partner in the second language unless they feel comfortable (Kelm, 1992; Kern, 1995; Meskill, Swan, & Frazer, 1997; Warschauer, 1996, 1999, 2000). Ruhe (1998) points out that, because this type of communication is a very private medium, there seems to be less of the anxiety that

typically accompanies communication in a second language. As she notes, anxiety-reduction is generally considered beneficial for language learning, and with email, students can negotiate the meaning of language in use in an authentic context without seeing their language errors put on public display. As Hatch (1992, p.13) points out, the style of messages in a CMC situation is between that of a phone conversation and letter communication, in that like oral interaction, the written forms of language are handled simultaneously.

In the CMC mode, learners are generally in a natural language learning environment, and focus on the content rather than the form of their conversation, which is more advantageous for language learning (Krashen, 1982, 1985; Oller, 1993). In a natural setting, in contrast to a formal language learning environment that allows the teacher to focus on specific grammatical units, students are provided with the context necessary to associate the language with the situation. Choi and Nesi (1999) emphasize that their email “keypal” project between 42 Korean children, aged 9-10 and 17 Slovakian students, aged 11-12, which required children to communicate (read and write) in English, was focused more on meaning than on language structure, allowing the children to use their second language in a purposeful real-life situation. Liao (1998) also emphasizes “fluency first, grammatical accuracy second” in his project in Taiwan to improve university level EFL learners’ reading and writing abilities through the use of email.

Internet chat: Synchronous computer-mediated communication

Even though all types of CMC share common features, each type of CMC has its own unique features that affect research design, implementation, and outcomes. To

date, there have been many studies of delayed conversation, such as email, among L2 learners, but there are few studies of real time chat activities (Warschauer, 1996; Pellettieri, 2000). Research which focuses specifically on real-time Internet chat, one of the forms of synchronous computer-mediated communication, reports that it is increasingly used to support language learning communities where language learners interact actively with other learners and with proficient speakers (Darhower, 2002, 2003; Kitade, 2000; Negretti, 1999; Pellettieri, 2000; Sierra, 1999; Sotillo, 2000; Thorne, 2003; Vick, Crosby & Ashworth, 2000). More specifically, Pellettieri (2000) examined the role of chatting among non-native speakers of the target language in promoting negotiation of meaning and their development of grammatical competence. Based on investigation of the language of L2 Spanish learners in synchronous written communication in chat sessions, he found that this medium supported tasks in which negotiation of meaning occurred, and furthermore, that online chat led to enhanced grammatical competence in their L2. Similarly other studies investigate whether learners engage in negotiation when exchanging ideas in synchronous computer-mediated interaction. Analyses of transcripts of the interactions in the studies showed that instances of negotiation did occur in this electronic communication medium (e.g., Fernández-García & Martínez-Arbelaz, 2002).

Vick, Crosby & Ashworth (2000) carried out a series of collaborative Japanese language-learning sessions conducted via the Internet among globally distributed, cross-institutional teams of students from two universities in America and one high school in Japan. This virtual classroom design motivated students to adapt more readily to interaction with peers in varied environments and provided students with the

opportunity to engage in virtual teamwork with peers in challenging and enjoyable problem solving and decision-making contexts. Darhower's (2002) study of online chat among two classes of university learners of Spanish also present similar outcomes drawn from the supportive online discourse community formed by learners, where members interacted socially and helped one another's language learning. He concluded that participating learners "appropriated the chat room environment, transforming it into a learner-centered discourse community governed by communicative autonomy and the use of language and discourse functions that go beyond those encountered in the typical L2 classroom" (p.249). Their discourse community was characterized by "discussion of topics of mutual interest, social cohesiveness and group belonging; joking, teasing, experinenting with identities, role plays, and even playfully insulting each other. The learners in this study used their L2 in chat rooms for solidarity and enjoyment, while at the same time developing their sociolinguistic competence" (p.273). In addition, other research has investigated learner discourse in different types of web-based chat facilities such as Internet Chat (Kitade, 2000), Internet Relay Chat (Sotillo, 2000) and Webchat (Negretti, 1999).

The findings from these studies suggest that synchronous CMC provides potential benefits for learning by facilitating comprehensible and contextualized interaction, enhancing learners' self-correction and establishing a collaborative learning environment (Kitade, 2000). Overall, studies of Internet chat in L2 learning have shown that Internet chat is helpful in creating linguistic interaction and offers the language teacher a tool to "locate specific developmental episodes" (Thorne, 2003) and to create different types of interaction between students (Sierra, 1999; Thorne, 2003).

Tandem language learning

Tandem language learning is based on face-to-face exchanges between two learners with different first languages, each trying to communicate with the other by understanding the other's language and often leading to significant language learning over time in ongoing relationships. Such arrangements exist naturally in multilingual contexts in the form of reciprocal conversations. More intentional language learning in tandem has become popular in European countries where many fluent bilingual or trilingual learners learning an additional language live within physically close boundaries. In recent times tandem language learning has become particularly interesting to researchers in language pedagogy (O'Rourke, 2002), and a pedagogical strategy using tandem learning has been put forth and elaborated by European researchers (Appel, 1999; Brammerts, 1996a, 1996b; Kötter, 2003; Little, 2001; Little et al., 1999; Schwienhorst, 1997). In the early 1990's this approach incorporated computer-mediated communication beginning with email (Brammerts, 1996a) and, soon after, the two major principles of tandem learning – learner autonomy and reciprocity - were developed (Little & Brammerts, 1996). The principle of learner autonomy holds that in a tandem language learning environment, tandem partners must assume increasing responsibility for the organization, monitoring, evaluation and ongoing reflection on their learning partnerships. The principle of reciprocity is summarized by Brammerts (1996b): “successful learning in tandem is based on the reciprocal dependence and mutual support of the partners; both partners should contribute equally to their work together and benefit to the same extent” (p. 11). This involves an equitable give-and-take in

terms of contributions and benefits from each partner; learners should be prepared and able to do as much for their partner as they themselves expect from their partner.

Balanced use of L1 and L2 in tandem learning

According to the principle of reciprocity in tandem learning, each student's learning success in tandem relies on contributions from his or her partner. Therefore, some researchers argue that promoting equally balanced use of L1 and L2 is vital to ensure that both partners will receive mutual benefits from each other (Appel, 1997; Schwienhorst, 1997). Schwienhorst (1997) and Appel (1997) suggest that each student should use the same amount of L1 and L2 in each message not only for equal training of receptive and productive skills but also for increased awareness of L1 structures by correcting their partner's output. However, such balance is often difficult to achieve. A recurrent problem in the use of both languages in this model is that the more proficient L2 tends to become the main or exclusive language of communication (Brammerts, 1996a; Schwienhorst & Borgia, 2003), or both partners only talk in a foreign language to both, and therefore lose out on having the native speakers as an example (Brammerts, 1996a). A study by Schwienhorst and Borgia (forthcoming) describes and evaluates the pedagogical implementation of using a Bilingual Tandem Analyser as a tool for allowing students and teachers to monitor their use of both languages in their tandem exchange, and suggests ways to create more balanced tandem partnerships. For example, balanced bilingualism can be improved by technological supports such as periodic "friendly reminders" to use both languages, default displays of statistics on the use of each language, and more online support for the L2 in which the partner has "weaker"

proficiency. Pedagogically, the statistical results from his research show that more 1+1 pair work produced more balanced bilingualism than 1+2 group work.

Even though balanced bilingual tandem discussion can be an ultimate objective in the long run, many researchers do not define this as a prerequisite for successful tandem learning (Brammerts, 1996a, 1996b; Kötter, 2003; Little, 2001; O'Rourke, 2002). In the eTandem Europa guideline⁵, it is noted, for example, that "the most important condition is the ability to communicate with your partner" and that it is perfectly acceptable if a student is "able to understand his partner when he uses his native language on a moderate level". To make sure both partners benefit from each other, the following is suggested as an ideal:

Half of the time is for you - your partner speaks and/or writes in his native language, and you learn from him. Your partner can inform you of current events in his country, can correct your mistakes and can give you various helpful tips. During the other half of the time, your partner learns from you: now you communicate in your native language and help him. (eTandem Europa guideline, September, 2005)

Language learning and cross-cultural understandings in tandem

Due to tandem's unique learning environment, initiatives such as the International Tandem Network⁶ and recent research on tandem language learning suggest there can be substantive benefits from this mode of learning (Appel, 1999; Brammerts, 1996b;

⁵ <http://www.slf.ruhr-uni-bochum.de/etandem/etdef-en.html>

⁶ "eTandem Europa" (<http://www.slf.ruhr-uni-bochum.de/etandem/ethilfen-korr-en.html>.) is a project funded by the European Commission as part of the European Year of Languages 2001. Coordination of the project is headed by the Ruhr-University Bochum (DE) in cooperation with the International Tandem Network. The goal of this project is to introduce as many European citizens as possible to the opportunity

Little, 2001; Little et al., 1999; O'Rourke, 2002; Schwienhorst, 1997). The researchers agree that tandem learning can support meaningful communication and that this communication is highly authentic. O'Rourke (2002), in his study of a theoretical argument for CMC based tandem learning, suggests that a tandem language learning approach facilitates an autonomous mode of learning, since partners can negotiate the desired balance between topical and pedagogical communication and choose conversational and pedagogical topics, according to their needs and interests.

Schwienhorst (1997) emphasizes another important characteristic of tandem learning involving partnership with native speakers in cultural learning:

"[E]very learner is presented with a native speaker of his or her target language who is not only fully acquainted with the language but also with the target language culture. The fact that both partners depend on each other and are on the same level as learners and experts can increase motivation and puts both in a similar position" (p.6).

Because each partner in a tandem partnership is an expert in culture as well as language, tandem learning can be expanded to promote intercultural communication not only for learning a language but also for developing cultural awareness. Successful examples of extended use of tandem partnerships in learning culture as well as language through cross-cultural comparisons include the *Cultura* project (Furstenberg, Levet, English & Maillet, 2001). In this project, French students learning the English language and seeking better understanding of American culture and American students learning the French language and seeking better understanding of French culture work

of learning a foreign language with eTandem and to make it easy for these language learners to get started. To this end, publicity campaigns were undertaken in all European languages and countries.

together online from within their respective language classes. The objectives of the Cultural project were “to bring the study of a foreign culture to the forefront in a foreign language class, to develop students’ in-depth understanding of a foreign culture, to provide the tools that allow students to access the dimensions of culture that are usually left hidden, such as values, attitudes, beliefs, ways of interacting and looking at the world, and to use the interactivity of the Internet and a cross-cultural comparative approach to turn the learning of culture into an interactive, constructivist process” (Furstenberg, 2002, p. 1). In this project, students first compare and analyze similar materials from American and French cultures that are presented side-by-side on the web, for example, the words “individualism/individualisme” or the sentence “my greatest fears/mes plus grandes craintes” or the situation about the mother who slaps her child (Furstenberg, 2002, p. 3). They then enter online discussion forums which allow them to exchange perspectives in a continuous process of collaboration. This collaborative process served to reveal to students those “invisible aspects of a foreign culture” (Furstenberg et al., 2001, p. 55) and to empower them to construct their own approach to cross-cultural literacy. The authors provided several examples which could be bases for their learners’ development of cultural literacy, derived from students’ personal observations and collective class discussions. These demonstrated what students had learned and how cultural learning occurred. Some of the examples included; i) students’ associations of words that were embedded in the culture, ii) students’ mental representations (schema) behind their interpretations of words, iii) students’ becoming aware that a word could bring very different associations to mind, depending on the context in which the user situated himself or herself, iv) the fact that a given word could

carry contradictory opposite connotations in different cultures, v) the realization that the same words did not necessarily cover the same semantic range, and vi) the notion that what is regarded as perfectly acceptable within one culture can be perceived very differently when seen through the eyes of another culture. Thus tandem language learning across cultures allowed them to become aware of those 'invisible aspects of culture' that are so important in effective communications with its members.

Communication tools in tandem learning

The research to date on tandem learning, for the most part, is concerned with tandem language learning in an asynchronous context, the most prevalent being email exchanges (Appel, 1999; Brammerts, 1996b; Little et al., 1999). Even though tandem partnerships can be established in any type of exchange where partners are specifically asked to help each other and give each other feedback, findings from recent research (Thorne, 2003) describe a generational shift in communication tool preference wherein an ostensibly ubiquitous tool, email, is shown to be "unsuitable for mediating age and peer relationships" (p. 38) because of the common perception among students that "email is a tool for communication between power levels and generations (e.g., students to teachers; sons/daughters to parent)" (p. 56). Participants of this study also reported that email is inconvenient and effortful. More recently, a few studies have begun examining the effects of synchronous tandem language learning. For example, Darhower (2003) examined online chat involving bilingual tandem discussions between university Spanish speakers learning English in Puerto Rico and English speakers learning Spanish in North Carolina. In this study, the results show that the groups together formed an electronic discourse community in which members felt a sense of

solidarity with their partners. In this online environment, they communicated with one another in both languages and examined comparative cultural phenomena which led them to better understanding of one another's culture. In other studies, object-oriented multi-user domains, also known as MOOs, have been examined by Donaldson and Kötter (1999), Kötter (2001, 2003) and von der Emde, Schneider and Kötter (2001). Cziko and Park (2003) have been reviewing different kinds of audio and video communication via the Internet for teaching and learning a second language. These multiple initiatives provide important information on the ways in which CMC can be used to support second language learning. Building on this work, the study reported in this thesis describes tandem language learning in real-time exchanges in Korean-English chat rooms.

CHAPTER 4: METHODOLOGY

The research was primarily designed to examine how peer-mediated interactions with use of technology as a mediational tool contribute to language learners' construction of knowledge. The specific goal of this research was also to identify and examine the outstanding features of students' online chat interactions in a tandem learning describe how these features contributed to the establishment of a learning community, and how they supported learners' developing knowledge in their second language and their understanding of cultural practice. The research questions guiding this study were:

- How do online chat interactions and related classroom activities contribute to building a learning community?
- In what ways do online chat interactions and related classroom activities mediate learners' second language learning and their understanding of cultural practices?
- What is the nature of collaborative peer-peer dialogue in online chat rooms?
- What are the learning outcomes in relation to learners' second language learning and development of L2 culture awareness in this context?

Action research

The recognition that teachers doing research in their own classrooms can bring a unique perspective to our understanding of the learning process, has been acknowledged and has received increasing attention in the last fifteen years (Bell, 1997). Johnson and Chen (1992, p. 212) in their review of work in action research (following Cochran-Smith & Lytle, 1990, 1999; Miller, 1990; van Lier, 1990) conclude that because

“teachers are so close to students on a daily basis, their own inquiry from their unique perspectives can make an important contribution to knowledge about teaching and learning. In addition, teachers who conduct their own research build a richer understanding of their work lives and gain the confidence, knowledge, and support needed to make important changes”. These researchers suggested that such research, called “action research”, will both provide insight into what is happening in the classroom, and can eventually contribute to filling the gap between research for researchers/theories and research for teachers/practice. Coulter (1999) argues that in order for the two solitudes of researchers and teachers to be brought together, the emphasis needs to be changed from the generation of knowledge to dialogue about what counts as knowledge. He draws on the work of Bakhtin to argue for ‘dialogic research’. Coulter (1999) agrees with Bakhtin’s argument that the truth can be reached through a dialogue rather than an epic monologue which is told from one point of view, in only one language, outside of the consideration of time and particular places.

I believe that, in the process of action research, such dialogue can be constituted by adding other voices from teachers, students, and the community, which reflect a range of authentic individual experiences. Evidently, my involvement as a teacher and researcher in this study meant that my own subjectivity influenced every aspect of the research process, from designing the tasks and facilitating them, to collecting data and analyzing results. I, as a teacher-researcher, am a Korean speaker and English learner, as well. I am fluently bilingual and at ease in both languages and cultures. Before undertaking this study, I had earned teacher certification in Korea, completed a graduate degree in North America in second language education and had taught in both

Korea and Canada. Therefore, my own framework of knowledge perception and my past experiences as a language learner and teacher have also directly impacted the implementation and the interpretation of findings of this study. I have attempted to explicitly reflect my subjectivity, personal insight and interpretation in making meaning, believing that the best research instrument for my study is myself. At the same time, however, through constant self-reflection, I have tried to become aware of my limitations and of how my perceptions and beliefs have influenced my interpretations, and to share these insights rather than excluding them.

As a form of action research, the study was designed around particular situated activities with specific participants. My primary goal as a teacher-researcher was to obtain localized and contextualised reflection and evaluation of the curricular innovation that I developed for my class. Considering all the issues and factors described above, and given my experience during the pilot study, I decided to use a qualitative research approach in a descriptive, interpretative, exploratory, and longitudinal case study. Its goal was to gather in-depth qualitative data from participating students and to achieve a holistic and contextualized understanding of how CMC technology mediate learners' second language learning and their understanding of cultural practices in a tandem learning context. The context of the study, the curricular innovation and a full cycle of tandem language learning tasks in online chat rooms are described below.

Context of the study

The study incorporated an ethnographically-based longitudinal case study design over one school year to examine both the design and the implementation of Internet chat in tandem in the International Languages Korean class. The research context

offered a number of unique features that had to be considered in the curriculum design and implementation. These features included participants with shared Korean ethnicity, all of whom were fluent in either Korean or English with ability in the other language and a desire to improve their proficiency. All the students were adept computer users with chat experience and had access to computers and Korean and English software. Course enrolment was voluntary, and students were motivated to fulfil the course requirements to obtain credits. The curriculum innovation required the purposeful creation of a language learning community in which students carried out tasks in pairs and small groups with chat partners from the other language group. To engage in the task activities the chat partners needed to share their knowledge and work together.

Pilot study

A pilot study was carried out during the school year of 2001/2002 in order to refine the research context and to develop an adequate research methodology and data collecting instruments. Of the 22 students in my class, ten were English-speaking second generation Korean-Canadian students and twelve were recent immigrant Korean-speaking students. Their ages ranged from 12 to 19 years old. The students were paired or grouped across language groups, and each pair or group carried out joint assignments involving cultural phenomena in Korea and Canada over the course of the year.

Participants provided transcripts of their conversations from real time chat activities for course assignments as a primary source of data. These data were analysed to determine outstanding linguistic and interactive features of chat discourse as well as for their content. Other sources of pilot data were students' self-evaluation

questionnaires of their L2 proficiency at the beginning and at the end of the school year as a measure of L2 proficiency and confidence. Before and after each chat activity, cultural vocabulary knowledge tests were administered, to gauge the growth of students' cultural vocabulary capacity. Essay writing assignments were collected as final products for each task. The teacher's field notes, focus group interviews and students' reflective notes were other data sources and these data were analysed to determine the students' attitudes toward the bilingual chat room activities in learning language and gaining cultural understanding of the other culture.

Pilot data showed that the students' self-confidence in their L2 proficiency increased over time. All 22 participants' scores on the cultural vocabulary tests, after having online chat activities with their partners, were notably higher than the scores before the activities. In their bilingual written essay at the end of each task, the students generally showed their understanding of main issues and concepts related to both L1 and L2 cultural themes. The students also demonstrated in their essays their ability to use the L2 cultural vocabulary they had learned from their partners, through online conversations.

Several important pedagogical issues were noted from the pilot study. One was student grouping. Many students showed greater participation and more positive attitudes toward the activities when they worked within a small group as opposed to working in pairs. They reported that when they worked in a group of three (mostly when the third person was a bilingual fluent in both languages) they felt more secure and comfortable, since another member provided a critical help when the other two failed to successfully negotiate meaning. Working with more than five students in a group,

however, seemed to cause difficulties in terms of turn taking, flow of conversation, meeting arrangements and equal participation. Students also reported that by working with an additional third member in a group, they could keep the conversation from slipping into the weaker partner's native language.

The second issue was the teacher's role in maintaining learners' motivation and autonomy. Even though the students became more autonomous over time, they often reported that they felt unmotivated during the activities because of the teacher's absolute absence. Since the students are not trained teachers, they were not able to provide explanations of certain grammatical or vocabulary usages when their partner asked. The teacher needed to help the students overcome these problems by communicating with them before and after their actual online conversations. Other suggestions by students were to add a discussion board to the activities as an alternative method for interaction, and to provide topics from more varied sources for related cultural themes. These issues aided the teacher in designing a more effective curriculum, in working out logistical procedures and in determining the theoretical framework and research questions for the study.

Participants

In the 2002-03 class in which the study took place, all 26 students⁷ whose ages ranged from 13 to 18 years old, agreed to participate in the study (See Appendix A & B for sample consent forms). Nine of the 26 participants were born in Canada or had

⁷ Three of total of 26 students were returning students who participated in the pilot study from the previous year. Since these returning students already had prior experiences and knowledge of the use of chat room discussions in learning language and culture and in peer-mediated learning, it was expected that some of them might present different data than the data from the new students who had not participated in the pilot study. Therefore the parts of the returning students' data related to 'changes' in terms of initial attitudes toward the tasks were treated differently.

immigrated as pre-schoolers, and thus had native or near-native proficiency in English. They attended the language program to improve their Korean. Within the Korean immigrant community in Canada, these participants were commonly referred to as "2nd generation." Of the remaining 17 students, 11 had been born in Korea and spent most of their lives there before they came to Canada as high school students. Within the Korean immigrant community in Canada, these participants were technically "visa students" but were referred to as "1st generation." Most of them attended the Korean school in order to earn high school credits for university entrance and as a social activity. There were an additional six students who were known as "1.5 generation." These students were born in Korea and accompanied their parents in their passage through immigration during the early stages of their lives (Choi, Cramley, & Nichols, 2001). For the purpose of this study, they were defined as those who immigrated during elementary school with their families. These 1.5 generation students were the ones who could be considered bilingual, in that they were all quite fluent in both Korean and English. They attended Korean school to maintain their Korean proficiency, concerned that they were losing their Korean since so much of their effort following their arrival in Canada had gone into learning English. In terms of L2 proficiency, all 11 Korean-speaking students were notably more fluent in English than the English-speaking students were in Korean, as confirmed by a diagnostic language proficiency test in September 2002.

Table 1: List of participants

Name	Gender (M, F)	Status (2G, 1G, 1.5G)	Strongest Language (E, K, B)	Length of stay in Canada
Bonny	F	2G	E	18 yrs
Tyson*	M	2G	E	16 ½ yrs
Mark	M	2G	E	17 yrs
Juliana*	F	2G	B	11 yrs
Esther	F	2G	E	18 yrs
Lily	F	2G	E	17 yrs
Ethan	M	2G	E	17 yrs
Samuel	M	2G	E	15 yrs
John	M	2G	E	15 yrs
Tom	M	1.5G	B	6 yrs
Dave	M	1.5G	B	6 yrs
Jeeyoung	F	1.5G	B	5 yrs
Soo	F	1.5G	B	7 yrs
Joon	M	1.5G	E	6 yrs
Younghee	F	1.5G	B	6 yrs
Dongjun	M	1G	K	3 ½ yrs
Jaemin*	M	1G	K	3 yrs
Hyung	M	1G	K	1 ½ yrs
Jongwan	M	1G	K	1 ½ yrs
Dongyung	M	1G	K	4 yrs
Jung	F	1G	K	2 yrs
Sang	M	1G	K	2 yrs
Kyungha	F	1G	K	1 yr
Hyukjun	M	1G	K	2 yrs
Kyujin	F	1G	K	2 yrs
Chul	M	1G	K	6 yr

All names are pseudonyms.

* denotes students who participated in pilot study.

F: Female (N=10)/ M: Male (N=16)

2G: 2nd generation students (N=9)

1G: 1st generation students (N=11)

1. 5G: 1.5 generation students (N=6)

E: English

K: Korean

B: English/ Korean bilingual

Research sites

The research was conducted at two different sites. One was in the classroom of the International Languages Program in Ottawa, and the other was the virtual online chat room.

The school. The International Languages Credit program offers language courses other than English and French to regular secondary school students for grades 9 to 12 (Levels 1-4) and to adults requiring language credits towards a high school diploma. Current graduation requirements recognize at least one credit in a third language. Due not only to these graduation requirements but also an increase in global awareness and an increasing desire of many secondary students and adults to learn the languages of the Canadian population, there is an increase demand for these courses. For example, language instruction in the Ottawa program is provided in over 40 languages: Arabic, Bulgarian, Dutch, German, Italian, Korean, Punjabi, Persian, Pilipino, Polish, Portuguese, Russian, Spanish, and Turkish courses are operated by the Ottawa-Carleton Catholic School Board under the Continuing and Community Education programs, while the Ottawa-Carleton District School Board administers Bengali, Bosnian, Cantonese, Dari, Finnish, German, Greek (Modern), Gujarati, Hebrew, Hindi, Japanese, Khmer (Cambodian), Serbian, Mandarin (Simplified or Traditional), Pashto, Somali, Spanish, Swedish, Tamazight (Berber), Tamil, Thai, Ukrainian, Vietnamese and Yiddish courses. Qualifications for International Languages Credit teachers include proficiency in the language being instructed, registration with the Ontario College of Teachers and a Certificate of Qualification or an Interim Certificate of Qualification, preferably in the Intermediate/Senior area.

Many schools, community centres and also even private home owners across the Ottawa region work in partnership with the school boards and rent their facilities for children to learn a new language for enrichment purposes. Korean credit courses operated by the Ottawa-Carleton Catholic School Board are offered at one of the Catholic high schools in central Ottawa area each Saturday from September to June.

The classroom. The classroom setting for both the pilot study (2001/2002) and the actual study (2002/2003) was that of a regular secondary school. Our classroom was located on the third floor with two other Korean language classes and a Spanish class. During the 20 minute mid-morning recess, students usually visit each other's class or gather in the corridor to socialize. Since we were renting the school building, there were certain restrictions on the use of some school facilities, for example, no access to a computer-equipped classroom or a multimedia lab. However, in the classroom, the teacher could control and have access to most facilities. The students' seating arrangement was thus constantly being changed according to the nature of class work (individual, pair, and group work, presentation with or without audio/visual aids). It was easy to modify the seating arrangements since each student had a portable desk and a chair. The Korean Community School Board provided a lap top and a projector for the class, so the entire class could use either the blackboard or the projector for content delivery. The teacher used both Korean and English as a medium of instruction.

During the classes, the teacher-researcher kept field-notes, she also administered pre- and post-course questionnaires and several tests during class time, including diagnostic language proficiency tests, self-assessments of L2 proficiency, and

vocabulary evaluations. The end-of-course focus group discussions were also conducted in the classroom.

The online chat rooms. The virtual chat room was another important research site for the study, where students 'met' with their conversation partners and carried out computer-mediated communicative activities related to each curriculum unit. Students' online chat transcripts and online interview data were collected from this virtual research site.

The main role of the chat rooms was to build and sustain a bilingual tandem language learning community online. The teacher consistently reminded the students that not participating in chat attending 'meetings' at the arranged time, not contributing to discussion, or not accepting their share of the workload could make the learning community fail. The teacher and the students together set up chat room rules based on the common chat site etiquette (known as "netiquette") used in most other online chat rooms. These rules included no swearing, no inadequate user names, no "flooding" (the repeated posting of the same message or posting of nonsense text that disrupts the chat) and no typing all in capital letters, since typing all in capitals was considered shouting and thus rude.

At the beginning of the pilot study, there were some students who played non-productive group roles in the chat rooms, for example, blocking the flow of conversation, expressing an aggressive tone of voice, dominating the conversation, or not being tolerant to time delays. However, over time, with minimal teacher intervention in the chat rooms, they began to play more productive roles by initiating topic-related discussion,

sharing information, making an effort to relieve tension between themselves and respecting other people's time.

Implementation of the curricular innovation

Successful implementation of any curricular innovation depends on certain conditions being met. Based on the pilot study results, the teacher realized that there were two simple but important requirements for the implementation of Internet chat in tandem. The first was an approximately equal number of students from each language group, each with a minimum level of comprehension (reading/listening) ability in the L2 from each language group in order to set up tandem learning pairs. In each pair, one would be a novice in Korean and Korean culture and an expert in English and English culture, and vice versa. The second condition is an appropriate CMC tool, in this case a chat tool which Internet users could use to locate and communicate with each other online in a simple, straightforward manner. Students in the pilot study all reported that they already used ICQ or MSN as a common chat tool with their friends, most on a daily basis, so these were chosen. In order to develop a learning context to support productive tandem chat learning for these students, specific challenges needed to be addressed. These included designing appropriate tasks and online activities, overcoming technical and logistical issues, creating effective learner groups and modifying the traditional role of the teacher. These are addressed in turn.

Tasks

During 2002/2003, there were 32 Korean school classroom sessions of 3.5 hours each, plus 12 required and optional chat homework sessions. The Internet Chat in Tandem homework assignments took the form of pairs or small groups of students from

each language group working bilingually on 'Chat activities' which supported theme related classroom units spanning several class sessions. These tasks were organized around cultural topics of interest to students which were identified during the first session of the year through the survey questionnaire and subsequent class discussion. Each involved a comparison across the two cultures, for example, the Korean Moon Festival (*Chu Suk*) for English-speaking students and Canadian Thanksgiving for Korean-speaking students, or the winter solstice celebration (*Dong Ji*) in Korea and Halloween in North America (see Appendix C for all topics). From these, the teacher selected a pair of related topics for each task and assigned the students to carry out related chat activities. Often too, they would become engaged in conversations on other topics – including current controversies such as interracial marriage or sex before marriage. Not surprisingly, these digressions led to some of the most interesting and engaged chat discussions.

As an initial classroom activity for each cultural topic, the Korean and English-speaking students, with the teacher's help, identified key concepts and terminology which would be helpful for their L2 partners in understanding their discussion topic. In addition, each language group prepared vocabulary lists for the other group. Between classes, the partners from each language group scheduled online discussions to help each other with topic-related class homework assignments. For each topic, students also collected resource materials for their partners between the classes. During the homework activities, they used Korean/English computers and keyboards to communicate with their partners, each writing in his or her L1, while reading their partners' contributions in their L2. During the last classroom session for that task, as a

final evaluation, they took the post-chat vocabulary test again and were strongly encouraged, as they felt ready, to write topical essays and give oral presentations in their L2 based on their online discussions. They prepared these final projects together during class sessions, correcting each other's errors, and assisting each other in preparation of the formal presentations. Except for one student, all the students tried to do their oral presentations in their L2 from topic 1 onward, even though they sometimes needed to switch languages and requested help during the presentation from their partners or teacher. In terms of the formal essay writing, they brought their L1 drafts to the classroom and tried to rewrite them in their L2. With occasional exceptions, most students wrote their essays both in their L1 and L2. Before submission, they reformulated their partners' L2 essays and together discussed the corrections and reformulations that they had made. Four weeks of Saturday classes were spent on each of the six cultural topics. Each theme-related task required four class-sessions and two chat room sessions out of class as well as an optional chat session, and included a sequence of learning activities in both settings. The detailed procedure of the task related activities is described below and the summary outline of the sequence of activities is also provided in Appendix D.

Task procedure. The sequence of activities for a topic, each covering four weeks of Saturday classes and homework between classes, was the following:

1. **Class session 1:** The teacher explained the task in detail and distributed a written outline of it both in Korean and English. She then assigned parallel topics to each L1 group: a topic related to Korean culture for the English speakers to learn about which the Korean speakers were to prepare, and a topic related to Canadian culture for

the Korean speakers to learn about which the English-speaking Korean-Canadian students were to prepare. All students then made individual lists of vocabulary (about 30 words) in their L1 that they considered important for their L2 counterparts to know in order to understand the topic. The students then met in the two L1 groups to discuss the lists, and with the teacher, finalized a combined list for the other language group. The teacher made copies of the two lists to evaluate each student's pre-chat knowledge of these culture-related words in his or her L2. For each word students were asked to write a short definition in their L1 and to write a simple sentence using the word, so that the teacher could determine whether and how well they knew the meanings of the words with respect to the specific cultural phenomena and hidden meanings of the foreign culture⁸. Students were then paired across languages by lottery for that task and grouped with additional bilingual student as needed for both classroom and chat room work. Members of each pair or small group then evaluated their L2 partners' vocabulary responses, in consultation with the teacher, who recorded the results. At the end of class session 1, each student received his or her marked vocabulary list to take home as a reference for the chat room homework for the week. These marked evaluations were collected with other materials at the end of each four week task for purpose of both instruction and research.

2. Chat session 1: Between class sessions 1 and 2, each group was assigned a chat room homework activity for a minimum of one one-hour session (groups often had more and longer discussions). The main purpose of the first chat discussion was for all

⁸ For example, a *pilgrim* should be defined not only as person who makes a journey to a holy place for a religious reason, but also as a type of historical figure who settled in North America, and who started the Thanksgiving tradition. Likewise, a turkey should be defined not only as a bird and a food, but also as part of a traditional Thanksgiving meal, with reasons why.

students to learn from their partner(s) about the words on their lists, so that they could correct and complete their vocabulary evaluation sheets. Their task was to ask their partners the meanings of the words that they were not able to define and use correctly during the in-class evaluation. This helped them prepare for the subsequent activities and for the post-task vocabulary test in week 4. After the chat room discussion, students printed out transcripts of the conversation for use in class session 2, and one group member forwarded the electronic transcript of the conversation to the teacher, who would analyse both the cultural content and language use as a basis for instruction in class session 2.

3. Class session 2: During the second class, students met in their groups to go over their transcript and reflect together on their chat discussion. They were asked to share with each other their reactions, problems, concerns and experiences from the discussion. One student took notes on this group reflection in a notebook provided for this purpose. The teacher then provided corrective feedback to each group and to the whole class on significant and consistent grammatical and spelling errors from the transcripts, and clarified concepts that had been poorly understood. The teacher also presented L2 exercises she had developed from the transcripts, which provided L2 practice and review of cultural information. These emphasized appropriate use of the words in sentences, and dealt with the most important grammatical and spelling errors. The exercises included a cloze test, correction of grammar and spelling errors, short reading texts in the L2, and L2 to L1 translation of short paragraphs on cultural connotations based on the students' conversations. At the end of class session 2, the teacher distributed discussion questions for the second chat room homework session.

These questions required students to find specific information on the assigned L2 cultural phenomenon such as its origin, how it had developed and changed over time, why people celebrated or commemorated it, what people did and how, and students' personal opinions related to the phenomenon. Students were also asked to do both online and offline research related to the topic and the assigned questions for their L1, as preparation for sharing their knowledge with their partners in the second chat room discussion. This involved collecting and making a portfolio of topic-related information, video or audio tapes, pictures, artifacts, magazine articles, and other documents in either L1 or L2. The portfolio materials were also to be displayed in class session 3 and as sources for oral presentations and written assignments for class session 4.

4. Chat session 2: Between classes 2 and 3, each group was asked to have at least one chat discussion. Its main purpose was for students to find answers to the assigned questions in their L2. They asked their partners these questions and developed adequate answers through tandem discussion. This time the chat discussions were necessarily deeper and more detailed, helping students to answer the questions and prepare for later oral and written assignments. After the session, they printed out their transcripts and one student sent a copy to the teacher.

5. Class session 3: The students brought their portfolios to share with the whole class in either L1 or L2, but generally in their L1. The first part of class session 3 was spent preparing brief oral presentations and writing a draft essay for the last class session on a topic assigned by the teacher. Group members worked together and helped each other in terms of reformulation, revision, and corrections. The second half of the class was allocated for hands-on activities exploring cultural events. Class

members watched short Korean and English films related to both cultural phenomena, read magazine articles, and looked through the pictures and artifacts from one another's portfolios during a "culture fair", so that they were able to see how culture is reflected and embedded in people's lives.

6. Homework session 3 (optional chat): Between class sessions 3 and 4, students prepared individually and with their partners for their group oral presentations and final essay writing. They were encouraged to work on a draft copy of the written essays in their L1 for class session 4. They were asked to audio-record their practice oral presentations and bring the tape to the next class. They were also encouraged to communicate with each other online and provide help as needed, but this time the chat room activity was voluntary. At the beginning of the year, students did not utilize this optional chat session as much as expected, however, over time more students tended to meet in the optional chat sessions to clarify things related to their homework, ask specific linguistic questions, and prepare presentations with their partners. Often, they met with friends other than their assigned partners or somebody else's partners for this session since it was optional and voluntary.

7. Class session 4: The students started their last class session for each topic by re-writing the post-chat vocabulary evaluation. Each group then performed its oral presentations for the class, covering the assigned parts of the topic. All students participated, and were encouraged but not required to use their L2 for this. Then, as a final product, each student wrote a brief final essay in class based on the draft version prepared during the chat sessions in the L1, and then if they wished in the L2. The rest

of the class time, was devoted to a reformulation task⁹. The task involved i) discussing a topic in the chat room; ii) writing, in their L2, an essay based on their L1 draft essay on the discussed topic; iii) helping their partner by reformulating (rather than correcting) the text that he or she had produced in language that a native speaker peer would use, and iv) after comparing the reformulated version with the original, discussing what they had changed in their partner's text, focusing on language rather than content this time, and why they changed it.

Technical and logistical issues

A successful implementation of a curricular innovation involving integration of technology heavily depends on the choice of 'right' technological tool. Within the broad definition of ICT, a computer-mediated communication (CMC) tool through the Internet, namely a chat tool, was employed to meet the requirement for implementation. Students in the pilot study all reported that they had used either *ICQ* or *MSN*, or both as the most common online chat tool with their friends on a daily basis. The students had talked with their friends on a daily basis using these synchronous CMC tools. There is no charge for registration and using *ICQ* or *MSN*.

Tool of choice 1: ICQ

ICQ was created in 1996 by four young Israelis who had observed the fast deployment of the World Wide Web, noticed the mounting popularity of surfing and browsing, and watched the growing number of people interacting with web servers. They realized something more profound. While millions of people had been *connected*

⁹ The reformulation task was originally advocated by Thornbury (1997) and modified and adapted by O'Rourke (2002) for his study. I followed O'Rourke's modified version of task procedure for my study, since its instructional techniques well fit into my curriculum innovation.

via web servers to one huge worldwide network - the Internet, those people were not *interconnected* with each other. The missing link was the technology which would enable the Internet users to locate each other online on the Internet, and to create peer-to-peer communication channels, in a straightforward, and simple manner. ICQ technology enables the user to seek his designated contacts and be continually informed of their on-line status. It enables the user to "dial" another user at his discretion, to alert him that he is being called, and if the call is accepted, to launch any kind of application over the established link. With ICQ, anyone can initiate online communications with anyone else on the Internet at any time, by text, voice, video or games.

ICQ description. In the *ICQ user's guideline* (ICQ Inc., www.icq.com, 2002), *ICQ* ("I Seek You") is introduced as 'a revolutionary, user-friendly Internet program that notifies you which of your friends and associates are online and enables you to contact them. . . Until now, the full potential of the Internet as a multi-user environment has not been realized. To date Cyberspace is primarily a world of millions of disassociated online computer users. ICQ takes advantage of new peer-to-peer and client-server technologies, to turn the Internet into a global inter-personal communication tool, more powerful than standard phone systems. This new product will enhance the Internet from a one-way data-retrieval tool, to a truly synchronous communication channel'.

ICQ does the searching for users, alerting them in real time when they log on. The need to conduct a directory search each time users want to communicate with a specific person is eliminated. With ICQ, users can chat, send messages, files and URLs, play games or just hang out with other fellow 'Netters' while still surfing the net. It lets users

choose the mode of communication they wish to employ. Regardless of the application, be it chat, voice, whiteboard, data conferencing, file transfer or Internet games, ICQ will get entire message across in real time. ICQ supports a variety of popular Internet applications and serves as a Universal Platform from which users can launch any peer-to-peer application (such as Microsoft NetMeeting or Netscape CoolTalk). It can also be used in a multiple-user mode, so groups can conduct conferences or just 'hang out' online. The program runs in the background, taking up minimal memory and net resources. While users work on other applications, ICQ alerts them when friends and associates log in, allowing them to work efficiently while maintaining a wide range of Internet functions. Among the functions available are: chat, message, e-mail, URL and file transfer. All these functions are organized in one easy-to-use program that integrates smoothly into desktop systems.

How does it work? When users install ICQ, the program asks users to register at a server, which is connected to a network of servers spanning the Internet. At registration, users receive a unique UIN (Universal Internet Number). In addition, ICQ gives them the option of entering personal information along with their UIN. This allows other ICQ users to recognize them when they log on. Once registered, users can compile a selected list of friends and associates. ICQ uses this list to find their friends for them. Meanwhile, ICQ waits quietly in the background without interrupting any other applications in use. As soon as users log onto the Internet, ICQ automatically detects the Internet connection, announces their presence to the Internet community and alerts them when friends sign on or off. Once users know who's on, they can click an icon to

initiate chat, implement URL transfers, send messages, exchange files, or launch any number of external peer-to-peer applications.

A free version of ICQ is available for download (for Windows 95 and WindowsNT 4.0 operating systems) from the company's web site (<http://www.icq.com>). The following steps indicate how to get started on ICQ¹⁰.

1. Download - The ICQ software, is only about 4mb, it's free and compatible with Windows environments as well as Mac, UNIX , Pocket PC & Palm OS. Find the appropriate version for your operating system from the ICQ Download Directory and follow the simple instructions. If you are new to instant messaging it's recommended to download the ICQ Lite-version, or switch to this version in the Main-menu of ICQ Pro.
2. Register - Get an ICQ number and fill in your details so that other ICQ users can recognize you and communicate with you.
3. Find Friends/Contacts - Find old friends on the ICQ Network by entering their name, e-mail address or ICQ number. Find new friends by searching by interest, country, language, age, gender etc. Once you have a person's approval, add them to your ICQ Contact List and start communicating.
4. Start Using ICQ - ICQ will alert you when your contacts are online and you'll be able to send and receive instant messages in real time. If a contact is offline, or if another method of communication is preferable, ICQ also enables you to make contact by email, phone, sms or paging.

Tool of choice 2: MSN

MSN is another type of instant messaging system based on text messages that users can send to other people who are online at the same time. The message is delivered immediately, and can be responded to immediately—just as in a face-to-face conversation.

MSN description. MSN Messenger provides multiparty text chat, file transfer, allowing partners to share files (including photo files) without the size constraints

encountered on most email systems. Windows Messenger (messenger.msn.com) for Windows XP has all the features of MSN Messenger plus a number of useful additional capabilities. For example, Windows Messenger can be used with a Webcam and allows users to see each other in a small video window while talking. Its video, while limited to a small video frame and moderate frame rates, was among the best of the programs reviewed and permits senders to monitor their own video in a corner of their correspondent's video image¹¹. Windows Messenger also provides several features beyond text, audio and video, and file transfer. These include remote assistance, application sharing, and a whiteboard. Remote assistance allows User A to give permission to User B to see and control User A's computer, which can be particularly useful for troubleshooting. Application sharing allows two connected users to share any application located on either computer so that, for example, the two connected users can work on the same document together. The whiteboard provides an environment for collaborative drawing and graphics creation.

The steps to get MSN started¹² are as follows:

Step 1. Register with MSN Messenger

If you have a Hotmail or MSN e-mail address, go straight to step 2. If you do not have a Hotmail or MSN e-mail address, you need to sign up for a Microsoft .NET Passport with your current e-mail address, or sign up for a free Hotmail account.

Step 2. Sign in

Before you can use MSN Messenger, you must sign in. Double-click the MSN Messenger icon at the bottom of your screen. Enter the e-mail address and password that you registered with Passport.

10 The guideline for downloading ICQ was directly quoted from the ICQ user guide at <http://www.icq.com>.

11 Even though most of the participants in the study had a Webcam feature (especially all the Korean visa students who used it for audio/video chat with their friends and families in Korea), this voice chat feature was not used during their homework chat sessions due to the specific purposes of this study.

12 The steps to get MSN started were directly quoted from <http://messenger.msn.ca/download/getstarted.aspx>

Step 3. Add friends and family to your contact list

Now that you've got MSN Messenger, you can connect to your friends and family who are online. Click Add a Contact. Type the e-mail address of your friend, family member, or colleague.

Step 4. Send an instant message

You can now start chatting. To send an instant message: Double-click a contact. When the conversation window pops up, just start typing.

It was fairly easy and straightforward to ensure that the students had one of these programs on their computer so that they could start the chat sessions. As mentioned, many had already downloaded either software program, and had been using it comfortably. The majority of the Korean-speaking students were using a regular English keyboard to type both English and Korean, since they had already memorized all the Korean keystrokes. However, it was a challenge, especially, at the beginning, for the English-speaking students to type in Korean. Many did not have a Korean keyboard, and it was hard for them to type in Korean because they had never done it before. So some of them would write the Korean characters on the corresponding English keys.

At the beginning of the implementation, there were a few problems in terms of setting up a suitable environment for bilingual chatting on the computers of some of the English students. While the Korean students already had a Korean version of the operating system which also supported English, most English-speaking students' computers could only be operated in English. Thus, they had to either run a separate Korean version of Windows or download a foreign character input program needed. For Korean character input, most of the students added 'Window Korean IME', which is already installed in most of PCs these days, to *Language Options* in their computer. In the *Control Panel* of their computers, there is *Date, Time, Language and Regional*

Options, then they click *Add other languages*, choose *Advanced tab*, and add Korean. The IME (Input Method Editors) program allows computer users to enter complex character or symbols using a standard keyboard (e.g., Microsoft Global IME¹³) without installing a separate Korean PC operating system. IME program can be easily removed or changed to another language. UnionWay¹⁴ is another foreign character recognition program that some of the students already had used. With the help of friends and parents, everyone's computer was set up to function in both languages within the first few weeks and solutions were found for those students who did not have Internet access or whose parents objected to Internet use at home.

Grouping and language usage

Based on her pilot study, the teacher-researcher found that the most crucial component in successfully implementing tandem learning that conformed to the principles of learner autonomy and reciprocity, was to set up effective chat groups for each topic. There were several issues in grouping like 'Should the students have the choice of selecting their partner? Or should the teacher have 100% authority to match partners to avoid conflict among them?' 'What about gender and age differences among the students?' Among these concerns, the most complicated but important issue in grouping was to decide between a '1+1' pairing strategy and a '1+2' grouping strategy. Traditionally, tandem learning requires only two participants in pairs with half their conversation ideally in L1 and the other half in L2. However, because of the following

13 More details about Window Korean IME can be found at <http://webhard.daewoo.com/jsp/hangul.html>, or Microsoft Korean IME <http://www.microsoft.com/downloads/details.aspx?FamilyID=5B0BF34F-2D58-4334-A1A8-0B3B43D474A6&displaylang=en>. Window IME is easier and faster to download than Microsoft IME, so the teacher recommended her students use Window IME.

14 Union Way's Asian Suite software (<http://www.gy.com/www/ww1/ww2/uniona.htm>) offers multilingual Windows applications allowing the use of existing English based software, such as Microsoft Word, to

learner characteristics of the class, the teacher needed to modify this 1+1 pairing strategy and balanced language use structure: 1) there were not always equal numbers of Korean and English speakers for each topic; 2) there was a large gap between the English-speakers' level of comprehension in Korean and the Korean students' level of comprehension in English that would result in dialogue only in the weaker L2, English; 3) the English students' level of writing in Korean, especially with a keyboard, was simply not good enough to sustain long conversations; and 4) above all, most of the English speakers had expressed concern that they did not feel ready to produce Korean yet. In addition to the learner characteristics of the class, the principles of comprehension-based second language teaching (Lightbown, 1992) also suggest that comprehension should precede production and that production should not be forced. According to its principles based on Krashen's input theory (1985), development of L2 comprehension skills and receptive language use will naturally allow a higher level of communication and will gradually lead to the development of productive language skills and. Productive use will gradually emerge with time in interactive situations. The teacher also strongly agrees with the principle which says learning takes place best when tension is minimal and when learners are comfortable (Lightbown, 1992). The goal of the chat exchanges in this context was to promote expert-novice collaboration in meaning construction rather than to narrowly promote L2 production or bilingualism of an individual student. The teacher guided them to focus on understanding the meaning of what was being said, in order to sustain conversations.

For these reasons, the teacher decided not to only group the students in 1+1 pairs, but in some cases to add a bilingual student as a third group member. The bilingual

process Asian languages, including Korean.

student would contribute to the group as a translator when a Korean-English pair had a large gap in L2 comprehension, as a mediator when there was a cultural misunderstanding, or as a facilitator in the expert-novice conversation. Based on the pilot study and the principles of comprehension-based second language teaching, the teacher also decided not to force the students to produce L2, but encouraged them to write in L1 and read in L2 during their chat sessions, and then produce L2 only when they felt ready.

The teacher's role

The teacher's role in implementing Internet chat in tandem was dynamic and multiple, and it required that she expand her traditional teaching role to include the roles of educational facilitator, social mediator, technical expert, and manager (Berge & Collins, 1995). In this study, once the logistical and grouping problems were dealt with, the teacher acted as an educational facilitator and social mediator as she focused on the careful selection and sequencing of tasks and provided ongoing encouragement for participation. Through the use of activities such as small group discussions, debates, and teacher-learner message exchanges, she was able to help learners overcome feelings of isolation within their online community. This often involved allowing exchanges that were unrelated to the course content. Being responsive in a timely manner to the students' questions and requests for help also made them feel that the teacher supported them in the task procedure. This support needed to be balanced, however, with the understanding that the teacher's intervention should be minimized at the content level so that learners could continue their authentic conversations without interruption and eventually become autonomous learners (Donaldson & Kötter, 1999).

La Ganza (2001) has described the appropriate teacher “presence” in an online language teaching environment as one which allows maintenance of learner autonomy by communicating to them that the teacher has them “in mind”. In this way, the teacher can exercise restraint in intervening at the level of content whilst helping learners overcome the challenges of isolation, facelessness, and the lack of identity within the online class.

The teacher also needed to pay special attention not just to the implementation of the innovation but to the complexity of the emotional relationships among the students. She had to be sensitive to the tensions between the different language groups and aware of the invisible wall between them. They were teens, so there was peer pressure in almost everything that they did. The teacher had to help them to build friendships among themselves before asking them to talk to one another. With time, students overcame their feelings of uncertainty by sharing their positions as experts in one language and novices in the other, each in turn being a teacher and at the same time, a learner in a technology supported discourse learning community.

Data collection

In order to understand the complex data drawn from the situated activities in the multiple contexts of the International Languages class, I employed multilevel data collection from eight different sources and instruments over one full academic year. These sources are described below.

1) *Transcripts from online conversations:* Transcripts from online conversations during participants' chat room homework session were the primary data source. These text files that included all texts that students produced during the chat sessions.

Between five to 12 transcripts per topic were received (see Table 2) for a total of 44 transcripts collected during the year. Transcript numbers varied according to the number of working groups and incidental factors, as shown in Table 2. Transcripts were automatically generated by the chat programs and at the end of each homework session one student emailed the group's transcripts to the teacher, with the consent of the group.

Table 2: Transcript data collected from each topic

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Total
Number of transcripts	6	12	6	5	7	8	44

2) *Pre and post course questionnaires*¹⁵: Revised pre and post course questionnaires (Appendix E, F, G & H), based on the pilot study, were administered to explore students' initial attitudes towards peer-mediated learning through the chat interactions and the related class activities, the use of CMC for learning a second language and gaining cultural understanding, and any patterns of change in these attitudes, beliefs and perceived experiences over time.

3) *Online Interviews*: Online interviews were conducted with all available students (five English-speaking, three bilingual, four Korean-speaking students) and after classes ended, in late June, to clarify and expand on issues and individual comments brought up during the school year.

¹⁵ Some parts of the post questionnaires were adapted and modified from Darhower's (2003) study on Bilingual Chat Community. The sample questionnaires were retrieved May 27, 2003, from <http://social.chass.ncsu.edu/%7Emldarhow/CMC%20and%20National.../chatevalform.html>

4) *Students' reflective comments:* During the focus group discussions at the end of the pilot study, several students had mentioned that they wished there had been an electronic message board for the class where they could write comments to other students as well as to the teacher and could respond to others' comments at any time. At the beginning of the main study, a student who was an experienced computer user volunteered to create a forum style message board for the class and successfully designed a web page for the class. Most students were motivated to write their comments on the message board most since the idea was initiated and implemented by one of their peers. In my role as teacher, I also encouraged the students to express their feelings, ideas and comments through email messages to me and during their online interviews with me. Student generated emails to both the teacher and their peers provided valuable information about their developing attitudes and skills, their language use, and specific challenges they faced.

5) *Notes from focus group discussions:* Separate focus group discussions with the Korean and English-speaking groups were held at the end of the school year, in which the students shared their interpretations of their year long experiences with chat room homework sessions and conversations with peers. Because each language group shared certain characteristics which were different from the other (e.g., their L1 and cultural background), it was important to have separate focus group discussions. Topics for the focus group discussions are provided in Appendix I.

6) *Self- assessments of L2 proficiency:* Pre- and post-course L2 self assessment questionnaires (see examples in Appendix J & K) for English and Korean¹⁶ were

¹⁶ The self assessment of English and Korean was an adapted translation of the Second Language Institute's English-assessment of receptive (listening and reading) skills, used for student placement in

administered to gain information about students' perceptions of their L2 proficiency at the beginning and end of the curriculum innovation. It was not feasible to administer proficiency tests as nothing appropriate exists for the second language learners of Korean. Previous studies have shown that self-assessment measures of language use ability such as this self assessment measure a combination of learners' ability to use the language in given contexts and their level of confidence in doing so (Clément, 1986). The validity of such measures varies, depending among other things on whether the learners have actually experienced using the language in the contexts cited.

7) *Field notes*: The students' behaviours were regularly observed by the teacher-researcher during classes and other student-teacher interactions and detailed field notes were kept on evidence of developing social relations and language use between members of the two native language groups during classroom activities.

8) *Other relevant documents*: Students' essays and tests dealing with the related topics were analysed for further evidence of their second language and cultural learning. For example, L2 Vocabulary Evaluations were administered before and after each cultural topic to determine and compare the level of vocabulary knowledge and related cultural understandings of the learners.

Data analysis

The purposes of the study were both to illustrate the language learning as a socially mediated process in a situated context and to examine the nature of peer-peer

language courses (LeBlanc & Painchaud, 1985). Sections on speaking and writing were adapted from the Post-Secondary French Study test battery (Wesche, 1993; Wesche, Morrison, Ready, & Pawley, 1990). The questionnaires present 64 statements about language use in different contexts involving listening,

collaborative discourse. This study tried to answer the following research questions; “How do online chat interactions and related classroom activities contribute to building a learning community?”, “In what ways do these online chat interactions mediate learners’ second language learning and their understanding of cultural practice?”, “What are the linguistic and interactional features of learners’ interactive discourse generated from tandem online chat discussions, which might promote second language and cultural learning?”, and “What are the learning outcomes in relation to learners’ second language learning and development of L2 culture awareness in this context?”. In order to examine the complex combinations of social, individual-cognitive and affective factors that are bound up in the phenomenon of collaborative discourse in computer-mediated communicative activities, thoroughgoing qualitative research must play an important role in such an analysis. However, employing single-mindedly qualitative methodologies while claiming to take a holistic approach to analyzing their dialogue risks missing important information which might be clarified through descriptive quantitative analyses (O’Rourke, 2002).

The theoretical concepts of the sociocultural approach framed the data analysis with regard to the overriding issues of my students’ discursive social learning, including development self-awareness, process of appropriation of words of others and expert-novice peer mediation for language learning. Sociocultural theory emphasizes that cognition is a situated social activity, thus cautioning us not to isolate the person from his or her actions and not to ignore surrounding contextual factors. In my research, findings and claims would be misleading if I looked only at my students’ interactions in

speaking, reading and writing skills. Students respond on a scale of 1 to 5. The Korean self-assessment was a direct translation of the English version by the teacher-researcher.

isolation without considering the social environmental factors such as chatting in a computer mediated environment. Also I should not look at their discourse in isolation as a mechanical analysis of a sign system abstracted from human action, without considering relevant psychological factors such as their feelings and attitudes towards using the other language interactively, use of the computer for learning and peer mediated learning. Sociocultural theorists further argue that the process of language acquisition begins in our social practices before it is internalized by our individual minds. This shifted perspective moves researchers towards examining the conditions for learning, for appropriation of practices, in any particular community and focusing on human behavior; students' learning experiences, which cannot be understood without reference to the meanings and purposes attached by these human actors to their activities (Norton & Toohey, 2002). My aim was then not to generalize my findings to other contexts, but rather to understand more fully the learning that occurred among my students within the situated activities. In summary, I designed my research primarily as an ethnographically based longitudinal case study following principles of action research and qualitative methodology in order to provide contextual information and identify non-linguistic as well as linguistic variables that existed in the context. I sought to gain rich insight into my students' behaviour, to understand the deeper perspectives captured through prolonged engagement and interaction among the students. Since human behavior patterns, such as those of my participants, are diverse and constantly evolving, recognition of the nature of qualitative research as emergent, rather than tightly prefigured with a fixed method and limited hypotheses, was crucial in capturing some of

these discursive processes. This approach also provided me with unanticipated outcomes throughout the research process.

The interactionist approach to second language acquisition has led researchers to increasingly look at language learning in more social terms, and to pay particular attention to the environment where language use occurs (Gass, 2002) as well as to learners' linguistic development during social interactions. The rich body of data from this research tradition has taught us a great deal about the nature of interactions among language learners and between language learners and more proficient speakers. As evidenced in the findings of the second language research following the interactionist approach, learners and their interlocutors actively negotiate through language in order to achieve mutual understandings when engaging in problem-solving tasks, and these negotiations provide learners with opportunities to develop their linguistic abilities. I found the appropriate methodology for such activity to be *focused description*, broadly within the discourse analytic model (Larsen-Freeman & Long, 1991). Within this I chose the interactionist framework within SLA to theorise the nature of my students' interactions, to look for interactionist moves within their conversation and to classify them. This detailed analytical framework, was used to seek evidence of interactional language features in which meanings were negotiated and language adapted for language learners in ways that have been shown to facilitate language comprehension and learning (Larsen-Freeman & Long, 1991; Long, 1996; Mackey, 1999, Gass 2002).

The issues discussed above thus led me to design my study employing fundamental principles of qualitative methodology and, at the same time, trying to add more detailed analysis of learners' linguistic behaviours. Likewise, I found it useful to

present descriptive statistics, using paired samples t-tests in certain cases, to summarize findings based on quantifiable self report data. A holistic approach was used in analysing the rich body of data from transcripts and multiple other sources. Through these sources I was able to explore the complex relational possibilities between the learners and the learning activities, as well as their language use within situated activities which occurred over a 10-month period. The multiple data sources allowed me to triangulate the findings to identify both convergence and complementary practices (Mathison, 1988). Also, the longitudinal design of the research, in keeping with sociocultural practice, as well as detailed examination of linguistic and interactive features of students' peer-peer dialogue in computer-mediated communicative tasks, allowed me to study processes of both language acquisition and language socialization over time (Kramsch, 2002).

Analytical procedure for transcript data

Discourse analysis was the primary analytical approach for the transcript data, which were main data sources for the study. According to Hatch (1992), discourse analysis is "the study of the language of communication –spoken or written. The system that emerges out of the data shows that communication is an interlocking social, cognitive, and linguistic enterprise. . . There is no agreed upon set of analytic procedures for the description of discourse. The units and processes defined in an analysis depend on the goals of the study. " (p.1)

The specific goal of this research was to identify and examine the outstanding features of my students' online chat interactions in a tandem learning environment and their contributions to the students' developing knowledge in their second language and

their understanding of cultural practice. Therefore, I chose to first follow the process of content analysis, as one type of discourse analysis, for analyzing the discourse content from the transcripts of chat room conversations, open answers in questionnaires, online interviews, students' email correspondence, and notes from focus group discussions. A more focused analytical procedure based on interactionist approaches to second language acquisition was then utilised for a closer look at interactional language features which supported effective communication in students' online chat discussions.

The transcript data were analyzed in cyclical fashion following the standard qualitative data analytic procedures suggested by Marshall and Rossman (1999). As a first step, the voluminous online chat data were organized into files corresponding to the task number and the group identification letter for the topic. For example, file 1A consisted of the transcripts from the chat discussion on topic 1 from the group A which indicates one of the randomly paired or grouped students. The interview data and students' emails were filed according to the date.

Much of the work in category construction was done by looking for recurring regularities and evident patterns related to the research question and the theoretical framework (Miles & Huberman, 1994). I also utilized categories which I had developed during the pilot study. Within the identified categories, certain themes emerged. For example, one category identified as "Appropriating the words of others" included the following themes: "Korean honorific discourse" and "Chat jargon". I then sought and selected excerpts or segments which best fit the themes under the categories. As the categories and themes were confirmed in the data, representative codes were derived from the data as each related to the research questions. This repetitive, inductive

analytic procedure allowed me to search for alternative plausible explanations, to establish emerging themes and to create linkages between them which might include individual characteristics, characteristics of subgroups, or social relations amongst the participants. The coding categories were continuously re-examined and refined in order to evaluate the plausibility and the usefulness of the emergent understandings. As a consequence, I sometimes encountered new themes arising from the data analysis procedure when I had already identified major categories and themes in the data. Then, I created new codes for those concepts that emerged. In cases where individuals or subgroups within the main groups showed clear divergence from the main patterns identified, I represented this information by developing new categories and seeking possible explanations as well.

An additional discourse analysis based on interactionist tradition in second language acquisition sought evidence of interactional language features. This additional and more specific analytical framework was needed to explain specific language learning outcomes, to further specify the nature of online chat discourse which supports particular aspect of L2 learning. For example, through this focused analytical procedure, it was possible to identify and describe the evidence for interactional language features and modification made by more proficient speakers for language learners which facilitate language comprehension and learning.

Analytical procedure for non-transcript data

Frequency counts and summary descriptive statistics were calculated, as appropriate, for the questionnaire responses that were relevant to the research questions. Graphs and tables were generated to report descriptive findings.

Questionnaire results were also used to identify subgroups of students for further focus group discussion and interviews at the end of the year.

The results of students' pre and post-course L2 proficiency self assessments were calculated and quantified overall, and total scores were compared to determine any changes in terms of students' perception on their L2 proficiency over the year. The Vocabulary Evaluations given before and after each topic were analyzed to determine the extent of vocabulary learned in relation to a given topic and set of interactions. Other classroom artifacts and related data sources were drawn upon when they seemed to shed further light on issues raised by the primary data source.

I repeated this analytic inductive procedure several times, trying to develop an understanding of how knowledge was constructed over time in this technology-supported learning community. The analyzed data are reported in the findings mainly in the manner of qualitative data representation, namely description and interpretation, responding to each research question. Where possible and appropriate, I also present descriptive statistics to demonstrate learners' specific language learning outcomes and their year long learning experiences. Quantitative descriptive data are thus presented regarding growth of self-confidence in L2 use, vocabulary learning, and changes over time in their attitudes and perceptions, as reported in the questionnaire data and other related course materials such as tests and essays.

Limitations

This study was based on the experiences of 26 students while enrolled in an International Languages Program in Canada. The findings described here represent the results of these students' participation in one year of research project. The research

context was characterized by several unique features which were specific to the participants, their learning context and the teacher-researcher. The participants were all of Korean ethnicity and were adept computer users. The findings drawn from this particular context with particular group of students cannot be generalized in other second language teaching and learning situation. For this reason, I have provided detailed description on the context and the methodology of this study, so that it can be helpful for readers in deciding whether or how much of the findings reported here are relevant to their own contexts and situations.

CHAPTER 5: FINDINGS

The study was guided by the following research questions:

- How do online chat interactions and related classroom activities contribute to building a learning community?
- In what ways do online chat interactions and related classroom activities mediate learners' second language learning and their understanding of cultural practices?
- What is the nature of collaborative peer-peer dialogue in online chat rooms?
- What are the learning outcomes in relation to learners' second language learning and development of L2 culture awareness in this context?

The findings report on the outcomes of a thematic, task-based curricular innovation in which paired Korean and English-speaking peers, each learning the other's language, collaborate on chat homework assignments and related classroom activities. Examination of the students' online collaborative chat interactions and related tandem classroom discussions, in which the tandem partners acted in turn as both experts and novices, reveals how collaborative peer-peer dialogue supports knowledge-building within this cross-linguistic learning environment. The data show how these students were able to learn and teach contextually meaningful and appropriate linguistic and cultural behaviour through socially mediated actions, using online peer-peer collaborative dialogue, the computer and CMC software, and tasks as meaning-making resources within their own cross-linguistic learning community. The findings show that the online chat interactions contributed to the establishment of a community of learners

and mediated effective second language learning, including vocabulary learning which was an important learning outcome for both groups.

Building a learning community through collaborative peer-peer dialogues

This section explores how collaborative peer-peer dialogues as a mediational tool that fosters building a learning community. According to Vygotsky (1978), language is the main tool used to mediate knowledge construction. Peer-peer collaborative dialogue, which occurs when learners encounter problems, attempt to provide assistance to each other, and participate in collaborative problem solving, has particular significance in the learning process. This process of collaborative dialogue not only mediates second language learning (Swain et al., 2002), as will be discussed in detail in the later sections, but also contributes to building a sense of membership in a knowledge building community in the classroom (Dantas-Whitney, 2003).

The collaborative dialogue that occurred in both the online chat rooms and the classroom enabled my students to gradually establish a shared perspective on both online and classroom task activities, build social relationships among themselves and eventually feel part of a knowledge building community. I will first present findings on my students' and their parents' initial attitudes, perceptions, and expectations regarding peer-mediated learning in tandem online chat community and changes over time in order to provide an overview of their year-long experiences with formation of a learning community and development of community membership.

Initial attitudes and perceptions and changes over time

Students' attitudes and perceptions

Data on students' attitudes and perceptions towards peer-mediated learning in tandem online chat community came from the following sources: the student pre- and post-course questionnaires (September and May), the students' emails, the post-course focus group discussions with the teacher, and transcripts of chat room sessions. The questionnaires provided overall data about the students' and their parents' perceptions of the value of online chatting and of learning through tandem chat homework, while the other sources, such as transcript data of students' online conversations and interviews provided more detailed examples. Findings are presented below in the following order: 1) students' attitudes and perceptions towards learning from peers in tandem chat activities at the beginning of the course and at the end, including specific aspects they liked and did not like, 2) students' perceptions of the usefulness of tandem chat homework for language learning in general and for vocabulary learning at the beginning and end of the course, 3) parental attitudes toward internet chatting as reported by the students at the beginning and end of the course.

Pre-course questionnaire data (N=21). The pre-course questionnaire included multiple choice and open-ended questions and Likert scale questions¹⁷, organized around four themes (see Appendix E, F, G & H for sample questionnaires). Part One included questions on 'general participant information', Part Two included questions on their 'computer uses in general' and Part Three included questions on their 'previous

¹⁷ An answer scale, usually with a range of 5 ordered categories, e.g. Strongly agree - Mildly agree - Neutral - Mildly disagree - Strongly disagree. The participants in this study reported that they interpreted 'Neutral' as 'so so'.

and current chat experiences'. In Part Four, particular questions covered their initial attitudes and perceptions on peer teaching and learning through chat activities.

Descriptive statistics for Korean and English speakers' group responses to selected pre- and post questionnaire items are provided in the following tables.

Pre-question 1 and 2 (see Table 3) asked about their attitudes towards peer teaching and learning.

Pre-question 1: I trust my partner's L2 teaching ability or knowledge.

Strongly disagree 1 2 3 4 5 Strongly agree

Pre-question 2: I am glad I can teach my partner my own language and culture and also can learn their language and culture.

1 2 3 4 5

Table 3: Attitudes towards peer teaching and learning

Questions	Korean (N=13)		English (N=8)	
	Mean	S.D.	Mean	S.D.
Pre-Q1. I trust my partner's L2 teaching ability or knowledge.	4	.91	3.4	.52
Pre-Q2. I am glad I can teach my partner my own language and culture and also can learn their language and culture.	4	.76	3.8	.89

As shown in Table 3, overall, both Korean-speaking (N=13) and English-speaking (N=8) students showed that they tended to trust their partners' L2 teaching ability or knowledge from pre-question 1 (4 out of 5 for the Korean-speaking group and 3.4 out of 5 for the English-speaking group) and held positive attitudes towards peer teaching and learning from pre-question 2 (4 out of 5 for the Korean-speaking group and 3.8 out of 5 for the English-speaking group). In responses to pre-question 2, there were no answers below 3 from either groups' responses; i.e., all their answers were between neutral and very positive. In their responses to pre-question 1, students in the two linguistic groups

differed somewhat with respect to trust in partners' L2 teaching ability, with Korean-speaking students, although heterogeneous in their responses, tending to report more positive attitudes toward peer teaching and learning than English-speaking students.

Pre-questions 3 and 4 asked about the students' learning expectations from their partners in the classroom as well as in the chat room. Figure 1 illustrates that students from both groups had high expectations for learning L2 vocabulary and L2 grammar from their partners during both classroom and chat room activities. The data from pre-questions 3 and 4 did not reveal overall group differences in terms of their learning expectations, however, they suggested different shared expectations from the two groups depending on which learning context they were in, the classroom or the chat room. For example, more respondents in both groups reported that they expected to learn how to read and write from their partners during the chat room activities than from the classroom activities. What they expected to learn from their partners during the classroom activities but not the chat room activities were speaking, pronunciation and culture. Interestingly, only one student out of 21 expected to learn about L2 culture from his or her partner during the chat room activities while nine students expected to learn about L2 culture mainly during their classroom activities.

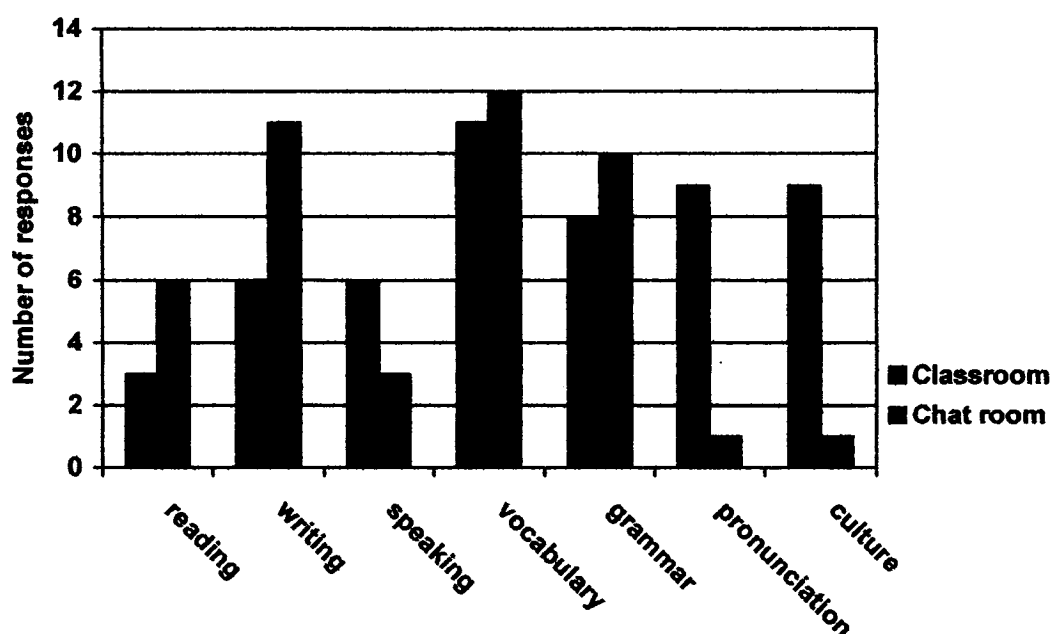
Pre-question 3: What do you think you can learn from your partner in the classroom?

- | | |
|--------------------------------|--------------------------------|
| 1) ____ How to read in Korean | 2) ____ How to write in Korean |
| 3) ____ How to speak in Korean | 4) ____ Vocabulary |
| 5) ____ Grammar | 6) ____ Pronunciation |
| 7) ____ Korean Culture | 8) ____ Other |

Pre-question 4: What do you think you can learn from your partner in the chat room?

- | | |
|-------------------------------|-------------------------------|
| 1) ___ How to read in Korean | 2) ___ How to write in Korean |
| 3) ___ How to speak in Korean | 4) ___ Vocabulary |
| 5) ___ Grammar | 6) ___ Pronunciation |
| 7) ___ Korean Culture | 8) ___ Other |

Figure 1: Initial learning expectations from both groups (N=21)



Pre-questions 5 and 6 asked whether students preferred using computer-mediated communication, namely chat or emails, to face-to-face conversation or phone conversation when consulting with their friends or teachers in their L2.

Pre-question 5: Using chat or email is easier and more comfortable than face-to-face or phone conversation to consult something with my friends in my L2.

1 2 3 4 5

Pre-question 6: Using chat or email is easier and more comfortable than face-to-face or phone conversation to consult something with my teacher in my L2.

1 2 3 4 5

Table 4: Attitudes towards using computer-mediated communication

Questions	Korean (N=13)		English (N=8)	
	Mean	S.D.	Mean	S.D.
Pre-Q5. Using chat or email is easier and more comfortable than face-to-face or phone conversation to consult about something with <u>my friends</u> in my L2.	2.8	1.34	2.8	1.28
Pre-Q6. Using chat or email is easier and more comfortable than face-to-face or phone conversation to consult about something with <u>my teacher</u> in my L2.	3.0	.91	2.0	.76

The most popular response to both pre-questions from the Korean-speaking group was 3 (neutral), 6 out of 13 respondents for question 5, and 9 out of 13 respondents for question 6, mostly because they did not see any difference between the two modes of communication. However, four Korean speakers reported that they preferred face-to-face talk to chatting when talking with their friends in their L2 (English), because they reported “while chatting, there is no emotion, no body language”, and “it takes too long”. In contrast, three other Korean students said chatting was their preferred communication method for communicating with their friends. The reasons were that they had time to think about what they were going to say while chatting, they used computers all the time, and one student mentioned he liked chatting better than talking to his friend in English because his spoken English was not good.

English speaking students' answers to question 5 were quite heterogeneous, but their answers to question 6 showed a clear tendency to prefer face-to-face conversation

over chatting when consulting about something with their teacher. None of the English-speaking students preferred chatting to face-to face talk when consulting with their teacher in Korean, while Korean-speaking students held a neutral opinion. One of the reasons given by English-speaking students was that 'it is better to talk things out with your teacher than depending on technology.' When consulting with their friends, though, three English-speaking students preferred chatting to face-to face conversation because it was less tiring and, similarly to the Korean students' responses, they had time to think about what they were going to say in a proper way during chatting. Four English-speaking students also mentioned that even though they liked to chat using their first language, they did not like chatting in Korean. Reasons given were that typing in Korean is 'less comfortable' or 'more of a hassle' for them: 'it takes longer to type in Korean so it's easier to say it.' As mentioned in Chapter 4, the students were not required to produce (type) in their L2 unless they were ready and felt like doing it. The teacher agreed that one's ability to type in L2 should not be considered and evaluated as their L2 production ability for the purposes of her study, even though it was an important and useful skill for them to develop. Nonetheless, most English speakers practiced and improved their typing during the course.¹⁸

Initial problems. The teacher¹⁹ believed that it was important to help the students to solve all their technical and other logistical problems to support their initial positive

18 The English-speaking students' improvement of their typing skills in Korean will be reported on in the later section.

19 While presenting findings, I alternate my voice between the teacher and the researcher. When I describe my actions in the classroom, I use the first person to represent my role as a teacher. However, I use third person to refer to the teacher and the first person to refer myself as a researcher, when I adopt the researcher's voice.

attitudes towards peer learning through online collaborative dialogue, because such problems could negatively influence their further experiences with the activities. Since they could have a direct impact on the establishment of a successful learning community, these issues should be taken care of before beginning online computer-mediated communicative tasks. Figure 2 presents several email messages from students who were trying to make their computers functional for the tasks at the beginning of the year to illustrate this process. With the help of classmates, the teacher and parents, everyone's computer was set up to function bilingually within a few weeks. A few students did not have Internet access at all, and in three other cases, Internet use at home was sometimes banned by parents who worried that their children were 'addicted' to chatting. In some of the cases, students used an Internet Café or PC room; in others, the teacher solicited parental cooperation so that students could work at home.

Figure 2: Students' experiences in difficulties in setting up a suitable bilingual chat environment

Ethan's experiences
October 2, 2002 "this is ethan. i downloaded korean IME but i still cant see korean in the icq screen. Please help me. October 3, 2002 Im trying to download MSN right now but i my bwoser wont load the msn website. Im trying to get it from a different source but it wont download. What should i do now? i dont think i will be able to use my sister's computer because she has to do it too.
Esther's experiences
October 11, 2002 'm having some problems with my assignment. First of all, i am having problems downloading a korean program, and i am guessing it will take another day or two. October 18, 2002 my computer is really old, and really slow (i bought it for 25 dollars), so i was only able to download part of unionway. Also the chat-mode was unavailable for icq, so my partner and I had to do our assignment through regular icq. Although it isn't exactly real time chat, the time delay was only a few

minutes, so we thought it would be all right.
October, 20, 2002 We spent about a half hour trying to get the icq working, and therefore I have cut that section out. The attached is the topic related discussion.
Hyung's experience
October 17, 2002 선생님 안녕하세여... [<i>Hi teacher</i>] 저 한글학교에 형인데여... [<i>This is Hyung from Korean school...</i>] 오늘 한 한시간동안 톨하구 msn 이나 icq 루 하려구 했는데 그게 안되더라구요... [<i>For an hour, I tried to do msn or icq with Tom, but I was not able to.</i>] 톨이 한글로 이메일같은건 쓰거나 볼수 있는데 msn 이나 icq 로는 그게 안된다구 하더라구요.... [<i>Tom said he can write and reach emails in Korean, however he can't chat in Korean in msn or icq.</i>] 그래서 지금 저희에게 할 방법이 생각나는게 없거든요... [<i>I can't think of any other way to do it.</i>] 혹시 선생님께서 조언이나 해결방법 같은게 있으신지 해서 이메일 보내는거거든요... [<i>I am sending this email to ask if you have any other suggestions or solutions.</i>]
Juliana's experience
September 30, 2002 안녕하세요 선생님.. 저 줄리아나 인데요.. IME 다운로드 했는데요 ICQ로는 안돼요.. 그리고 규진한테 메일을 못보내요.. 주소가 잘못댄것 같아요.. 숙제를 어떻게 해요? 정이도 짜궁이 인터넷이 없어서 못한다고 했는데... [<i>Hi, teacher, This is Juliana...I downloaded IME but I can not do ICQ. And I can not send Kyujin an email. I think I have a wrong address. How can I do the homework? Jung also said she can not do the homework since her partner does not have an Internet connection.</i>] *For all excerpts from the transcripts, the exact text is given in both Korean and English. All names are pseudonyms. Korean texts translated in English by the teacher are in italics and placed between square brackets.

Difficulty in arranging meetings with partners was one of the logistical problems that all the students faced that might affect their attitudes in a negative way especially students whose initial attitude towards learning from peers through chat tasks was negative and learning expectations were low.

Ethan's email to the teacher, October 11, 2002

my other problem is my partner, Kyu-Jin, never goes on icq or even checks her e-mail. i've e-mailed her and talked to her, but i am not getting any response. this is why i will be handing my dialogue in late.....i'm very sorry.

Another example was Samuel, a second generation English-speaking Korean-Canadian student who attended Korean school mainly because his parents forced him to. He expressed particularly negative attitudes towards almost everything happening in Korean school, and his participation and class contributions were not up to the

curriculum standard, and he was not very cooperative on the 'chat' tasks. His emails early in the year showed his negative attitude and no interest in the tasks. One of them, in fact, showed that he did not want to receive any mails from his classmates.

Samuel's email to his classmate

September 5, 2002

Um, i don't care whether someone's dialogue is good or bad.
every dialogue looks crappy to me stop flooding my inbox

September 7, 2002

ok, i'll flood your damned inboxes

It was difficult for his partner to arrange chat meeting time with him. His Korean-speaking partner expressed his frustration in his email to the teacher:

Hyung's email to the teacher, September 12, 2002

선생님 안녕하세여 저 형이에여.... [*Hi teacher, this is Hyung.*]

어제하구 오늘 Samuel 이랑 얘기 해보려구 했거든여... [*I tried to talk to Samuel yesterday and today.*]

제가 메일두 보내구 읽은것 같은데두 답장두 없구 [*I sent several emails and I am sure he read them, but he does not respond.*]

ICQ 에 들어왔길래 말걸어봐두 대답두 안하네여... [*One time, he came to ICQ chat room and I invited him, but he did not accept it.*]

진짜 이젠 짜증나다 못해 한글학교 드롭할 생각까지 드네여.... [*I am so frustrated that I want to drop the course.*]

도대체가 할생각두 없는애를 데려다가 같이 하려하니 못하겠네여... [*I can not do this with him who has absolutely no interest in doing this.*]

진짜 고민되서 메일 보냅니다....[*I am sending this email to you because I am so concerned.*]

However Samuel's interest and participation in this task grew and his attitude changed positively after he was paired with a more supportive and efficient Korean partner.

Samuel's email to the teacher, November 5, 2002

samuel here, anyways... the girl who sits left of me in class, i think her name is young-hee, she is Esther's partner, can you get me her (young-hee's) e-mail address? (preferable her msn one (@hotmail.com). thx. she's really helpful in

korean. deserves a million credits, if there were that many to hand out. thx! bye
bye

Samuel's email to the teacher, November 8, 2002

Hi Mrs. Teacher, guess what! i did one dialogue!

Samuel's email to the teacher, November 14, 2002

Hey! 2nd dialogue done, Samuel and Younghee here.

Even though this was an extreme case, most students' initial attitudes towards peer teaching and learning were positive. Students trusted their partners' ability to teach L2 and L2 culture, and they had specific learning expectations from their partners during the task activities both in the classroom and the chat room. With these initial positive attitudes, once the system requirements were met, and their first meeting arrangement was set up, most students were eager to begin. They then started to carry out the bilingual chat activities autonomously and became proud of their ability to do so.

Post-course questionnaire data (N=21). At the end of the year, when the students were asked about their reactions to chat activities with their partner(s) for learning L2 and culture, both groups reported mostly positive experiences, citing many of the same reasons but with some group differences. In response to *post-question 1*, fourteen of 21 students (nine out of 13 Korean-speaking students and five of out of eight English speakers) reported positive reactions to the chat assignments. One Korean speakers reported negative reactions. The remaining six students reported either neutral reactions (two Korean speakers) or mixed feelings (four English speakers). Those who gave specific reasons for liking the tandem chat activities mainly cited their value for learning from each other and for learning the other language, as shown in

Table 5. Logistical difficulties such as poor computer equipment or problems in meeting arrangements with partners were the main reasons given for not liking or having mixed feelings about chat activities.

Post-question 1: What is your experience with chatting with your partner(s) for school assignments to learn Korean language and culture during the year?

I liked it, because _____
 I did not like it, because _____
 Other _____

Table 5: Student experiences with tandem chat activities

Korean speakers (13)	English speakers (8)
I liked it (9), because We could make friends in such a natural way while learning English and how to talk properly. (2) There are lots to learn from each other. Chatting has features which are both efficient for learning and fun. "We can learn from each others' different culture and customs." "I just love chatting no matter what." "I could improve my typing skill."	I liked it (5), because "I learned what they are like with comparison to me." "I learned more vocabulary and it helped my writing." "I must understand in order to reply and I learn more vocabulary." "I think I learn from it, like more Korean language, if the other person is good."
I did not like it (2), because I have a bad Internet connection and most of all I am not good at the computer. "There are limited topics that we can talk about on Canadian culture. I think it is better to study dealing with broader and more various topics."	I did not like it (0), because
Other, neutral (2) I don't have any preference in the ways of learning; I do not care.	Other, mixed feeling (4) Sometimes, I like it, but sometimes it is hard to even contact my partner.

	"A mix of both hate and like.... It is frustrating sometimes."
--	--

* Conventions: Comments in this and the following figures have been minimally edited for clarity and brevity. Direct quotations are indicated with quotation marks. Numbers of respondents are indicated in parentheses.

Post-questions 2 and 3 asked whether they thought they learned about the L2 culture from their chat partner(s) from chatting, since at the beginning of the year only one student expected to learn about culture in the chat room. Their average group answers to these questions related to cultural learning from their partners during chat room activities ranged between neutral to agreement (3.2 to 3.8).

Post-question 2: I learned about L2 culture from chatting with my chat partner(s).

1 2 3 4 5

Post-question 3: I understand the relationship between some aspects of Korean culture and Canadian culture from chatting with my partner(s).

1 2 3 4 5

Table 6: L2 culture learning experiences from their chat partner(s) from chatting

Questions	Korean (N=13)		English (N=8)	
	Mean	S.D.	Mean	S.D.
Post-Q2. I learned about L2 culture from my chat partner(s) from chatting.	3.2	.90	3.8	.89
Post-Q3. I understand the relationship between some aspect of Korean culture and Canadian culture from chatting with my partner.	3.3	1.32	3.8	.71

Open-ended post-questions 1 and 2 probed what students liked *most* and *least* from the chat activities. This yielded more specific information, as shown in Tables 7 and 9. When asked what they liked *most* about the chat activities, the answers from both groups emphasized its value for language learning and opportunities for social relations and friendship. Also cited were the value of improving one's typing in the second language and issues of convenience and "easy work".

Table 7: What students liked most from the chat

Open-ended post-question 1: What did you like the most about the chat?	
Korean students' responses	English students' responses
Language learning (vocabulary and in general) (4)	Language learning (reading and in general) (3)
Social contact / friendship: developing good friendship through chatting; "sharing each other's stories" (4)	Social contact / friendship (2): making new friends; being "able to talk with a Korean guy"
Improvement of typing in English	Improvement of typing in Korean (2)
Challenge: "I was able to prove that I did that"	Convenience: "we don't have to meet"

The issue of typing was dealt with specifically in *post-question 4*. As shown in Table 8, for most English-speaking students, improvement of their typing skills in Korean was a valued learning outcome from chatting (6 out of 8 students answered with 3 or above), since their poor typing skills in Korean at the beginning of the year was one of the main reasons why they had preferred face-to face conversation for consulting with their Korean partners.

Post-question 4²⁰: I did not know how to type in Korean before, but now I know because I learnt how to type in Korean throughout the course.

1 2 3 4 5

Table 8: English-speaking students' improvement of their typing skills

Question	Korean (N=13)		English (N=8)	
	Mean	S.D.	Mean	S.D.
Post-Q4. I did not know how to type in Korean before, but now I know because I learnt how to type in Korean throughout the course.	1.7	.85	2.9*	1.36

20 This question was not applicable to Korean-speaking students since all of them reported in the pre-course questionnaire that they already knew how to type in English and were comfortable with it. However, they answered the question and their responses are provided in Table 8 for reference.

* The mean of 2.9 reflects the fact that the other two English-speaking students who already knew how to type at the beginning of the year marked 1.

When asked what they liked *least*, most of the Korean students and several English speakers cited difficulties in arranging meeting times while a few of the latter did not like the tasks or chatting.

Table 9: What students liked least from the chat

Open-ended post-question 2: What did you like the least about the chat?	
Korean students' response	English students' responses
Difficult to set up the meeting time and meet the partner for the chat activity (6) "Since my typing in English is too slow, chatting irritates my eyes."	People not coming online on time (3) Homework (2) "Other chat boxes distract you"; "other friends bugging me online" (2) That we just talked without rules, like no limit to topic, etc "The 'CHAT'"

Time issue. Some of the Korean students complained that having bilingual conversations with peers online was too time consuming, especially when both partners' second language proficiency level was low. They needed to ensure that they understood what their partners were saying in their L2 in order to keep the conversation going. Taking extra time to look up words in the dictionary or to revise their responses was seen as beneficial by some students, but the time requirements for the chat assignments were problematic for some, particularly at the beginning of the year, as shown in the chat excerpt below.

Conversation, Topic 1, Week 3

Samuel: This conversation has been taking a lot of time, because i was using my dictionary to understand every korean word you have said in this conversation. I have used a lot of my time for this Korean assignment, i must be very devoted to Learning korean. But i must go now, This conversation has taken far too long.

Dongjun: 맞아 서로 알아듣느라고 너무 오래끌었다 [*Yes, I agree. We took too much time trying to understand each other.*]

Samuel: I'll cyah at saturday school

Dongjun: 알았어 [OK]

****Conventions for examples from online transcripts:** The exact text is given in both Korean and English. Korean texts translated in English by the teacher are in italics in square brackets.

In *post-question 5*, students were asked to report their perceptions regarding gains in confidence using their L2 during their year-long experience in learning through chat activities in the course. All English-speaking students reported their agreement (with 3 or higher) that they felt more confident communicating in L2 because of the chat while Korean-speaking group's responses varied from strongly negative to strongly positive, as shown in Table 10. The apparent difference between the group means may be explained by the fact that chat was the main way in which English-speaking students could improve their Korean, while Korean-speaking students were attending English schools where they received English instructions and had English speaking peers. They were also already stronger in English than their counterparts were in Korean.

Post-question 5: Because of the chat, I feel more confident communicating in L2.

1 2 3 4 5

Table 10: Students' overall experience in learning through chat activities

Question	Korean (N=13)		English (N=8)	
	Mean	S.D.	Mean	S.D.
Post-Q5. Because of the chat, I feel more confident communicating in L2.	3.0	1.2	4.0	.53

Parents' attitudes and perceptions

As shown in Table 11, at the beginning of the course students perceived their parents as rather doubtful about the benefits of Internet chatting. Six of the 21 students (3 Korean and 3 English) reported that their parents had positive attitudes toward their Internet chatting with friends, 13 (8 Korean and 5 English) that their parents were neutral, and two Korean speakers that their parents had negative attitudes. The Korean and Korean Canadian parents appeared similarly diverse in their attitudes, although the Korean Canadian parents appeared to be somewhat less negative. The end-of-year responses about parents' attitudes towards their chatting for Korean school assignments showed quite a different pattern, with 13 positive, seven neutral and only one negative rating. Ten of the 21 initial responses were in the same category as for the pre-course question, while 11 were different. Of these, nine were more positive (seven parents changed from neutral to positive, two parents changed from negative to positive) and only two reported more negative views (one parent changed from positive to neutral, one parent changed from positive to negative). Thus while most initially positive parents remained so, on the end-of-course question, the nine who had initially been rated as neutral or negative (6 Korean speakers and 3 English speakers) were all rated positive.

Pre-question: What are your parents' reactions to your chatting with your friends in your first language?

Post-question: What are your parents' reactions to chatting with your partners for Korean language school assignments to learn your second language and culture?

Table 11: Students' reports of parents' attitudes toward online chatting

	Positive			Neutral			Negative		
	Korean	English	Total	Korean	English	Total	Korean	English	Total
Pre	3	3	6	8	5	13	2		2
Post	8	5	13	4	3	7	1		1

The above data provide strong evidence that by the end of the course students in both groups valued the chat activities for many aspects of language and culture learning as well as for developing social relations with their peers from the other language group. The logistical difficulties, while problematic for some, were outweighed for most by the positive aspects of chat tandem learning. These positive attitudes were also seen in their reports of changes in their parents' attitudes toward chat and peer learning.

Peer-peer collaborative dialogues in building a learning community

The previous section provided an overview of the findings related to the students' and parent' initial attitudes and perceptions towards peer-mediated learning through collaborative dialogue in the classroom and the chat room, and changes over time, because these attitudes and perceptions had a direct impact on their behaviors and learning activities which in turn were crucial for the establishment of a successful learning community. The results showed that the students' as well as parents' initial attitudes were generally positive and that initially negative attitudes tended to become more positive side as the year progressed.

With the advantage of these positive initial attitudes and perceptions of the students and parents, the teacher sought to create ample opportunities for her students to engage in an active interaction for knowledge construction. First of all, she utilized

chat technologies and related task activities as tools to mediate their interactions. These peer-peer interactions could contribute to establish a learning community, and enable them to participate in knowledge construction processes. Secondly, in order to determine whether the learning community actually existed and was working, the teacher sought to identify some of the characteristics of a successful learning community within her own classroom and her students' tandem chat rooms. As discussed earlier, the characteristics of a successful online learning community include that i) learners are able to overcome the lack of visual expression in online environments, ii) learners express support and encouragement among themselves, as well as willingness to critically evaluate the work of others, iii) the teacher's intervention and her role as an instructor are minimized, iv) meaning is socially constructed, v) students learn through collaborative problem solving and vi) learners engage in active interactions among themselves (Palloff & Pratt, 1999). In the following section, data will be provided as evidence of establishment of a learning community. These data show how the unique features of collaborative peer-peer dialogue contributed to connecting students in this context and establishing a learning community among them. This section will be followed by a section which describes how their dialogues mediated students' learning, including second language learning. More specifically, it will demonstrate how they socially constructed meaning through expert and novice discursive learning practices, and how their collaborative peer-peer dialogue supported their second language learning.

Learners' ability to overcome lack of visual expression in online environments

Since students did not use video features of the chat programs, there were no visual cue such as facial expressions and body language to help communication among them. However, their transcript data show that they frequently used emoticons to express their feelings, emotions and gestures while conversing each other. They expressed themselves in three ways: using visual emoticons, such as a smile :-), character emoticons such as *lol* (laugh out loud) and short-hand expressions such as *TNX* (thanks). More detailed discussion about the use of chat emoticons and chat jargons will be presented in the later section of this chapter. The emoticons most commonly used by the students from their transcripts are listed in the Table 12.

Table 12: Commonly used chat emoticons

;-) or ^6	wink	^0^	big laugh	:-) or =) or ^_^	smile	=)	giggle
:-(	sadness	-0-	yawning	@~>~~~	rose	ㄱ ㄱ	bye bye
ㅠ^ㅠ	crying	:o	surprise	^^n/p	no problem	ㅎㅎ	big laugh
>:-(	angry	^-^	thinking				

The following online transcript data show how the lack of visual cues can in fact support language learning. A Korean student became frustrated when he was trying to teach a Korean word (발꿈치) for 'heel' to his English partner, because he could not show his body part to him as a clear visual cue for the unknown word. He tried to explain the word by constantly rephrasing his explanation with more details. Due to this lack of visual cues in online conversations, they were forced to engage in more

extended exchanges. Therefore, in this case lack of visual expression was not necessarily a negative aspect but rather a positive one for their language learning in a sense that they had to produce more language in order to make each other understand.

Conversation, Topic 3, Week 9, November 12, 2002

Tom: when a player is fouled, he goes to the free throw line to shoot free throws

Jaemin: 그때 발꿈치 띠면 안돼징 [*He is not allowed to lift his heel up when he shoots free throws*]

Tom: ?

Jaemin: 발꿈치 모르징 [*You don't know the Korean word for heel, do you?*]

Jaemin: 발알지 [*You know foot, don't you?*]

Tom: yes

Jaemin: 발에 맨뒤에바닥 [*the bottom part of the end of your foot*]

Jaemin: ⇨ [*giggle*]

Jaemin: 그게 발꿈치 [*that is heel*]

Jaemin: 발 뒤쪽 [*backside of your foot*]

Tom: backside?

Jaemin: —;

Jaemin: 내 발꿈치 보여줄 수 있으면 좋겠다. [*I wish I could show you my heel*]

Jaemin: 발이 있지... [*You know foot*]

Jaemin: 니 발 밑에 [*the bottom of your foot*]

Jaemin: 가 [*is*]

Jaemin: 발바닥...[*sole*]

Tom: oh

Jaemin: 발바닥의 뒤쪽에가 발꿈치 [*the end of the sole is heel*]

Tom: heel

Jaemin: ㅋㅋ [*laugh*]

Jaemin: 이제야 아는구다 [*You finally got it*]

Jaemin: 발꿈치 뛰면 반칙 [*if the player lifts his heel, that is a foul*]

Tom: that means you cant lift your heel

Tom: when you have the ball

Jaemin: 자유투 할때 [*when you get a free throw*]

Jaemin: 자유투 [*free throw*]

Jaemin: 몰라? [*You don't know what free throw is?*]

Jaemin: freedraw...

Tom: freedraw?

Jaemin: 그때 발꿈치 뛰면 반칙 [*it is a foul if you lift your heel when you do free throw*]

Tom: i dont know freedraw

Jaemin: throw 다

Tom: oh

Tom: yes

Jaemin: 미안하다 [*I am sorry*]

Jaemin: 잘못썼다 [*I spelled it wrong*]

Jaemin: ㄸ [*giggle*]

Tom: ok

Jaemin: 그때 발꿈치 뛰면 반칙 맞지 [*Isn't it true that it is a foul if you lift your heel up when you free throw*]

Tom: i think thats true

Jaemin: 오키 [*ok*]

As shown in the above data, students were able to solve most linguistic problems and could continue and remain engaged in their conversations. In the cases where students were not able to solve problems during online chat due to the lack of visual cues and illustrations, they could do it in the classroom. The alternation of chat and class sessions allowed them to verify any uncertainties face-to-face as they engaged in related class discussions and other class activities.

Expressions of support, encouragement and evaluation among learners

The conversations below show the students' practices of encouraging one another in language learning, which also reflect the development of personal relationships among partners.

Conversation, Topic 1, Week 3

Younghee: 학거는 잘 다녀왔남...? [*Did you have a good time at school?*]

Tom: yes, and you?

Younghee: 나두나두~~ ^^ [*Me too*]

Younghee: 한국말 다~ 알아듣넙.. ^^ [*Oh, you are able to understand everything that I say in Korean.*]

Tom: yes

Younghee: 신기해~ 쿄쿄~~^^* [*That's cool.*]

Conversation, Topic 1, Week 3

Dongjun: 형 그래도 많이 아네 [*Older brother, your level of understanding Korean is a lot better than what I expected.*]

In the above two conversations, Younghee and Dongjun give positive feedback on their English-speaking partners' comprehension level in Korean. Similarly, in the following three conversations, students provide immediate positive feedback on their partners' utterances, such as 'very good', 'very good vocabulary' 'good answer', 'you're already good at English, you're so good at both Korean and English' and 'You must have studied hard, haven't you?'

Conversation, Topic 4, Week 18

Esther: oh yeah...well...some places, alcohol is a big important part of a culture, and they don't view drinking as a sin. But other places are much more Puritan, and they think drinking any alcohol at all is a sin. It depends on the culture.

Jeeyoung: 배리 구드!~해해 음 3질문만 더 할게 [*very good! Ha ha well I will ask three more questions.*]

Conversation, Topic 2, Week 7

Younghee: jack o lantern이 호박에 촛불 넣는거 말하는건가?? [*jack o lantern is a pumpkin with a candle light inside?*]

Esther: yeah, the pumpkin with the scary face :-)

Younghee: 아 [*I see.*]

Esther: you're already good at English ...you're so good at both Korean and English!

Conversation, Topic 6, Week 25

Kyungha: which job has a bright prospect for future?

Sang: ohhh very good vocab, I am thinking of a hotel manager or an accountant

Kyungha: I have a dictionary with me.. kk

Sang: being a doctor, lawyer would be stable because they dont get influenced with the life system its something that is always needed in life but as the technology develops further any job related to computer would be good

Kyungha: ok,, good answer :)

Conversation, Topic 3, Week 14

Soo: 너 공부많이 했구나 ㅋㅋㅋㅋ [*You must have studied hard, haven't you?*]

Juliana: No No

Soo: 근데 답이 바로바로나와 ㅋㅋㅋ [*How come you can answer my questions right away?*]

The following conversation shows a Korean school graduate providing assistance to her friend in accomplishing the chat homework by fulfilling her role as a substitute conversation partner since her friend was not able to meet and talk to her original partner.

Conversation, Topic 3, Week 14

Bonny: hey Junghee...i have a huge favour to ask you....since you took korean school last year...you know the chatting drill...so yeah....my favour is if you would chat with me about superstition and then a topic of choice....my partner is James but because of communicative difficulties...he never came online to do the homework and assignment....do you have time to do the chatting drill with me?....hehe

Junghee: 오케이, 도와주께 ^^ [ok, I will help you]

The following example shows a Korean student apologizing for asking too many questions to his partner, Soo and Soo responded to him with a supportive comment, saying 'I'm here to help.'

Conversation, Topic 2, Week 7

Soo: Nothing else?

Dongyoung: porch 랑 turnip

Dongyoung: 모르는단어 마나서 지성합니다 -0-ㄷ [I am sorry that I have too many questions to ask.]

Soo: 아냐~~^^ [No problem.] i'm here to help!

Soo: porch.. 현관이지.. [It is porch.]

Dongyoung: 현관..아..맞다..— [It is porch. You are right.]

Soo: front of your house is a porch

In the next example, the English student, Esther, expresses her appreciation to her Korean partner, Younghee for being so patient with her taking too much time to set things up for chatting. Younghee also shows her support and encouragement to Esther who is struggling with setting up the Korean program before chatting. With the use of

emoticons for smiling, Younghee tried to relieve Esther's stress and tension while dealing with a technical problem and making her partner keep waiting.

Conversation, Topic 2, Week 7

Younghee: hey yo~~~
 Younghee: halloween!!
 Younghee: happy!!
 Esther: CANDY!!
 Younghee: yup!!!!
 Esther: ii'll be back in three seconds
 Younghee: } ~~~
 Younghee: k~~
 Esther: sorry i'm trying to set up the korean program
 Younghee: ok~~ take your time~
 Esther: thanks. you are awesome
 Younghee: ^^ waiting for ya~~
 Younghee: keep working!
 Younghee: ^^
 Esther: my computer is soooo slow
 Younghee: ^^ It's ok...
 Esther: thanks for being patient
 Younghee: yupyyupy!~~~

The next example shows a student providing a critical evaluation on his classmates' chat room assignments to spur them to improvement. Before Ethan sent the email message below to the teacher, the teacher had sent everyone one group's transcript as an excellent example in order to encourage their active participation in their task activities. Ethan replied to everyone with this email, which criticizes the example with a critical view. His criticism was that first, the conversation was too short; second, language use was not balanced, which means the conversation continued only in English or in Korean, not both languages; and third, the conversation contained too much irrelevant discussion. This critical peer evaluation to the group provided by a

student -usually the teacher's job-shows the student's engagement in the learning activities in the community. He then encourages his classmates to do a 'real good job'.

Ethan's email to the teacher, November 5, 2002

someone explain to me how that is an excellent example of the dialogue.
 first off.... its pretty short. id say that it took 5 minutes max to get that much.
 second. i always thought it was one korean chatter and the other automatically english. or vice versa.
 third. it took them quite a bit of lines to actually get to the topics. i mean id say a forth of the chat was just "ssul ddae ob nun in-sa mar 쓸데 없는 인사말 [conversation which is irrelevant to the assigned topic] "
 so if were to play the role as teacher id rate this chat session as 3 out of 5. (thats being generous)

i just re-read the chat and im sorry. the "ssur ddae ob nun insa mar" took approximately half the chat session. so id have to lower my grade to 2 out of 5.

good job guys... real good.

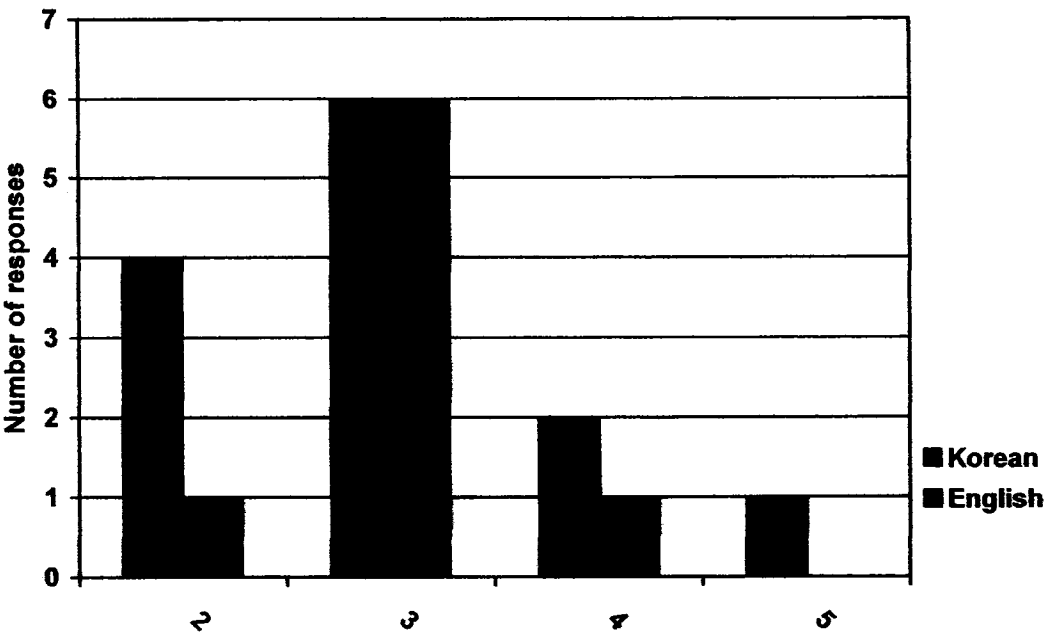
Minimized teacher's intervention in online activities

Typically, in a successfully established learning community, especially where peer students teach and learn from one another though the support of telecommunications technology such as online synchronous chat, the teacher's intervention and her role in direct instruction should become minimal (Donaldson & Kötter, 1999; Kötter, 2003; La Ganza, 2001). *Post-question 6* asked whether they had ever wished their teacher was there in the chat room with them while chatting to answer questions or help, solve problems right away. The average response for both groups was 3.0 (neutral), although individual responses were varied. Apparently, the lack of teacher online presence was not a big issue for most students, as shown in Figure 3. Further evidence of the minimized teacher intervention in later sections will describe how students socially construct meanings among themselves, teaching and learning from each other through

collaborative peer-peer dialogue, and how these active interactions mediate their second language and L2 culture learning.

Post-question 6: Have you ever wished the teacher would be there in the chat rooms with you, so you can resolve some problems or clarify things with her?

Figure 3: Students' expectations to teacher's intervention in the chat room



The above sections presented data on students' and their parents' initial attitudes and perceptions towards peer-mediated learning in tandem online chat community and changes over time in order to provide an overview of their year long experiences with the formation of a learning community and the development of community membership. As reported in these sections, data from many different sources, for example, online chat transcripts, students' emails to the teacher, and questionnaire responses

demonstrate that students from two different linguistic and cultural backgrounds felt connected and were able to teach and learn from each other through collaborative online peer-peer chat interactions. The teacher is confident in the claim that a learning community was established and working because she could identify the main characteristics of a well-established learning community from what was happening in her class with her students. In their interactions, there was evidence of learner engagement, development of social relations, student collaboration, students' mutual respect for peer teaching and learning and their provision of encouragement and support to each other as well as evidence of acceptance of a minimized teacher's intervention during chat discussions and her role as an instructor. All of these were part of the creation and fostering a technology-supported knowledge-building community.

Second language learning mediated by peer-peer collaborative dialogues

This section will present findings related to the second research question: *In what ways do students' collaborative peer-peer dialogue in online chat rooms and related classroom activities mediate their second language learning and L2 culture knowledge development?*

From the theoretical perspective of a sociocultural theory, cognition and knowledge are dialogically constructed (Vygotsky, 1978; Wertsch, 1991), and the knowledge construction processes, including second language learning, are mediated through meaning making resources such as language, computers and tasks (Lantolf, 2000, 2002; Leontiev, 1981). Embedded in this theoretical framework, the following sections will demonstrate how students socially constructed knowledge through their collaborative peer-peer dialogue, and how their expert and novice collaboration in

discursive learning practices can support their second language learning, including the way they learn through problem solving processes and engage in extended active interactions with one another. More specifically, data will be presented to show how students were able to learn and teach contextually meaningful and appropriate linguistic and cultural behavior, developed awareness of self in relation to others, and participated in expert and novice discursive second language learning practices. In their dialogues based on expert and novice relationships, they provided scaffolding, adapted their language and negotiated meaning to facilitate communication and enhance their second language learning. Learning outcomes related to their second language, including growth of vocabulary and explicit learning of L2 cultural concepts from the thematic tasks will be reported as important learning outcomes for both groups.

Appropriating the words of others through peer-peer dialogue

Data from chat exchanges show how these students are able to learn and teach contextually meaningful and appropriate linguistic and cultural behaviour through socially mediated actions, using the meaning-making resources within their own learning community. This includes appropriating normative discursive practices within the community and standard practices within a larger group of language users. The processes of appropriating include generating novel approaches for specific communicative contexts, such as using chat jargon in chat rooms, as well as appropriating standard discursive practices, such as honorific forms of language use in Korean.

Chat jargon

The global chat community has developed a jargon that is characteristic of the

culture of online communication. Chat jargon is both an existing language and one that is evolving through use; that is eminently transformable. In the study, most of the students' chat transcripts, both Korean and English, reflected the telegraphic nature of chat, such as chat room abbreviations and emoticons. The abbreviations that English-speaking students commonly used include *TNX* for *thanks*, *CYAL8R* for *see you later*, and *lol* for *laugh out loud*. Emoticons are symbols that indicate emotions, for example, *TT.TT* for *crying* and *:-)* for *smile* (More examples of the commonly used chat emoticons among the students were listed in Table 12 in the previous section). Korean students also used Korean versions of Internet jargon, such as Korean versions of shorthand writings and reformulated words for easier typing (e.g., 했어여 vs. 했어요, 조아 vs. 좋아, 알쥬 vs. 알지). Most Korean Internet jargon involves using completely different vocabulary for given same meaning (see example 4 in Table 13), spelling words the way which pronounced (소리나는 대로 표기) on purpose to make them funny (see example 5 in Table 13), or ending sentences in unique ways only used in chat room or emails (see example 6 in Table 13).

While students were using these novel communication approaches in the specific context of a chat room, they sometimes created new emoticons, as illustrated in Table 13, example 3. In this case, when one of the Korean students sent the teacher an email, she wanted to bow to the teacher before getting into the message, so she created an emoticon for a bow which was culturally appropriate.

Table 13: Use of chat jargon in chat room conversation

Example 1: Excerpts from chat conversation	Example 2: Email to the teacher	Example 3: Email to the teacher
Ethan: you (*.*)o-(.'Q) me	Dear teacher;, I can't	선생님[Teacher]~~

Dongjun: lol Dongjun: 괜찮어? [Are you alright?] Dongjun: ^6	download the files none of them are working...; what am i going to do?? TT.TT	안녕하세요[How are you?] 꾸벅[bow]~ (^^)(-)(-)(^^)
Example 4: Excerpts from chat conversation Dongjun's use 안녕하세요. [안녕하세요] 숙제 다 했습다. [했습니다.] ㄱㅅ [감사] ㅇㅋ [오케이] ㅇㅇ [응] 다 일거써 [일었어] 허걱 [헉] 컴터 [컴퓨터]	Example 5: Excerpts from chat conversation Dongyung's use 누가 모를 뿌러트려따 머라고 그걸 어뜨케 설명해 마저 마저 재수 업따 Kyujin's use 이스터때 꼬마애들이 막 어른들이 숨겨논 초콜렛 계란가튼거 차자서 막 머거~ 집도 이뿌게 꾸미고 그러자나	Example 6: Email to the teacher Jaemin's use 안녕하세요영...저 재민인데여.. 저랑 톨이랑 농구에 관해서 했거든여... 그럼 안녕히 계세요영...아..근데 농구 assignment는 내일까지 해가는건가여 아님 내일 학겨에서 바러 써서 내는 건가여...제가 영어러 해야하져... 좀 알려주세요영..^^

While the students often used chat jargon in the chat room, they generally did not use it in their formal school work which would be evaluated for their final marks. For example, at the end of each chat session, when the English and Korean students had to work together for essay writing and oral presentations, they used standard language and fixed each other's grammar and spelling mistakes through peer correction and reformulation of their partners' writings. This showed their awareness of genre differences in appropriate language use in their own language which they considered important for their counterparts to learn.

Korean honorific discourse

In terms of how students appropriated language over the year, one important aspect which emerged from the analysis of the chat transcripts pertains to Korean

honorific discourse. Honorific in Korean language may refer broadly to the style of language or particular words used, or, to specific words used to show respect to one perceived as a social superior. When talking about someone superior in status, Korean speakers or writers have to use special nouns or verb endings to indicate the subject's superiority. It is important to learn how to use these salient markers which reflect a hierarchical Korean culture. Generally, someone is superior in status if he/she is an older relative, a stranger of roughly equal or greater age, or an employer, teacher, customer, or the like. Someone is equal or inferior in status if he/she is a younger stranger, student, employee or the like. The proper use of honorific is a social norm and is considered as standard form of language. The following chat exchange between two students, paired together for the first time, reveals how the Korean student prepares to use the appropriate forms of address in Korean.

Conversation, Topic 4, Week 14

John: whos this?

Jaemin: 재민 [Jaemin]

John: wha??

Jaemin: 니가 존이지.. [You are John, right?]

John: ya

Jaemin: 너 몇살?? [How old are you?]

John: 14

Jaemin: 그러냐.. [Oh, yes.] 너 한국으러 몇 살이야 [How old are you in Korean age?]

John: 15

Jaemin: 너 몇년도에 태어난거양? [Then which year were you bom?]

John: 87

Jaemin: 나는 85년 [I was bom in 85.]

John: oh

The Korean student, Jaemin asks the age of his partner, John three times, which to a non-Korean seems an awkward question to ask someone he has never talked with before. Since Korean is an honorific language, a speaker can not utter an appropriate

sentence without knowing the relative social status or age of the addressee. Without this knowledge, it may sound rude or inappropriate. Using honorifics correctly involves understanding how one addresses a person in accordance with an appropriate honorific system. Sometimes, one must use a completely different word in order to be "honorific" in one's speech. For instance, a regular Korean word for an English word *eat* is 먹다 (*meokda*) while an honorific Korean word for *eat* is 잡수다 (*japsuda*). So, for Jaemin, it was necessary and normal to ask John his age in order to talk appropriately with him. However, John did not yet understand the significance of these questions. The fact that Jaemin was older required John to use appropriately respectful forms of address, which is a Korean norm.

At the beginning of the year some of the English-speaking students did not use honorifics in Korean and were excluded by the Korean-speaking students who found them very rude and disrespectful. However, during the year, as their desire to be seen as members of the community grew, the Canadian-born students gradually all adopted the honorific forms of address to show respect for older students. The following conversation demonstrates one English student's understanding of this concept and his effort to use appropriate language in the context where he belongs.

Conversation, Topic 6, Week 25

Tyson: 저기.....누구세요? [*Well, Who is this?*]

Jongwan: — —;; 한글학교 숙제 [*Korean school homework*]

Tyson: 아아아아아아아 ㅏ 아아아아 [*Oh, I see.*]

Tyson: 안녕하세요 [*How are you?*]

Jongwan: 존대말 안써두 되는데... [*You don't need to use honorifics with me.*]

Jongwan: 10학년이요... [*I am grade 10.*]

Tyson: 아아 89 아님 88??? [*Were you born 89 or 88?*]

Jongwan: 88...[88]

Tyson: 아아아 형이네.....사실 89인줄 알았는데... [*Oh, you are older brother.*]

thought you were born in 89.]
 Jongwan: 그럼 그쪽은 89 [*Then you were born in 89?*]
 Tyson: 네네 [*Yes*]
 Jongwan: 존대말 쓰지 안아두 돼는데... [*As I said, you don't need to use honorifics to me.*]
 Tyson: 흠 편해지면 바로 합니다!ㅋㅋ [*Well, then I will use regular Korean when I feel comfortable, if it is ok with you.*]
 Jongwan: 그랬 [*Sure.*]
 Tyson: 근데 혹시 그럼 철이라는 사람도 88?? [*By the way, then Chul was also born in 88?*]
 Jongwan: 87루 알고 있는데 [*Oh, he was born in 87.*]
 Tyson: 헉-_- [*Oops!*]
 Tyson: 죽었다 [*I am dead.*]
 Jongwan: 왜 [*Why?*]
 Tyson: 막 반말하고 그랬는데ㅠㅠ [*I spoke regular Korean to him.*]
 Jongwan: 꽤아늘꺼야.. [*It will be alright.*]
 Tyson: ㅠㅠ 그래야되는데.ㅠㅠ [*Better to be.*]
 Jongwan: 짜든 숙제 해야되니깐...모르는 단ㄱㅅ 있음 물어봐 [*Let's do the homework, ask me if you have any words that you do not know.*]

The following conversation demonstrates a Korean student's consistency in using appropriate honorific language to his English-speaking partner who is older than him, even though she said it is not necessary.

Conversation, Topic 5, Week 21

Soo: 너무 존대말 없써두돼 ^^;; [*You don't need to try to use honorific to me that rigorously.*]
 Jaemin: 그래두 누님이신데.. [*But you are a big sister.*]
 Soo: 후훗... 그건 그렇지.. [*Laugh...It is true.*]

Transcript data also show that English students began to use the Korean honorific salutations with older students and the teacher instead of using their names, for example, 'Onnie' (means older sister to a younger sister in Korean), 'Obba' (older brother to a younger sister), 'Nuna' (older sister to a younger brother), 'Hyung' (older

brother to a younger brother), or Sunsangnim ('teacher'; Koreans don't call teachers by their first or last name).

Conversation, Task 3, Week 14

Esther: Hi Onnie... we have to do our homework -.-;;
Kyujin: i know eh;

Esther's email to the teacher, December 12, 2002

Hi Sun-seng-nim! I had to manually cut and save it in word, but here is the dialogue.

Conversation, Task 4, Week 17

Juliana: 오빠 [Obba] Did you make a voca list for me?
Dongjun: 으응~

As explained by Wertsch (1991), in interactions mediated by language, certain discourses, genres and registers are privileged in different contexts. An important aspect of learning a language is to know which types of social language and speech genres are appropriate in a particular sociocultural setting. Evidence from the chat conversations suggests that both groups of students struggled over the year to appropriate the voices of others and the tandem partners were able to acquire knowledge of discourses that are privileged in certain new contexts. In the above examples, the need to use chat jargon within chat exchanges and honorifics arose in specific contexts and was effectively learned through meaningful interactions with peers in the Internet chat room. Through this peer mediated learning process, over the year, they gradually understood how to talk in a culturally meaningful way and learned that appropriate speech is dependent on the context. It can be argued that this implicit social learning process occurred from peer-peer collaborative discourse among learners is one of the most valuable potentials of a successfully established learning community.

Awareness of self in relation to others

As part of the students' developing comfort in interacting with each other and in discussing topics of shared interest, their conversations began to reveal their reflections on their own identities. In particular, many showed increasing awareness of their identities in relation to the others in the community, and also in relation to their own ethnicity in the Canadian context. The following excerpt from the end-of-year online interview between the student and the teacher touches on self-identity with respect to ethnicity. In this conversation the teacher and the student first discussed the different motivations of 1st, 1.5 and 2nd generation students for coming to the Korean school. Following this, the teacher attempted to get the student to clarify how she viewed her ethnicity.

Online interview, June 2003

Teacher: when you say 1.5 gen, who are they?

Bonny: 1.5 gen. in regards to the new korean kids

Bonny: well i guess in retrospect...in broad terms it might be the same....

Bonny: however it varies in degrees

Teacher: oh according to my definition new korean kids are visa students. You are 2nd gen. and maybe Joon is 1.5gen. what do you think? how do you describe you? Korean or Korean Canadian, Canadian Korean or Korean Korean, orHow can you identify yourself?

Bonny: ok...i agree...to what you have said....

Bonny: i would be 2gen. can-kor.

Teacher: It is interesting to see that you use can-kor instead of Korean Canadian which most other 2nd gen use.

Teacher: could you tell me why?

Bonny: there really is no reason why...i guess it takes on after the americans...

Bonny: patriotism first then culture

Bonny: not sure

Bonny: didn't really think of that

Students in this study developed their awareness of themselves, which was embedded in the fact that they were becoming comfortable in interaction with others.

For the student in the previous excerpt, exposure to both real and virtual contexts in which visa students, 2nd generation, and 1.5 generation students from Korea interacted provided her with an opportunity to think about who she was in relation to them and perhaps also provoked a need to do so that had not been there before.

The next example of changes in self identity is from a Canadian born Korean student's essay on the topic of 'Tensions in identity' towards the end of the school year.

There is a joke around American born second or third generation Asian immigrant kids who lost their language, ethnic identity and culture. They are called 'Banana', because even though, from outside they look yellow, from inside they are white. Black Americans in this case, they are called 'Oreo', now you can guess why without my explanation. The first time I was called a banana, I was offended because of the expression and tone of voice that my friend used. I felt as if she was trying to make me feel ashamed of being a banana. Later on however, I learned to accept myself as a banana as I was born and raised in Canada but I came from a Korean background. Students who come straight from Korea or any Asian country to North America are stereotyped as a FOB (Fresh Off the Boat). In order to break the barrier between F.O.Bs and bananas, between the first and second generation Koreans, both group need to have the right attitude. The barrier is caused by language, cultural and individual differences (*Lily's essay excerpt, E12, Task 6, May, 2003*)

At her subsequent interview with the teacher, Lily said that she had been told by Korean students that because she could not speak Korean, she did not deserve to call herself Korean, even though she was born and raised in a Korean family and identified herself as a Korean. As shown in her essay, she accepted being a 'banana' and she comfortably perceived it as perhaps her identity at that time. She even started to use 'banana' as her user ID for online chat.

Further evidence of this growing awareness can be seen in some of the students' comments on the questionnaires: such as "I learn what they are like with comparison to me". These reflections on identity took place in other contexts as well. During the year, many of the newly arrived Korean-speaking students expressed their frustration with

being ESL students in their regular high schools. For example, Jung mentioned that she was losing her confidence in her day school classes and got frustrated when she could not contribute or was not welcome to participate in group work only because she could not speak English. She felt scared when she realized that she, who used to be a very active and outgoing person, had become a more reserved and quiet student who stayed in a corner of her classroom. Not only were these interactions changing how she saw herself but she was also explicitly aware of these changes. At the end of the year, however, in the focus group discussion, she described the process of recovering her self-confidence and personality by attending Korean school where she could contribute her knowledge of Korean language and culture to the class:

I was very scared the fact that my personality was changing. My broken English made me feel I am a language impaired person. Because of my English, I was never able to fully contribute to the group work even though I know a lot. . . The best experience about Korean school for me was that I gained my confidence as a good student. I can share what I have with English-speaking students. I was able to find space for myself in Korean school. I am not ashamed any more only because I can not speak English well, because I am an expert in Korean and I can help English-speaking 2nd generation students. (*Jung's comment, Excerpt from the focus group discussion with Korean-speaking group, June 06, 2003; translated by teacher*)

Many of the students recognized that their sense of self was continuously shifting as they participated in particular discourse contexts or with particular interlocutors (Norton, 2000). The following excerpt from a focus group discussion with English-speaking students illustrates this understanding.

It was interesting that Jung mentioned to me that she feels much more comfortable to speak English with me than her other Canadian friends, because I am a Korean-Canadian who looks like other Koreans and who needs her help to finish the assignment. She also told me that she becomes a much more fluent English speaker when she talks to other ESL students than regular Canadian students or her teacher. I never really thought about that Korean students can become more fluent or less fluent depending on who they talk to... I am glad that she feels comfortable talking with me. (*Ethan's comment, Excerpt*

from the focus group discussion with English-speaking group, May 31, 2003)

The above excerpt demonstrates how this English-speaking Canadian-born 2nd generation student came to be aware of the fact that different interlocutors could affect his Korean partner's sense of her own communication skills in the second language.

Expert and novice collaboration in second language learning

Orientation to expert and novice relationships

In tandem language learning, one of the expectations is that the partners will serve as experts for each other, each assuming the expert and novice role in turn (Donaldson & Kötter, 1999; Kötter, 2003; Schwienhorst, 1997). This reciprocal nature of teaching and learning promotes the students' ongoing collaborative relationships in solving problems and constructing meanings together. To accomplish meaningful collaboration, however, requires that the partners clearly understand their unique roles and that both accept their own and the other's expertise as an instructor. Even though most students reported that they trusted their partners' L2 teaching ability or knowledge before the course began, it took a while for the students actually accept each other as experts, and for them to understand this unique expert and novice relationship in tandem learning. In the beginning of the year, they were sometimes doubtful about their own ability to teach and learn from their peers, and were not ready to trust their partners' ability either.

Defining their roles. While observing students' conversation transcripts and emails to the teacher in the beginning of the year, the researcher noted that they needed quite a lot of time, before actually engaging in topic related conversation, to figure out their roles, define which language they should use, and reach agreement about the shared goal, of their chat room activities.

Conversation, Topic 1, Week 2

Kyungha: 근데 선생님이 하시는 말씀이 도대체 뭐냐? [*What did teacher say we should do?*]

Jeeyoung: 사실, 잘 모르겠습니다.[*Frankly, I don't know..*]모르는 게 있음 서로 알려주라는 거 같은데;; [*It seems like we were supposed to teach each other what we don't know if there is*]

Kyungha: 근데 선생님이말을 좀 헛갈리게... [*But her instruction was not clear...*]

Jeeyoung: ㅇㅅㅇ? 음.-_-.....;; [*Um..*]

Kyungha: 대화할 때 한국말로 타입하되 단어 리스트는 영어로 된 것을 공부하고?? [*While chatting, I should type in Korean, but I have to learn the English words in the list???*]

Jeeyoung: 그러니깐 난 그걸 자세히 모르겠어.[*That part is not clear to me..*]

Kyungha: 나는 영어로 된 단어를 공부해서 더이상 알게 없는데?? [*I already studied all those English words, so I don't need to know more*]

Jeeyoung: 한국말로 타입하되 영어라...;; 선생님은 영어와 한국어를 골고루 쓰라는 뜻으로 그리 쓰신 것 같은데 말이지;; [*Typing in Korean, but learning English???* I think her intention was to make us to use both English and Korean in balance]

Kyungha: 그럼 내가 한국말 단어를 공부해야 한다는 뜻인가요? [*Then I have to learn Korean words???*]

Jeeyoung: 나 역시 한글단어에서 모르는 게 있음 큰일나는 거고[*I am going to be in trouble if I don't know those Korean words..so I also have to know those Korean words.*] 영어로 된 것을 공부하라잖아.-ㅂ-;;[*She said I should learn English words, though.*]

Kyungha: 근데 왜 선생님은 영어단어를 공부하라고 하지? [*Then why she said we should study English???*]

Jeeyoung: -_-영어로 에세이를 써야해서? [*Maybe it is because we have to write an Essay in English???*]

Kyungha: 그럼 그냥 서로 도와가면서 그 두나라 말 단어를 다 알아야 한다는 것이 결론이군. [*Then, in conclusion, we should help each other and learn both Korean and English...*]

Kyungha: 에세이는 우리맘이잖아...;; 한국말이든 영어든; [*It is up to us to decide which language we are going to use when we write an essay, either in English or Korean...*]

Jeeyoung: 헤. 그랬었던가-_-; [*Is it??*]

After the discussion, they reached an agreement that Jeeyoung should type in English while she explains English words to her Korean partner Kyungha, and Kyungha should type in Korean while she explains Korean words to her English partner Jeeyoung.

They clarified and defined the purpose of the chat activity by themselves; *'Then, in conclusion, we should help each other and learn both Korean and English...'*

The next conversation also demonstrates that the Korean student K1 was able to figure out one of his roles as a Korean expert, which was to create a Korean vocabulary list for his English partners. This specific role was not clear to him, however. Then, after discussing with his partners, it became clear and they could collaboratively accomplish their tasks.

Conversation, Topic 2, Week 5

Juliana: Voca list 보내줄수 있으세여? [*Can you send us a vocabulary list?*]

Dongjun: 아직 정리 안했는데..—0—;; [*I haven't made it yet.*]

Juliana: ㅇㅋ 그러면 그냥 토일에 하면 괜찮겠다 [*ok, I think I can do it on Saturday.*]

Dongjun: 토일까지해야해 [*We have to have a list for the class by Saturday.*]

Juliana: 그럼 금요일까지 보내줄수 있으세여? [*Then, can you send it by Friday?*]

Dongjun: 내가 아라서 하면 안되는건가?—; [*Can I just do it by myself?*]

Juliana: 그게 아니구... 저희가 오빠 vocab list 만들어주고 오빠가 저랑 언니한테 vocab list 를 만들어 줘야되여 [*No it's not that. We have to make a vocabulary list for you and you have to make one for us.*]

Juliana: 그니깐 vocab list라 2개 [*So we need to make 2 vocabulary lists.*]

Dongjun: 그래?— [*Oh yes?*]

Juliana: 예...[*Yes*]

Dongjun: i will send it

Juliana: ok

Bonny: when can you send it by?

Dongjun: today

Bonny: oh cool that is awesome

Juliana: lol

Dongjun: maybe tomorrow...— —

Bonny: ok asap is much appreciated....

Dongjun: ok

Bonny: your list is in korean right?

Dongjun: it is english

Bonny: you are suppose to do it in korean

Juliana: 한글로 해야되는덴... [*You are supposed to do it Korean.*]

Dongjun: 나는 영어고 너네는 한글이자랑~ [*I am supposed to make an English list and you are supposed make a Korean one.*]

Bonny: no....

Juliana: no no... we make an english vocab for you so u can learn those english words

Dongjun: i mean

Dongjun: i make mine by myself

Juliana: and then u make us korean vocab list so we can learn those hard korean words

Dongjun: so mine is english

Dongjun: urs is Korean

Juliana: we already made u one tho

Dongjun: -_-;

Dongjun: did u?

Dongjun: but

Juliana: the thing I sent to you was the vocab list

Bonny: yeah

Dongjun: we have pull the words from the movie what i watched or u watched

Bonny: you form your movie ours form our movie

Dongjun: 아악~ 헛 갈려..-_-; [Gees, it is confusing..]

Juliana: we pull out words from our movie and give it to you, and u pull out things from ur movie and give it to us

Dongjun: okok-_-

Bonny: but yours has to be in korean

Dongjun: ok

Dongjun: i will change it to korean

Bonny: ok...cool!

Dongjun: umum~

Dongjun: i will send it tomorrow

Kyujin's email to the teacher, October 10, 2002

안녕하세요 규진입니다..

추석이랑 thanksgiving 축제말인데요.

저는 한글로 하고 Samuel은 영어로 하는거 맞나요?

아니면 제가 영어로 하고 Samuel이 한글로 하나요?

확실히 하기 위해서 선생님께 여쭙어봅니다.

좋은 하루 되십시오.

[Hi, This is Kyujin. About the homework on Korean and Canadian thanksgiving... Do I have to do it in Korean and Samuel has to do it in English? Or I have to it in English or Samuel has to do it in Korean. I am asking you to clarify this. Have a good day.]

Developing confidence in teaching and learning. The following exchanges illustrate a lack of confidence on the part of the L1 experts with respect to their knowledge of their own L1 cultural phenomena.

Conversation, Topic 1, Week 3

Kyungha: 한국에서는 추석에 송편 rice moon cake (not sure what you call this ask your mom or something) 을 먹고 햇곡식과 햇과일을 먹어
[Koreans eat rice moon cake and new harvest crops and fruits at Korean thanksgiving.]

Samuel: Hey, that sounds yummy, what is rice moon cake made out of?

Conversation, Topic 1, Week 3

Esther: ok well... Thanksgiving is a holiday/celebration where u give thanx..... and um.... u eat turkey and mashed potatoes with gravy.. ??

Kyujin: ^^ok~

Kyujin: but give thanx to who?

Esther: I dunno... haha... just to give thanx about wut had happened during your life or something.. I dunno... -.-

Kyujin: ung~cool! never knew

Esther: oh.. I'm not sure if that's right either.. haha but oh well~

Conversation, Topic 2, Week 5

Jongwan: 일단... 내 단어들이다 [These are the Korean words from my list that I am going to teach you.]

Joon: wow 20 words.... howd you manage that?^^

Jongwan: 아~! 나를 무시하는건가? ㅋㅋ [hey, are you underestimating my Korean ability?]

Early in the year, the combination of their lack of confidence in teaching and in accepting their partners as an expert/ teacher made learners often turn to their parents or siblings rather than their partners if they had questions or did not understand what their partners had said. Also, they sometimes wanted to refer to other sources like asking parents, using a dictionary, or searching for information by themselves on the Internet during or after the chat. Even though it was sometimes helpful to refer these

additional sources for them to prevent their conversation from breaking down, the teacher cautioned them not to rely too heavily on these other sources, and rather encouraged them to solve any linguistic and other problems together through collaborative dialogue.

Conversation, Topic 1, Week 3

Younghee: 다 알아? [*Do you understand everything?*]

Tom: um, im going to ask my parents or cousin

Younghee: 숙제 도와 줘야되는덴.. —; [*I was supposed to help you to do homework*]

Tom: how about you say stuff about thanksgiving, and if i dont understand, ill ask my parents and cousin...

Younghee: 너 모르는 단어 같은거 없어? [*Isn't there any word that you don't know?*]

Tom: i copyed everything, i understand some of it, butll im going to ask my cousin or dad to translate it

Younghee: 나 한테 물어바~~ [*Ask ME!!!*]

Younghee: 이 누나가 얼마나 멋쥬 선생인쥬~~ [*I am an excellent teacher.*]

Tom: um, im too lazy and tired right now to read korean, ill just ask my parents or something, its not because you are a bad teacher

Conversation, Topic 1, Week 2

Dave: I don't know those...

Dongjun: ask to ur parents, it is a Christian stuff

Joon: oh

Dongjun: k?

Dongjun: cause i really don't know what it is

Joon: ok, so are u going to send this to the teacher?

Dongjun: yeap

Joon: dave... what are you doing?

Dave: what? just looking up in the dictionary for definition

Dongjun: I will send it

Dongjun: k?

Dave: ok

Conversation, Topic 5, Week 20

Kyungha: 아,,, 그럴경우는,, 한국을 한번도 안나가고 5 년이상 캐나다에서 살을 경우가 아닐까요? 아,, 근데 그거에 대해선 확실히 모르겠다.. 시민권 따고도 한국시민권 가질 수 있나??? [*We have to live in Canada for five*

years to get Canadian citizenship, I think. We should not leave the country during those five years, I am not sure. Can we have Canadian citizenship as well as Korean one?]

Sang: 음..[Well]

Kyungha: 혹시 알아? [Do you know by any chance?]

Kyungha: 음..어른들께 여쭙보는중 [I am asking my parents.]

Kyungha: 우리나라는 이중국적을 허용한데요~[Yes, we can.]

Conversation, Topic 1, Week 2

Kyungha: 근데,,호적을 어떻게 설명하지? 그리고 다양성? [I don't know how to explain census registration and diversity in Korean] it's too general

Soo: 호적 戶籍,등록 census registration; 호적부 a census register; a family register ·호적에 실다 have one's name entered[listed] in the census register[record] ·호적을 조사하다 check up one's family register ·호적에는

Soo:-_-we have K-E dic.

Kyungha: do you have it with you right now?

Soo: 네이버 영한사전.네이버 한영사전.-_- [Naver English-Korean dictionary and Korean-English dictionary]

Kyungha: 오,, 그렇군..very nice~ [Oh, I see]

Conversation, Topic 2, Week 6

Soo: okay, um what is 액운? [misfortune]

Jaemin: 액운?? 잠깐만여 [misfortune? Hold on.]

Soo: yeah, okie

Jaemin: 액운은 액을 당할 모질고 사나운 운수 라구 하네영 [It says it is something very undesirable that happens to our lives.]

Soo: did you just copy that out of a dictionary or somethin?

Jaemin: 네네 그랬는데여 [Yes, I did.]

Soo: hahahaha you're suppose to say in your own words

Jaemin: 첨듣는 단어라서 저두 몰랐음 [I've never heard of this word, so even I did not know what that means.]

Soo: okie~~

Whereas in the early conversations, students tended to rely on their parents and other sources for assistance, with time, they became to understand that the chat assignments were designed for more than just getting correct answers to questions. As they came to engage in the building of tandem partnerships, they began to increasingly value peer teaching, refer to each other's teaching expertise, and feel confident in

fulfilling their role as experts participating in the expert and novice partnership. Positive feedback received from their partners was also helpful for them to maintain their confidence. The development of these understandings is expressed in the following examples.

Conversation, Topic 2, Week 7

Younghee: sooo.. any other question u wanna ask me?

Samuel: this conversation has been so good, if we make it any better, i think itd turn sour, i suggest we finish up now b4 my fingers fall off from exhaustion. This is the best example of super dialogue, the teacher better send it to everyone in the world, aka, just the people in our class.

Samuel: i think were done for now, dont u?

Conversation, Topic 5, Week 18

Tom: How is your assignment for Saturday school, going?

Dongjun: 잘 되가는 중이야 니꺼는? [*It is going well, what about yours?*]

Tom: It is going really good, thanks to you.

Dongjun: 천만에 [*You are very welcome*]

In the above conversational excerpts from students' online chat, it is evident that the students valued peer teaching and learning, referred to each other's teaching expertise, and had developed confidence in teaching and learning from peers.

In *post-questions 7 and 8*, students in both groups also agreed that the chat had been a valuable part of their experiences in the course, and based on their experiences, they planned to chat with L2 partners again in the future. While group means for both groups were positive for both Korean and English speakers, the English speakers tended to report a stronger intention to continue the practice, perhaps because for them, it was a major source of Korean language practice and contact with Korean peers.

Post-question 7: The chat was a valuable part of my experience in this course.

1 2 3 4 5

Post-question 8: As a result of this experience, I plan to chat with L2 partners in the future.

1 2 3 4 5

Table 14: Students' valued peer teaching and learning in chat room

Questions	Korean (N=13)		English (N=8)	
	Mean	S.D.	Mean	S.D.
Post-Q7. The chat was a valuable part of my experience in this course.	3.6	.96	3.8	1.16
Post-Q8. As a result of this experience, I plan to chat with L2 partners in the future.	3.4	.96	4.1	.64

At the end of the course, further evidence of the students' appreciation of and positive experiences with peer teaching and learning through online chat and other related class activities was found in students' responses to the open questions in the post-course questionnaire and online interviews. Examples, including an excerpt from an interview between an English-speaking student and the teacher, are given next.

Post-course questionnaire, June 2003

- I liked the Internet chat in tandem activities, because we could make friends in such a natural way while learning English and how to talk properly.
- There are lots to learn from each other.
- Chatting has features which are both efficient for learning and fun.
- Through chatting, we learnt from each other's different culture and customs.
- I learn what they are like with comparison to me.

In the following example, an English student emphasizes the value that she sees in the expert and novice relationship for teaching and learning.

Online interview, June 2003

Teacher: There are some parents who see mixing these two groups of students as a bad idea.

Bonny: well.... no matter what happens parents are going to have their worries....i think it would be more beneficial for both teacher and student to mix ...visa students with the 1.5 and 2gen

Bonny: In my opinion the parents are focusing more on their child's weakness as their downfall...however...if you took the child's strength (english) and combined them with another child's strength (korean) it will both be beneficial...

Bonny: that is one creative interactive way that i think i benefited most from... and it is more casual then interacting with a teacher... no offense.

The above conversation suggests that this type of learning is taking place in a larger context which is still fairly traditional, as evidenced in the teacher's saying "some parents who see mixing these two groups of students as a bad idea." Interestingly, the student in the exchange is able to appreciate the benefits as well as to understand how interaction among them leads to learning. From her experience, she can see the value of the powerful role of peer-mediated interaction to further her learning (Vygotsky, 1978) and particularly sees the role of peer-peer interaction as different from teacher-student interaction.

Reaching intersubjectivity. At the beginning of the year, many students were unsure about chatting online with someone they did not know. For example, some of them expressed reluctance at conversing online with their partner because they did not know much about him or her and sometimes it was difficult to begin the conversation. For the teacher, helping learners feel comfortable in a new situation and become members of a community was an important goal. To promote this goal, it was important to allow off-topic conversations during the chat activities. Many students reported that at

such times they could talk about 'real fun stuff', and got to know each other better. The chat data revealed that some of the most extended and engaged chat discussions resulted when students digressed from the assigned topic and became involved in another topic, such as on a current social controversy.

Conversation, Task 5, Week 25

Ethan: where are you going with this.....

Ethan: You have lost.....

Jaemin: 노노 [No, No]

Jaemin: we~~~

Ethan: Anyway, I agree with International marriage. surrender now or else.....I'm just gonna have to criticize you even more

Ethan: okay

Jaemin: 우리가 지금 어떻게 여기까지왔지? [*I have no idea how our conversation ended up here.*]

Ethan: I think this is good.....

Ethan: man I never chatted so much in my entire life

The development of intersubjective understandings among the interlocutors by sharing of similar background knowledge and interests on a topic of conversation, sharing learning goals, and establishing a shared perspective in a problem-solving task are facilitative and conducive to language learning (Antón & DiCamilla, 1998; Darhower, 2002; Lantolf, 2000). Allowing off-topic conversation helped the students to attain intersubjectivity which is one of the important cognitive functions occurring in the process of socially mediated peer learning. As claimed in other studies (Antón & DiCamilla, 1998; Darhower, 2002), establishing and maintaining intersubjectivity throughout communications among the students was important since it directly affected their engagement with and sustainability of their communication. The next example illustrates how intersubjectivity was developed and maintained or subsequently lost over a conversation. In conversation A, intersubjectivity appears to be established and

maintained throughout the majority of the discussion, and is subsequently lost. In part one in the conversation A below, Jaemin is persistently trying to invite his partner Tom to participate in the conversation in lines 1-9. Jaemin seems to have a clear goal and knows what he should do for this assignment. On the other hand, Tom does not seem to know what he is supposed to do (e.g., in line 22 '*what do you want me to do?*') and he seems to be reluctant to chat with his partner. The purpose of the chat is not clear to Tom, therefore, the conversation is not meaningful, and it continues mechanically (e.g., in line 29 '*there are basketball players and they all play on a team to try and....*'). During this beginning part of conversation, they have not had a shared learning goal or interest on the topic of conversation. Therefore, intersubjective understanding has not developed yet between the two.

Conversation A, Topic 3, Week 9, November 12, 2002

Part 1

- Jaemin: 안녕 [*hi*]
 Jaemin: 톰.... [*Tom*]
 Jaemin: 말 좀 해봐... [*Say something*]
 Jaemin: —;
 5 Jaemin: 나 재민....인데 [*It's me, Jaemin*]
 Jaemin: —;
 Jaemin: 한글 학겨 숙제 해야지 [*We have to do Korean school homework.*]
 Jaemin: —;
 Tom: just one second
 10 Jaemin: —;
 Tom: ok
 Jaemin: 단어 해야징 [*We are supposed to work on the vocabularies.*]
 Tom: ok
 Jaemin: 니가 먼저 물어봐... [*You ask me first.*]
 15 Tom: ok
 Jaemin: —;
 Tom: oh
 Tom: i have all of the words
 Jaemin: —;

- 20 Jaemin: 그래두 해야할걸... [*We still have to do it, I think*]
 Jaemin: 그래두 농구에 관해서 얘기해야징 [*We still have to talk about basketball.*]
 Tom: what do you want me to do?
 Jaemin: —;—;
 Jaemin: 농구에 관해서 얘기를 해야하는데... [*We are supposed to talk about basketball.*]
 25 Tom: do u want me to say everything that i know?
 Tom: about basketball
 Jaemin: 그래두 돼궁... [*Yes, I guess.*]
 Tom: there are basketball players and they all play on a team to try and win
 30 the NBA championship
 Jaemin: 앙 [*what?*]
 Jaemin: NBA 의 약자가 뭐냐 [*What does NBA stand for?*]
 Tom: National Basketball Association
 Jaemin: 아... [*I see.*]
 35 Jaemin: 오키 [*ok*]
 Jaemin: 담 [*next*]
 Tom: they go into the arena, full of fans and spectators and they practice
 and the coach tells them some strategies
 Jaemin: 계속.. [*continue*]
 40 Tom: when the game starts with the opening tip-off, the players on the team
 dribble, pass and shoot the ball to score 2 or 3 points
 Jaemin: ..
 Tom: each player wears a uniform (jersey and short) and basketball shoes

In part two in the conversation A below, Jaemin again keeps trying to make his partner, Tom engage in a more meaningful conversation. As the conversation moves on, establishment of a shared perspective between the two, and Tom's engagement in the shared topic of interest appears through Jaemin's series of questioning in line 3, 12, 15, 17, and through sharing of similar perspective, background knowledge and interest. From line 12 to 49, their conversation develops related to the shared interest on Slam Dunk Contest in North America and Korea, and their favorite player, Vince Carter and Michael Jordan. For example, in line 21, Tom shows his engagement in this conversation by expressing his personal interest ('*My favorite player!*') to Jaemin. In the

next line, Jaemin shares the same interest with Tom (*'I love Vince Carter, too'*). Both of them continue to have conversation on the shared topic of interest until line 49 where Jaemin decides to go back to his role in teaching history of Korean basketball.

Conversation A, Topic 3, Week 9, November 12, 2002

Part 2

- Tom: in the middle of the season, there is an NBA ALL-STAR game
 Jaemin: 오.. [*hold on*]
 Jaemin: 그거 나 모른다 [*I don't know that*]
 Tom: it is when all of the Top players of the East play against all of the Top
 5 players of the West
 Tom: like hockey
 Jaemin: 아 [*Ah*]
 Tom: and the night before the all-star game, there are contests for some players
 to play in...like the Slam Dunk Contest
 10 Tom: 3-Point Shooting contest
 Jaemin: 오 [*oh*]
 Jaemin: 우리나라에도 그런게 있나?? [*Is there a Slam Dunk Contest in Korea, too?*]
 Tom: i dont think so
 Jaemin: 그럴꺼야 아마 [*I don't think so.*]
 15 Jaemin: 우리나라에는 그런거 없지 [*I don't think we have that in Korea.*]
 Tom: there is only ONE Canadian team in the NBA
 Jaemin: 우리나라 농구에는 올스타전 없지 안나? [*I don't think we have an all star game in Korean basketball.*]
 Tom: no i dont think so
 20 Jaemin: 오키 [*ok*] 없을꺼야 아마 [*probably not*]
 Tom: the 2000 Slam Dunk champion was Vince Carter (My favourite player!)
 Jaemin: 나두 빈슨카터 좋아하는데 [*I love Vince Carter, too.*]
 Jaemin: 나 그사람 포스터 있다..ㅋ [*I have his poster haha.*]
 Jaemin: 내방에 [*in my room*]
 25 Tom: thats cool
 Jaemin: 그 다리사이러 덩크하는거 [*the one that he is doing dunk between his legs*]
 Jaemin: 다리사이러 공잡은다음에 덩크하는거 있잖아 [*you know the one that he catches the ball between his leg and then dunks*]
 Tom: yes
 30 Tom: that was when he won the slam dunk contest
 Jaemin: 저번에 LA 이가 우승하지 않았나?? [*Didn't LA win last time?*]

- Tom: yes
 Tom: LA Lakers were 12-1 in the playoffs
 Jaemin: 요새는 막 마이클조던...ㅋㅋ 돌아왔다거 한창...난리다.. [*There is so much excitement about Michael Jordan's return to basketball these days.*]
 35 Tom: yes
 Jaemin: 근데 별루 못하구 있는거 같던데 [*but he is not doing very well*]
 Tom: but he plays for the Washington Wizards.....
 Jaemin: 그팀 별론데 [*it is not a good team*]
 40 Tom: they're not good at all
 Jaemin: ㅋㅋ [*haha*]
 Jaemin: 나이가 많은데 [*he is old*]
 Tom: yah
 Tom: hes ok
 45 Jaemin: ??
 Tom: he plays ok
 Jaemin: 아 [*aha*]
 Jaemin: 실력이 어디가냐..ㅋ [*his skills are always within him any ways, they are not going anywhere*]
 50 Jaemin: 이젠 내가 우리나라 농구역사에 관해서 약간 말한당.. [*Now, I am going to talk little bit about history of Korean basketball*]
 Tom: ok

In the part 3 of conversation A below, Jaemin initiates a new topic in line 1 and 2 to continue the conversation, but the suggested new topic is ignored by Tom. Tom addresses a different question about the assignment and subsequently they lose intersubjective understandings and the conversation ends.

Conversation A, Topic 3, Week 9, November 12, 2002

Part 3

- Jaemin: 난 농구 그렇게 잘하지는 않는데 [*I am not a very good player*]
 Jaemin: 참..글거 여기는 돈 주구 농구 배울수두 있는거 같던데 [*oh yes, I heard, in Canada I can take lessons on how to play basketball, if I pay money.*]
 Tom: when is our project due?
 5 Jaemin: 음 [*well*]
 Jaemin: 그거 내일까지인가 [*I think it is due tomorrow.*]
 Tom: uh oh
 Jaemin 2: ^^
 Jaemin: 나 해야한다 [*I have to do it.*]
 10 Tom: thats ok
 Jaemin: 하나두 안했다 [*I have not even touched it.*]

Jaemin: 내가 다이얼로그 선생님한테 보낼게 [*I will send this dialogue to the teacher.*]

Tom: ok

15 Jaemin: 그럼 Bye Bye 2 [*then bye bye*]

Tom: ok bye

In conversation B below, the partners had a technological problem; Esther's extremely slow computer (e.g., in line 10 '*dumb computer*') and time constraint that Chul has (in line 9 '*i have to leave at nine*') to begin with. Both of them seem to have no tolerance with each other's time delays (in line 11 and 12 '*are you there, stupid Chul*'), and Chul is not prepared to do the chat homework (in line 21 '*i dun have anything wit me... and i'm kinda late for a meeting..*'). Chul does not seem to know what he is supposed to do for this chat session (in line 29 '*just ask me quick questions*' and 30 '*no because we're supposed to work on yours*'). Esther gets frustrated since she can not set up an alternative schedule for chatting to finish the homework due to unavailability of both sides (from in line 23 to 27). The conversation clearly illustrates that intersubjectivity has never established between Chul and Esther and consequently, the conversation breaks off shortly after it begins.

Conversation B, Topic 4, Week 12, December 2, 2002

Esther: can we meet at 8:30?

Chul: sure, it's better for me too

Esther: okay good, thanks@

Chul: ^^ welcome

[30 minutes later]

5 Chul: hey hey let's do this

Chul: Esther~~~~~!!!! noooooooooooo!!!

Chul: why r u not available??

Chul: Esther~~~ i have to leave at nine

Chul: where r u??????????????????

10 Esther: sorry, dumb computer. hi!

Esther: are you there?

Esther: stupid Chul

[five minutes later]

Chul: whatever

Esther: are you there?

15 Chul: yeah

Chul: hey hey hey

Chul: what u doing now?

Chul: geeezzzzzzz... gottttttttttt....

Esther: do you want to start working now? do you have your vocabulary sheet?

20 let's work on yours

Chul: i dun have anytning wit me... and i'm kinda late for a meeting..

Chul: is this week last week for this assignment?

Esther: oh you're stupid! when can we meet then?

Esther: YES

25 Chul: MY GOT!!!!!!!!!!!!!!!!!!!!!!

Chul: okay, meet me tomorrow??

Esther: no i can't, stupid

Chul: stop callin me stupid

Chul: shittty... aight.. just ask me quick questions

30 Esther: no because we're supposed to work on yours

Chul: okay i'll ask u questions than?

Esther: yes. stupid.

Chul: aight... what the hell is mistle toe?

Chul: and... jinx

35 Esther: jinx is a curse. mistletoe is a little plant that people hang

Chul: that's all I want to ask, i gtg.

In the conversation given below, both partners do not have a shared goal of the task, consequently the conversation ends shortly after starting.

Conversation, Topic 2, Week 6

Samuel: hey

Hyung: hey

Samuel: what are we supposed to do

Hyung: chat

Hyung: about the dongji and halloween

Samuel: oh man

Hyung: what?

Samuel: i don't remember anything about dongji

Hyung: so...do you not understand any stuff about dongji?

Samuel: i understand

Samuel: but i forgot

Hyung: ok
 Hyung: so...what do you want me to explain you about?
 Samuel: um
 Samuel: let me think
 Samuel: dongji had a lot about red bean soup
 Samuel: you had to spray it on your front entrance to keep the evil spirits out
 Samuel: and you ate it too
 Hyung: yup
 Samuel: ok i remember everything
 Samuel: do you need any help with halloween?
 Hyung: ummm let me see....
 Hyung: not really so far
 Samuel: ok so then we both know everything then
 Hyung:ok
 Samuel: c ya
 Hyung: c ya

Scaffolding

One of the tenets of sociocultural theory addresses the processes by which learners may be assisted by more capable others to further their understanding through scaffolding (Vygotsky, 1978). Based on the analysis of the transcripts of students' collaborative dialogue in their expert and novice partnerships in tandem learning, it was concluded that learners came to scaffold the learning of their partners. To illustrate more specifically how learners were variously implicated in this process, several examples will be discussed. In the following example, it can be seen how a Korean-speaking student provided scaffolding in the form of guiding questions and contextualization, thus creating a meaningful context for both the content and the language being taught to his partner who was a novice in Korean.

Conversation, Topic 3, Week 10

John: this is a long one..ill try my best to write it in english
 Sang: 응 [ok]
 John: nweh seh po pa gwueh...like something has to do wit brain damage but i

dont know exactly
 Sang: 뇌세포파괴..*[Brain cell destruction]*
 John: ya
 Sang: 뇌 는 영어로 뭐지? *[What is 'brain' in English?]*
 John: brain
 Sang: 세포는? *[What is 'cell' in English?]*
 John: is it cell?
 Sang: 응..*[yes]* 파괴는 뭘까? *[What is 'destruction' in English?]*
 John: ok, destroy, something like that
 Sang: -_- , 다 합해바..*[Now, combine these all together.]*
 John: brain cell destroy
 Sang: 응...단어뜻은 그건대..*[Yes, the word meaning is something like that.]*
 John: so brain cells getting destroyed from alcohol?
 Sang: 맞아...*[That is right.]*, 알콜한번 들어가서...취하면..*[When you get hung over after drinking alcohol]*
 John: ok
 Sang: 뇌세포가약..2만개가 파괴되..*[almost 20,000 brain cells are destroyed.]*
 John: holy!@!
 Sang: but thats nothing
 John: right?
 Sang: 그리고...그거 파괴되면 다시 회복이 안되 *[Moreover, once destroyed, they can not be recovered.]*
 John: oh..
 Sang: 그러니깐 문제지..*[That is a real problem.]*

In this exchange, in the beginning of the conversation, it was difficult for John to understand the meaning of the biological term, *brain cell destruction*, in Korean. However, after asking for help from his partner, Sang, an expert in Korean, he was able to understand and internalize the abstract scientific concept through a more concrete explanation. In order to achieve this, Sang broke down the biological term into its base words (*brain*, *cell* and *destruction*) and confirmed with John that the meaning of each word, individually, was understood. Then, Sang asked John to combine these meanings together so that the biological term could be understood. This was successfully achieved so that they were able to share further insights and reactions on the topic using the term.

Other examples show how learners can develop and redefine their own language learning strategies through scaffolding and expert/novice collaboration among peers (Donato & McCormick, 1994). In the example below, Juliana requested her Korean partner, Soo, to make an example sentence in Korean using the Korean vocabulary that she was learning. One of her Korean vocabulary learning strategies that she developed through this expert and novice teaching and learning was to study the usage of the L2 vocabulary in sentences which were produced by her fluent Korean-speaking partner. It was easier for her to understand the meaning of the unknown Korean words if she could see how those words were being used in actual sentences. These model sentences could be easily and quickly produced by fluent L1 partners during this expert and novice dialogue. As one of the students expressed, it was like 'a live dictionary.' This way she could learn Korean L2 vocabulary in a more meaningful way rather than memorising isolated lists of L2 vocabulary items.

Conversation, Topic 5, Week 21

Juliana: what is 다양성 [*What is diversity?*]

Soo: It is

Soo: um

Soo: variety

Juliana: oh...so how would you use that in a sentence, can you make a sentence with that for me, because when I see the sentence, it is easier to understand.

Soo: oh, 각 나라는 문화의 다양성을 갖고있다 [*Each country has cultural diversity.*]

Soo also reflected upon this strategy used by her partner, then she started to use that strategy for her own English vocabulary learning.

Conversation, Topic 6, Week 25

Soo: resentment toward parents

Esther: ummm...your parents did something to annoy you, or something that you didn't like

Esther: so 원한 [resentment] against parents

Soo: can u make a sentence?

Esther: i harbored a resentment against my parents because they wouldn't let me marry a white man.

Soo: oh

Esther: ^^

These examples illustrate how partners provide scaffolding for one another leading to mutual understanding.

The analyses and data in the above sections, from a sociocultural theoretical perspective, have shown how the nature of the students' collaborative dialogue was linked to culturally framed and discursively patterned communicative activities (Hall, 1997). Over time, members of the two groups overcame their initial uncertainty, built relationships with one another and increasingly drew upon one another's expertise in developing their knowledge of the other language and the cultural ways of their partners. Learners appropriated the words of others and developed awareness of self in relation to others through peer-peer dialogues. Their unique roles as expert as well as novice in these collaborative dialogues were defined and became clearer to the learners. Intersubjective understandings were reached so that they could engage in extended meaningful conversation. While providing scaffolded support and assistance to one another, the learners gained confidence in their ability to teach and learn from tandem chat conversation.

With the growing prevalence of sociocultural theory in educational research, second language researchers have become increasingly aware of the need to understand sociocultural theory as it relates to the tradition of second language acquisition studies within an interactionist approach based on cognitive theory. In this study I have primarily used a sociocultural approach, given the research context and its

requirements. I also recognize the value of the interactionist tradition, more specific to second language learning, which focuses on specific linguistic and language related elements of discourse. In the following sections, more specific detailed analyses of these students' collaborative dialogues using an interactionist' approach to discourse analysis will be provided, with the goal of clarifying ways in which such dialogue can specifically serve L2 learning. Such an analytical approach seeks to examine linguistic and interactionist characteristics of discourse as these contribute to a more detailed understanding of the process of second language learning and may help explain specific language learning outcomes.

Interactive learner adapted discourse for language learning

Discourse analysis in the tradition of interactionist studies revealed that L1 messages in the chat room discussions were almost always tailored so that the L2 partners could understand them. Both linguistic and interactional adaptations were frequently made by both partners, and when using their L1, students used *discourse management* strategies to avoid communication problems and *discourse repair* tactics to restore communication after misunderstandings and breakdown. While L1 partners often took the lead in tailoring their language for greater comprehensibility, L2 partners also initiated language explanations and adaptations.

Linguistic and interactional adaptations

Linguistic adaptations occurred when learners needed help with specifics of the messages they received in order to comprehend them both semantically and syntactically. Expert students' adapted language features consisted of simplification, elaboration and regularization, which among other factors made linguistic features more

salient to the learners (Larsen-Freeman & Long, 1991). Examples of these adaptations will be provided in the following sections.

Similar to linguistic adaptations, *interactional adaptations* were motivated by the attempt to simplify or clarify the discourse so as to avoid communication problems between partners. The process of negotiation for meaning occurred when some form of communication breakdown had taken place or in response to a learner utterance that contained an error of some kind (Long, 1983). Examples of interactional adaptations by L1 speakers to promote understanding that will be presented in the following sections illustrate slower speech rate, requests for clarification, comprehension checks, confirmation of or restating and correcting what the other had said (recast); all of which in some cases were prompted by L2 partners. (For related examples from the interactionist literature, see, for example, Gass, 1997; Long, 1983, 1985, 1996; Mackey, 1999; Pica, 1994.)

Simplification. The following examples illustrate how the expert student in English ensured that her partner understood what was being said during the conversation by simplifying her question so that they could continue.

Conversation, Topic 2, Week 5

Bonny: would you recommend this movie to anyone?

Dongjun: -_-?

Juliana: 이 영화를 누군가 한테 추천하겠어여? [*Would you recommend this movie to anyone?*]

Bonny: did you like the movie?

In the above conversation, the bilingual student translated what the English-speaking student had said after realizing that the Korean-speaking student did not understand the sentence (Dongjun: -_-?). Bonny also reformulated her question from

“Would you recommend this movie to anyone?” to “Did you like this movie?” This lexical and conceptual simplification was done so that her partner could understand and continue to participate in the conversation.

Elaboration.

The excerpt below shows the Korean partner provides a step-by-step explanation and reformulation of the Korean words that he is using to explain the cultural concept of *sesi food*. The expert elaborated on the key word *seasonal*, used in his definition of *sesi food*: “The definition of *sesi food* is that the seasonal food that we eat depends on which season of the year we are in.” He then explained that seasonal refers to the four seasons of the year (spring, summer, fall and winter) and that the food eaten by Koreans depends on the season. In this example, the English partner, Mark not only learned the concept of *sesi food* but expanded his Korean vocabulary with the words seasonal, fall, winter, spring and summer.

Conversation, Topic 1, Week 4

Dongjun: 세시음식이란 [*The definition of 'sesi food' is that...*]

Dongjun: 일년중 철을따라서 바뀌는 음식을 말해 [*the seasonal food that we eat depends on which season of the year we are in.*]

Mark: huh? i dont get it

Dongjun: 철이 계절이야 [*철 means season*] 우리나라는 4계절이 있자나 [*We have four seasons in Korea.*]

Mark: oh ok

Dongjun: 봄, 여름, 가을, 겨울 [*spring, summer, fall, winter*] 그럼 계절마다 [*Then in each season*]

Dongjun: 그 음식의 형태와 종류가 달라진다는 거야 [*we have different types and kinds of food.*]

Mark: ok. i got it

In the following conversation, Jongwan, a Korean-speaking student elaborated the meaning of the word ‘재능’ [*a talent*] by providing several sample sentences containing

the word. This example furthermore illustrates syntactic simplification through repeated use of the same sentence structures, both generally used to give definitions. He gave two examples for '...에 재능이 있다 [*if someone has a talent in...*]' and two with a second structure to express that '...고 하면 [*that means...*]'. Through repetition of standard syntactic structures, he is providing repeated exposure to the correct forms that can be used in these cases and that are also very useful in other cases.

Conversation, Topic 3, Week 12

Jongwan: 재능은... [*A talent is ...*]

Jongwan: 머를 잘하는 힘이야. [*power given to you so you can do well in something*]

Jongwan: 축구에 재능이 있다 그러면... [*if somebody has a talent in soccer...*]

Jongwan: 축구를 잘하구 [*that means he is really good at soccer*]

Jongwan: 농구에 재능이 있다구 하면... [*if somebody has a talent in basketball...*]

Jongwan: 농구를 잘하구 [*that means he is really good at basketball*]

Mark: ya I see.

The conversation given below shows that, in order to elaborate on the meaning of the word 'dispute' for Kyujin, a Korean-speaking student, Jeeyoung, a bilingual student first gave a definition of the word 'dispute' using a more commonly used word 'argue', and then, provided an L1 translation of the word, '말다툼'. Finally, she used 'dispute' in a sample sentence to make sure Kyujin understood it. In the process she repeated the new word three times.

Conversation, Topic 4, Week 17

Kyujin: what is dispute

Jeeyoung: it is to argue with someone

Jeeyoung: in korean it is called 말다툼 [*dispute*]

Kyujin: 아~~[*I see.*]

Jeeyoung: a dispute leads into a bad relationship with people

In the excerpt given below, Jeeyoung provides an elaborated explanation plus example on the word 'racist', then checks Kyujin's comprehension.

Conversation, Topic 4, Week 17

Kyujin: racist

Jeeyoung: ummm..a person who is against a certain race of people

Jeeyoung: hitler was racist against the jews

Kyujin: 맞다 [right]

Jeeyoung: do you get it?

Kyujin: ya!

The conversation given below, Kyujin, a novice English learner explicitly asked Jeeyoung to formulate an English sentence using the word that she was learning; 'homesick'. As Kyujin said in the conversation, she knew the meaning of it, however, she did not know how to use the word in a sentence. Kyujin immediately received a model sentence from her bilingual partner, Jeeyoung.

Conversation, Topic 4, Week 17

Kyujin: ma turn!

Jeeyoung: okay

Kyujin: homesick

Kyujin: I noe this word's meaning

Kyujin: but I can't make a sentence

Jeeyoung: when i came to canada, i was very homesick

Kyujin: oh.. dat duz make sense haha

The frequently used interactionist tactic of slowing speech rate in the L2.

Conversation which appears in written chat has its own rate of exchange. Among native language users, conversation partners who respond too quickly, not allowing their partner time to comprehend their message, formulate and type a response, are accused of *flooding*. These data often show expert partners taking more and longer turns, which while appropriate for explanations, is not appropriate in non-instructional exchanges in

which both wish to participate freely and equally. In the following example of discourse management, a Korean speaker recognized the issue of speech rate and expressed her readiness to adapt her messages and discourse rate to ensure that her English-speaking partner could understand her and to avoid further communication problems.

Conversation, Topic 1, Week 3

Tom: whats korean thanksgiving

Younghee: 한국 땡스기빙은 추석이지..*[Korean thanksgiving is called Chu Suk.]*

Tom: yes

Younghee: 누나 말 이해 못 하거나 넘 빨리 말하면 바루 말해~~ 알았찌? *[If you can not understand what I say or if I speak too fast, tell me right away, all right?]*

Tom: ok.... its too hard on msn.

Younghee: 아이씨쿠 보다 쉬운땡..*[It is easier than ICQ.]* 많이 어려워?? *[Is it too hard?]*

Tom: kind of

Younghee: 그럼 천천히... ^^ 해보자 꾸나~ *[Then let's do it slowly.]*

In the next example, a Korean student, Kyungha, first offers an abstract explanation using difficult terminology and long sentences. When her partner does not respond, she shows her willingness to adapt her language in order to help his comprehension, and proceeds to offer examples, using a shorter turn and simple sentences.

Conversation, Topic 5, Week 22

Kyungha: 캐나다에서도 그런 것들이 많이 유망할 것 같은데,, 특히 여기는 multicultural 국가니까,, 끊임없이 들어오는 immigrants 를 위한 서비스가 유망하겠죠?? *[I believe these jobs are promising also in Canada. Especially, since Canada is a multicultural country, jobs to serve these growing immigrant populations are promising.]*

Kyungha: 자세하게 풀어 말해줄까? *[Do you want me to explain step by step in more details?]*

Sang: 음.. *[Well]*

Sang: 편한쪽으로 하세요~*[It is up to you.]*

Kyungha: 음... 호텔 매니저,, 웹 디자이너,, 마케팅 컨설턴트.. 같은 직업? [*Jobs like hotel manager, web designer, marketing consultant...*]

Providing translations and temporary use of partner's L1. Alternative methods that some of the more fluent L2 speakers and the bilingual students used to make sure their less fluent L2 partners understood their L1 utterances included attaching L2 translations of their L1 next to their L1 text and temporarily typing in the less fluent partner's language in order to prevent the conversation from breaking down and support L2 acquisition. Enhancing comprehensibility through well-timed linguistic modifications helped maintain the conversation and keeping it flowing, while providing key topical information and overall topic comprehension (Wesche, 1994), as illustrated in the following examples of word translation and temporary code-switching (see bolded items).

Conversation, Topic 2, Week 7 (code-switching by both partners)

Samuel (E): yep, hmm... hey, bad luck is on the vocabulary list, wats so bad luck, about korean halloween?

Younghee (B): **bad luck? what is it in Korean?**

Samuel (E): wat do u mean?

Younghee (B): --

Samuel (E): im lost

Younghee (B): **what word are you talking about?**

Samuel (E): **aigk uhn**

Younghee (B): **oh..**

Samuel (E): its like

아-| O

7 ----- [*instead of typing in Korean, which was difficult for him, Samuel provides a creative graphic to represent the Korean word 액운*]
I
L

Samuel: hehehe

Younghee: cool~ I got it

Conversation, Topic 3, Week 14 (translation)

Esther: what is 미신? [*What is superstitions?*]
 Younghee: 어떻게 설명하지?? [*How should I explain this??*]
 Esther: heehee....use it in a sentence
 Younghee: 영어로는 아는댐..[*I know what it is in English.*]
 Esther: okay so what is it in English?
 Younghee: **superstitions**

Conversation, Topic 3, Week 14 (code-switching)

Jung: 근데 점쟁이가 몬지알아? [*By the way, do you know what a 'fortune teller' means?*]
 Joon: 어...영어로는 뭐야? [*What is in English?*]
 Jung: **prognosticator**, 어렵다-_-;; [*prognosticator, it is a difficult word.*]
 Joon: 처음 들어보는거네...[*I've never heard of it.*]
 Jung: 아..쉬운 말은 **fortune teller** [*Well, the easier one is a fortune teller.*]
 Joon: ㅇㅇ [*I see.*]

Conversation, Topic 2, Week 5 (code-switching)

Younghee: 에스더 보이니?? **Can you read me? Esther?**
 Esther: yup!
 Younghee : 오케이~~ [ok]
 Younghee: 그럼 시작해 볼까?? **Shall we start?**

In the following conversation, translation helps the learner connect a meaning to the Korean word form, '법' he already knew. When it is apparent that the Korean speaker does not understand the expert's English explanation to his question about the meaning of 'code of conduct', the English speaker provides a Korean translation followed by a comprehension check. The Korean speaker confirms that he understood in Korean, then uses an English phrase to again confirm his comprehension.

Conversation, Topic 5, Week 22

Hyukjun: 응... code of conduct 는 뭐냐? [*What does 'code of conduct' mean?*]
 Tyson: hmm how to explain in english clearly to you is going to be hard... but ill try its like the rules in the gang... or 법[law] if you dont follow the 법[law]

then you suffer punishments

Hyukjun: 아~.. 어렵다 아라듣기가.. [*Gees, it is too hard to understand.*]

Tyson: 음 그럼 한국말로할게...[*Then I will explain in Korean.*] 갱안에 법이 있는데
그걸 어긴다면촌나 두목아님 높은 애한테...조금 이해하겠어? [*There are
certain rules to follow among gang members. If you break them, you will
be punished by the gang leader. Did you get it?*]

Hyukjun: 오~ 오케이~ [OK] I got it~ ^^

Request for clarification. The next example includes a ‘clarification request’ by the English speaker leading to reformulation in Korean by the L1 partner. The English-speaking student, Mark did not understand the meaning of the Korean word ‘고유’ from his partner’s sentence, so he asked for the Korean student, Dongjun, the meaning of the word by sounding it out using the English alphabet (‘go yu’). Dongjun then reformulated his statement and Mark confirmed his understanding.

Conversation, Topic 1, Week 3

Dongjun: 놀이로는 [*There are games.*]

Dongjun: 우리 조상 고유의 놀이인 씨름, 강강술래 등을 하였다. [*We played
traditional games like wrestling and a circle dance.*]

Mark: whats go yu?

Dongjun: 우리만의 [*exclusively for Koreans*]

Dongjun: 우리조상만의 특별한 [*exclusively for our ancestors*]

Mark: oh ok

In the next example, the English-speaking student, Tom, requested a clarification of the meaning of a Korean word ‘왕래 [commuting]’. Then the Korean student, Jung, provided both an explanation and further clarified the meaning with a list of jobs that require commuting between the countries, such as a diplomat given in Korean or businessman given in English.

Conversation, Topic 3, Week 11

Jung: 캐나다와 한국을 왕래하며 할수있는일 [*Jobs that require commuting between Korea and Canada*]

Tom: 왕래가 뭐예요? [*What is 'commuting'?*]

Jung: 음 그러니깐 한국에서도 일할수 잇고 캐나다에서도 [*Well, things like we can work in both Korea and Canada*]

Jung: like 외교관 [*like a diplomat*] or business man

In line 9 of the following conversation, Juliana triggered a negotiation of meaning by requesting a clarification of the word '*phantomfan*' after her partner, Dongjun had used the word four times during an exchange in which he wrote in English, his L2. Dongjun provided an equivalent Korean word for it ('환영') in line 10; however, the word '*phantomfan*' remained unclear to Juliana as shown in lines 11 and 12. Then Dongjun checked the dictionary and in line 13 and 14, provided the correct English word as "phantom". According to the retrospective comment from Dongjun after the chat, he said he got the word '*phantomfan*' from a dictionary. In the dictionary, it was written as 'phantom,- fan' that means it can be written either 'phantom' or 'fantom' but he interpreted that as one word, 'phantomfan', and had taken it as a word and used until Juliana requested clarification. This exchange illustrates the value of negotiation of meaning in calling the learner's attention to correct form as well as meaning, and led to his learning of the word. It also shows that dictionary entries can be misleading, but that dictionary use for verification during chat can also be useful.

Conversation, Topic 2, Week 5

- 5 Dongjun: he sees phantomfan
 Dongjun: but he didn't realize it was phantomfan
 Dongjun: then he go to a mental hospital
 Dongjun: then he got out of there after 1 year
 Dongjun: and try to heal by himself..
 Dongjun: even he still see phantomfan

- Dongjun: he ignore phantomfan
 Dongjun: in 1994, he got a novel prize
 Juliana: phantomfan 이 머에여?? [*What is a phantomfan?*]
 10 Dongjun: 환영[a phantom]
 Juliana: 머* [*What*]
 Juliana: 환영? [*a phantom?*]
 Dongjun: 아..잘못쳐따 [*I typed wrong.*] [*Dongjun checks the dictionary.*]
 Dongjun: phantom
 15 Dongjun: ??
 Juliana: 유령이여? [*Are you saying ghost?*]
 Dongjun: ㅇㅇㅇ[Groaning]
 Dongjun: he was crazy
 Juliana: ㅇㅋ.. [*ok*]
 20 Dongjun: so it is not really ghost
 Dongjun: he had problem with his brain
 Dongjun: cause he was too smart
 Juliana: ㅎㅎㅎ 알겠따 [*Laugh.. I got it.*]

In the following conversation, Kyujin, a novice English learner indicated that she did not understand what her partner Jeeyoung said in line 10. She then suggested a strategy which would help her to learn the word, asking Jeeyoung to make up an sample sentence in line 12. Jeeyoung then gave a sample sentence using the word 'ethnic' in line 16, then checked Kyujin's comprehension in line 17.

Conversation, Topic 4, Week 17

- Kyujin: I'm gonna ask first
 Kyujin: can I?
 Jeeyoung: ok
 Kyujin: ethnicity
 5 Kyujin: this one
 Jeeyoung: wait..
 Kyujin: ok
 Jeeyoung: like..
 Jeeyoung: 인종의 특기? [*Uniqueness of each race?*]
 10 Kyujin: I dunt understand.
 Jeeyoung: i don't know..its not a word really
 Kyujin: give me a example
 Jeeyoung: ethnic is a word..

- Jeeyoung: umm to use ethnic..
 15 Kyujin: oh
 Jeeyoung: "my ethnic background is Caucasian"
 Jeeyoung: do you get it?
 Kyujin: oh
 Kyujin: I got it
 20 Jeeyoung: okay

Expert's comprehension check/ Novice's signalling of non-comprehension.

As a management strategy to avoid communication breakdown, both Korean- and English-speaking students often used comprehension checks, i.e., inquired whether their partner had understood something they had just said. Most of the time, experts checked their novice partners' comprehensions; however, they also relied on their partners to take the initiative if they did not understand something. In other cases, the novices pre-empted a comprehension check and overtly indicated their lack of understanding, triggering repairs and thus avoiding conversational breakdown.

In the following conversation, Jung is checking Juliana's comprehension by asking whether her explanation was too difficult to understand. Juliana indicated that she had understood everything that Jung said, then summarized Jung's opinion with one sentence; '*so you don't like dual citizenship*'.

Conversation, Topic 5, Week 22

- Jung: 내말이 어려웠나???-_- [*Was my explanation too difficult to understand?*]
 Juliana: no its okay, i get what you mean
 Jung: 음,,, [ok]
 Juliana: so you don't like dual citizenship

The conversation given below shows that Jeeyoung, a Korean and English bilingual student, is trying to check her partner's comprehension of what she had said. Jeeyoung suspects that, since the only thing Kyujin keeps saying during conversation is

'ㅇㅋㅇㅋ' which means 'OK OK', Kyujin is not following her. Jeeyoung did not overtly ask Kyujin whether she understood what she had said or not, but rather, subtly expressed her concern about Kyujin's apparent lack of comprehension. This conversation management strategy that Jeeyoung used helped Kyujin to confess that she did not understand and was only pretending that she did. After this, Jeeyoung elaborated on what she had said one more time by paraphrasing and using simpler structures and vocabulary in order to make sure Kyujin could understand.

Conversation, Topic 3, Week 13

Kyujin: ㅇㅋㅇㅋ [ok ok]

Jeeyoung: (못알아듣는 규진이) [There is Kyujin who doesn't understand.]

Jeeyoung: (그래서 ㅇㅋㅇㅋ만하는규진이) [Therefore, there is Kyujin who keeps saying ok ok only.]

Kyujin:—

Kyujin: 진짜 니 뭐냐~~?? [What are you, really??]

Jeeyoung: 장난이어서~ ㅠㅠ[I was joking. (She pretends to cry.)]

Jeeyoung: 화나써?~ [Are you upset?]

Kyujin: 아니야 [No] 장난인거 알지 [I knew it was a joke.]

Kyujin: 사실 못알아들어서 ㅇㅋㅇㅋ한거양 [Frankly to say, I just said ok ok because I did not get what you were saying.]

Jeeyoung: ㅋㅋㅋㅋㅋㅋ [laughing]

Jeeyoung: ㅇㅋ 세컨드 단어 오브 유얼스 [ok, then what is the second word from your list?].

Kyujin: regret

Jeeyoung: 무슨 뜻인지 아세요? [Do you know the meaning?]

Kyujin: 섭섭? [feel sorry?]

Jeeyoung: 아니 후회하는거야! [That means you regret something.]

Kyujin: 후회, 아~~ [regret? I see]

Jeeyoung: to feel sorry for something that you have done

Kyujin: 아 그러구나 [I got it]

The conversation below is another example of signaling of non-comprehension by novice Korean learner, Samuel, which elicits an explanation in English.

Conversation, Topic 1, Week 3

Samuel: the pilgrims came to america in 1620,

Younghee: 어디서 부터? [*Where did they come from?*]

Samuel: and they made a village in plymouth on december 21 1620

Younghee: 영국이던가? [*Did they come from England?*]

Samuel: i dont understand 영국 [*England*]

Younghee: oh they came from england?

Confirmation of what the other has said. The next example shows 'confirmation checking' by the Korean-speaking partner who proposes an incorrect meaning for a new English word. This is corrected by the English speaker as part of an example. The Korean speaker then offers a further, inaccurate elaboration of the meaning, then understands and accepts the one offered by the English speaker, who confirms it. Again, what is prominent is the collaborative, negotiated nature of the repair. In fact, these repairs were often initiated by the novice speakers who indicated their lack of understanding, then later confirmed their understanding of what their partner had said.

Conversation, Topic 4, week 20

Hyung: approval이랑 가족이랑 같은거양? [*'Approval' means same as 'family'?*]

Esther: approval is like getting permission...for the parents to accept your boyfriend or girlfriend

Hyung: 아 [*I see.*]

Hyung: 소개시키는거야? [*You mean 'introduce'?*] 허락받는건가..? [*Or getting permission?*]

Esther: yeah! That is exactly what it is ^^

Hyung: ^^;;아~~[*I see.*]

Hyung: 나머지는 알꺼갈양~~ [*I think I know the rest.*]

The next example of a confirmation check by an L2 English partner involves a correct guess which is confirmed by the L1 (Korean) partner.

Conversation, Topic 1, Week 3

Dongjun: 조상들에게 제사를 지내 [*We perform an ancestral rite.*]

Dongjun: 제사 [*an ancestral rite*]

Samuel: Is that ancestor Worshipping?

Dongjun: 어 [*Yes*]

The following example, also of a correct confirmation check by the L2 (Korean) partner, led to a confirmation check and further discussion and elaboration of 'jack o Lantern'. Younghee checked her understanding of a word 'jack o lantern' with Samuel, asking '*Is a jack o lantern a pumpkin with a candle inside?*' Then Samuel confirmed her understanding was right saying '*yeah, the pumpkin with the scary face.*' Younghee asked further questions about the uniqueness of a jack o lantern; and why people always carved pumpkins with scary faces, considering that there are lots pretty faces. Samuel then paraphrased Younghee's question and tried to confirm whether his understanding of Younghee's question was right or not. Younghee simplified her question by replacing the 조각 [*carving*] with the easier word 그려넣다 [*draw*], and by using simpler sentence structure.

Conversation, Topic 2, Week 5

Younghee: jack o lantern이...

Younghee: 호박에 촛불 넣는거 말하는건가?? [*Is that a pumpkin with a candle inside?*]

Samuel: yeah, the pumpkin with the scary face :-)

Younghee: 아...[*I see.*]

Younghee: 근데 왜 호박에는 무서운 얼굴을 조각해?? 이쁜 얼굴도 있는데..[*By the way, why do people engrave only scary faces? There are lots of pretty faces???*]

Samuel: are you asking why they have ugly faces and pretty faces?

Younghee: 아니.. 왜 못생긴 얼굴을 그려 넣냐구.. [*No, why do people draw only ugly faces on pumpkin?*]

Samuel: probably because most things about halloween are supposed to be scary

Younghee: 아... ok~

In the following conversation, Soo first confirmed her understanding of the meaning of '*being bullied*' by proposing a synonym, 'teased' with her partner, Juliana. She then used 'being bullied' in a sentence, and Juliana confirmed that it "works".

Conversation, Topic 5, Week 20

Soo: being bullied
 Soo: 놀림받는다고? [*Being teased?*]
 Juliana: yup
 Soo: so
 Soo: 'I was being bullied by other people.' Is this sentence ok?
 Juliana: that works

In the following conversation, Soo first told her partner, Esther, that she did not understand the meaning of the phrase '*acceptance of interracial marriage*'. Following Esther's different uses of the phrase, Soo checked her understanding of 'acceptance' with Esther, who confirmed it.

Conversation, Topic 6, Week 25

Soo: acceptance of interracial marriage
 Esther: do you need the meaning or the sentence?
 Soo: ya I dunt get it
 Soo: I need meaning
 Soo: actually both of them
 Esther: this means you accept interracial marriage
 Esther: some people accept interracial marriage while others don't
 Soo: oh
 Soo: so it means
 Soo: like
 Soo: I agree with it
 Soo: right?
 Esther: yup
 Soo: oh I got it

In the following conversation, Jongwan did not understand the meaning of the English slang word, 'busted'; used by his partner Mark. He then made a confirmation check of his understanding with Mark, who confirmed it.

Conversation, Topic 5, Week 21

Mark: I'll try to do the chat with Chul too but he said his computer is busted

Jongwan: 양 [what]

Jongwan: 머? [what?]

Jongwan: 고장 났다구? [You mean it is broken?]

Mark: its broken he said

In the following conversation a Korean student Dongjun confirmed his understanding of the meaning of the word 'plot' with his partner Bonny by asking the question 'u mean story [,] right?'

Conversation, Topic 5, Week 22

Juliana: 그럼 무슨 영화?? [Then what movie should we talk about?]

Dongjun: beautiful mind

Juliana: 오.. ic

Bonny: do you know what the plot of that movie is?

Dongjun: yes

Dongjun: u mean story right?

Juliana: 네 [Yes]

In the following conversation, Younghee asked Esther about Halloween customs in North America, regarding what Christians do on Halloween, and about Halloween costumes. Esther (a novice in Korean) was not quite sure that she had fully understood the questions, so she initiated a confirmation check by paraphrasing Younghee's questions. Younghee then confirmed Esther's understanding; and the conversation proceeded.

Conversation, Topic 2, Week 5

Younghee: 이걸 개인적으로 궁금한거!!! 교회 다니는 사람들두 할로윈때 파티하고 놀까?? [*I have been always curious to know about this. Do Christians also go to those Halloween parties and have fun?*] 목사님 아이들도 tric or treating 할까?? [*Even do children of pastors go out for tric or treating?*]

Esther: hold on....are you asking if people who go to church do all these things too?

Younghee: 응 [Yes]

Esther: i dunno...a lot of churches hold parties that kids can go to instead of trick-or-treating. i was never allowed to go trick-or-treating, my family sat in the dark pretending not to hear the door bell it sucked

Younghee: 아.. 그렇구나.....[*oh I see*]

Younghee: 근데.. 귀신을 쫓기 위해 귀신 분장을 하는데.. 천사 분장 하면.. 귀신이 도망 갈까~!? [*We disguise ourselves with a ghost costume in order to chase ghosts. Then is it going to work if we disguise with an angel costume??*]

Esther: what? oh....asking if all those tricks would scare the demons away...heehee

Younghee: ^^ 응.. [Yes]

In the next example, following a stated misunderstanding of Korean by the English-speaking partner, both students participated actively in collaborative repairs and negotiating a mutual understanding of the topic, so that they could continue the conversation.

Conversation, Task 1, Week 3

Younghee: 캐나다 땡스 기빙은 뭘 축하하기 위한 거야?? [*What do we celebrate in Canadian Thanksgiving?*]

Tom: i dont understand

5 Younghee: ^^ 캐나다 땡스기빙은 왜 생긴 거냐구...[*Why did Thanksgiving in Canada start?*]

Tom: y did thanksgiving happen in canada? how did thanksgiving start?

Younghee: 응.. 둘다.. [Yes, both] 땡스기빙의 역사... [*History of Thanksgiving*]

Tom: one second

Younghee: 앙~~ ^ [*what?*]

10 Tom: [after looking up 'history' in English-Korean dictionary] history of thanks giving

Younghee: 응.. 왜 생겼냐구...[Yes, why did it start?]

The above collaborative repair was triggered by Tom's statement that he didn't understand in line 3. Younghee tried lexical and conceptual reformulations of her question in line 4, followed by Tom's restatement of what he thought Younghee meant in line 6, which the latter confirmed in line 7. Younghee then offered a "history" of Thanksgiving (in Korean) as a cover term for what she wants to discuss. Tom looked up the Korean word for 'history' in a dictionary in line 8, and gives the English meaning, which was confirmed by Younghee. The repair accomplished, they returned to the initial discussion. This written chat discourse repair differs from oral examples in the literature in that the L2 (English) speaker was able to take the time to check a dictionary for a critical word meaning.

Recasting (corrective reformulation) of what the learner has said.

Important insight about teaching how to provide feedback during the chat room conversations and the communicative classroom activities was the role of different types of corrective reformulation, 'recast'. In a recast, expert students implicitly reformulated all or part of their novice partners' utterance, without error. The participants in this study used this implicit feedback more frequently than explicit correction when they corrected their partners' errors during online conversations.

In the conversation below, Korean-speaking student, Jaemin asked the meaning of a 'headstone' to his partner, Soo. She asked her father an equivalent Korean word in line 4 (in line 26, she mentioned that she asked to her dad), so she could provide an explanation in Korean to Jaemin. However, she misheard her dad and used the wrong word '비서 [*a secretary*]' in stead of '비석 [*a tombstone*]' from line 5 to line 31, when she realized that she had misused the word. In line 7, Jaemin recast her phrase using the

right word and in line 24, he also provided 'elicitation' feedback indicating that there was an error in Soo's sentence, '*Then, are you sure it is called 'secretary'?*' in line 24. He tried to elicit correct form from Soo through this question; however, Soo was not able to self-repair her word, so he provided the correct word form explicitly in line 32. He confirmed it again in lines 37 and 38.

Conversation, Topic 2, Week 5

- Jaemin: headstone이 뭐에어 [*what is a 'headstone'?*]
 Jaemin: 확실히 몰라여 [*I am not sure exact meaning.*]
 Jaemin: 돌머리?? [*Stone head?*]
 Soo: 아니, 잠깐 [*No, hold on.*]
 5 Soo: headstone 이란 머리위에다 놓는 비서야 [*A 'secretary' is a large tombstone which is placed at the back of the tomb.*]
 Jaemin: —; 머리위에다 놓는 비석?? [*A tombstone at the back of the tomb?*]
 Soo: 헉 나 그거 월래 영어루 써야되는데...;; [*Oops, I am supposed to explain this in English.*]
 10 Soo: 비서 [*a 'secretary'*]
 Jaemin: 비서?? [*a 'secretary'?*]
 Soo: 한국은 무덤 앞에 놓지만 여기는 비서를 무덤 뒤쪽에 노찬아 [*A 'secretary' is usually placed in front of the tomb in Korea, but in*
 15 *Canada it is opposite. They are placed at the back of the tomb.*]
 Soo: 무덤 앞에 노는 돌있잔아 [*A 'tombstone' in front of a grave.*]
 Soo: 나 지금 부터 영어로만 한다 우리 둘다 한국말 쓰면 안돼거든...;; [*I am going to speak in English only from now on. We should not use Korean only.*]
 20 Jaemin: 캐나다에는 무덤..뒤쪽에 놔여?? [*Is it placed at the back of a tomb in Canada?*]
 Soo: yep, pretty much
 Jaemin: 아..그런건가?? [*Is it right?*]
 Jaemin: 근데 그걸 비서라구 불러여?? [*Then, are you sure it is called 'secretary'?*]
 25 Soo: i think so :)
 Soo: i just asked my dad
 Jaemin: 비석이 아니구여?? [*Isn't it a 'tombstone'?*]
 Jaemin: 비서...?? [*A 'secretary'??*]
 Soo: one or the other...
 30 Jaemin: 네... [*Yes*]
 Soo: oops, maybe it is that

- Jaemin: 아... 비석이 맞는거 같은데.. [*Well, I am pretty sure it is a 'tombstone'.*]
 Soo: whatever heheh
 35 Jaemin: 하하 [*laugh*]
 Soo: k, i have a question now
 Jaemin: 그럼...headstone 은 머리위에다 놓는 비석?? [*Then, a headstone is a stone that is place in front of a tomb?*]

In regard to Soo's use of *crazy*, the example below shows how the expert student in English tried to help her partner expand his English vocabulary by providing a lexical reformulation, '*mentally handicapped*', which was a more appropriate word for this context.

Conversation, Topic 2, Week 5

- Soo: yes, I like the main character in the movie, he exists, he was really smart
 Juliana: ㅇㄱ... [*OK*]
 Soo: and he was like crazy
 Bonny: well mentally handicapped...but yeah...same thing

In the conversation below, Juliana recast Kyujin's ungrammatical use of tense in the sentence '*Samuel arrives in 1750*' immediately after her utterance.

Conversation, Topic 1, Week 2

- Kyujin: so confusing ~when did the Thanksgiving started? after Samuel arrives or in 1750?
 Juliana: Samuel arrived
 Juliana: it started a long time ago (dunno when it started bcuz it wuz so long ago) but it started to become big in 1750
 Kyujin: oh~ok^^
 Juliana: if u dunno understand other stuff u can ask me.. it's no prob ^^

As shown in the conversation below, there were some cases where expert students immediately corrected their partners spelling mistakes, however, most of the spelling corrections were done during classroom activities.

Conversation, Topic 4, Week 17

Joon: 김치찌개는 김치와 고기류로 끓인 국이다. [*Kimch stew is made of Kimch and meat.*]

Jung: 개야 개 [*It should be spelled '개'*]

Joon: 오케~ [*ok*]

Conversation, Topic 2, Week 7

Dave: 고정 관령 [*a fixed idea*]

Dongjun: 관령? [*(He raises a question about misspelling of 'a fixed idea'.)*]

Dave: 도덕 관령 [*a moral principle*]

Dongjun: isn't it 관념? [*(He suggests the correct spelling of 'a fixed idea'.)*]

Dave: 그렇게 써 있는데...그런가 [*It is written this way in my list. You might be right.*]

Dongjun: it should be 관념

Dave: ㅇㅋ [*ok*]

The above examples illustrate the process of lexical recast, which was very frequently used type of correction in students' meaning oriented interactions. Recast and other semantically contingent responses, such as comprehension checks, confirmations and clarification requests for negotiation of meaning, also allow learners to focus on form and to infer negative evidence in ways that may facilitate language development (Long, 1996). While explicit error correction or immediate corrective feedback was rare in students' online chat room discourse, it occurred frequently during classroom reformulation of essays, where the task was focused on sentence structure, paragraph order, and attention to form. More details on peer-error correction and other

forms of feedback in the classroom will be reported below in the section describing the reformulation tasks.

From the above excerpts, we can see that in these task-oriented conversations, proficient speakers readily adapt their language to support more effective communication with their partners who are less proficient in their L2, and in the process provide precise and timely information and feedback about their partners' L2 use, which leads to evidence of learning element of the L2 code. Analysis of chat discourse features revealed that they used both discourse management strategies to avoid communication problems and discourse repair tactics to restore communication after misunderstandings and breakdown. Even more striking is the way that the less proficient speakers often took the initiative in signaling their misunderstanding and actively seeking confirmation, correction and elaboration of their understanding. It appears that the task structure, the peer relationships and some of the characteristics of chat discourse (written, slower pace) may encourage this within the tandem chat learning community context.

Learning outcomes

Several kinds of data provide evidence on student learning outcomes during the course. Indications of language learning include post-course Questionnaires, the pre- and post-course Self-Assessments by students of their L2 use capability in different contexts, the Vocabulary Evaluations at the beginning and end of each task, and the Essays students wrote at the end of each task, as these revealed language development over the year. The chat transcripts also provided information about

learners' use of their L2 over time. All these sources also provide information about students' learning of topic-related cultural content during the course.

Second language learning

Questionnaires. Responses to the post-course questionnaires provide an overview of language learning outcomes as perceived by the participants (Appendix F & H). In these, students identified the areas of their L2 learning promoted by the chat activities. As a group, the Korean students, who were more proficient in English than their counterparts in Korean, were more aware of their language learning in specific contexts. This awareness may also have been due to their continual sensitivity to their gaps in English knowledge due to their position as ESL students. More detailed questions about their language learning outcomes from the chat activities revealed the specific L2 skills the students (including both groups) believed they had learned (See Figure 4).

Post-question 9: I believe that the chat has improved my ability to write in L2.

1 2 3 4 5

Post-question 10: I believe that the chat has improved my ability to read in L2.

1 2 3 4 5

Post-question 11: I believe that the chat has improved my ability to speak in L2.

1 2 3 4 5

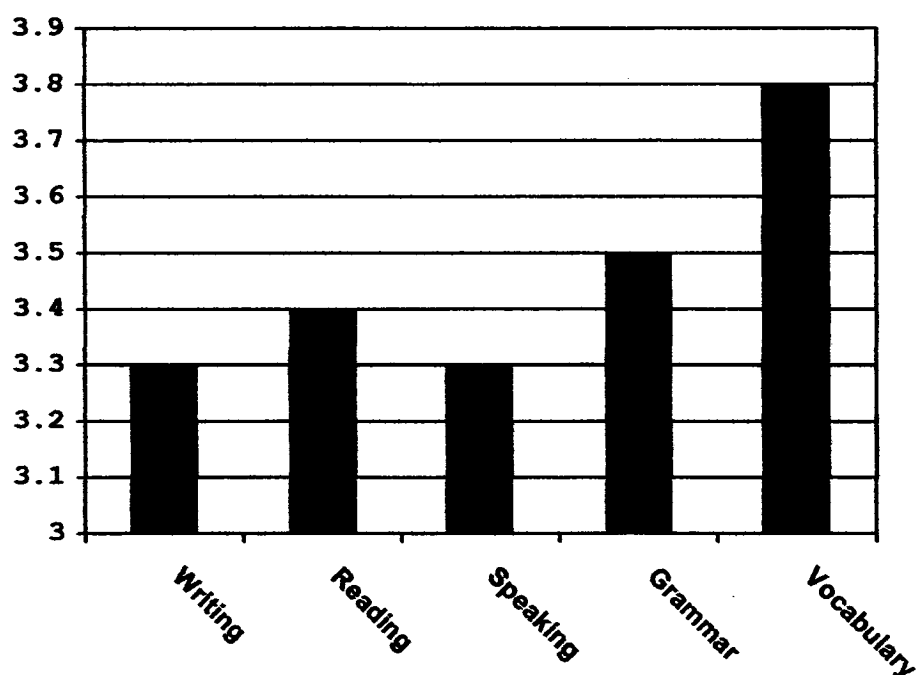
Post-question 12: I have learned new grammatical structures from the chat.

1 2 3 4 5

Post-question 13: I have learned new vocabulary from the chat.

1 2 3 4 5

Figure 4: Language learning outcomes from the chat activities



Among these L2 skills, vocabulary learning was an important outcome and that this learning included, but was not restricted to, the task-related word lists. This finding confirms those expectations reported in the pre-questionnaires where students from both groups had high expectations for learning L2 vocabulary and L2 grammar (see Figure 1 in the earlier section). As shown in Table 15 below, both groups were able to specify the kinds of vocabulary they had learned through the chat sessions in the open-ended question. This included culture-related vocabulary from their word lists but also slang, teen talk, and daily life vocabulary. One student commented that, because there was no pressure in learning from peers, he wasn't nervous, and confirmed that his

partner had helped him a lot to expand his vocabulary. Another English-speaking student mentioned that learning how to 'type' in Korean from his partner had very much helped him to learn the Korean characters and how to put them together to make words.

Table 15: Specific vocabulary that students learned

<i>Post course questionnaire, June 2003</i> What specific vocabulary did you learn from the chat?	
Korean students' responses*	English students' responses
- topic and Canadian culture-related vocabulary (4) - slang, trendy talk among teens in English (2) - new words that I did not know before (1) - vocabulary for everyday life (1) - advanced vocabulary related to difficult topics (1)	- culture related and other vocabulary (4) - slang, school culture-related words (1) - I can't say specific words but I learned a lot from it. (1) - '<i>interracial</i>', '<i>lots of power</i>' (1)

*Numbers of respondents are indicated in parentheses.

Self-assessments of second language proficiency. Self-assessments of their second language Listening/Speaking and Reading/Writing use ability in different contexts were completed by 11 Korean-speaking students for English and nine English-speaking students for Korean in September 2002 and May 2003. Sample questionnaires are given in both English and Korean in Appendix J and K. The results are presented in Table 16. Self-Assessment data must be understood not as a pure measure of proficiency, but as a combination of proficiency and confidence (Clément, 1986). Furthermore, an important factor in accurate self-assessment is that the individual has actually had the experience described in the item (LeBlanc & Painchaud, 1985).

Table 16: Pre- and post-course second language self-assessments

Self-Assessment Scores	English-speaking Students In Korean (N = 9)		Korean-speaking Students in English (N = 11)		All Students in L2 (N = 20)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Pre- Reading/Writing	113	18.6	96	25.5	104	23.7
Post- Reading/Writing	124	24.2	105*	21.8	114*	24.3
Pre- Listening/Speaking	183	13.7	144	40.5	162	36.7
Post- Listening/Speaking	177	20.7	161	40.1	169	33.0
Pre- Total Score	296	31.6	241	59.5		
Post- Total Score	301	30.6	266*	48.7		

*p ≤ .05 (one tailed t-tests of significant pre-post score differences)

The purpose of the self-assessment was to determine students' relative levels of proficiency in their L2, English and Korean, at two points of the year, at the beginning and end of the curriculum innovation, and to establish whether there was any measurable improvement in their own perception of their L2 skills in four areas, reading, writing, listening, speaking, over the one year period. Interestingly, the English-speaking students rated their abilities higher for both Reading/Writing and Listening/Speaking item sets on both pre- and post course Self-Assessments than did the Korean-speaking students, although the observations of the teacher and transcript data indicated that the Korean students initially had and maintained through the year a notably higher proficiency in English than did the English-speaking students in Korean. Furthermore, the English speakers' average ratings in Listening and Speaking were six points lower at the end of the year. This finding, while not statistically significant, goes against other kinds of evidence of their improvement. These group results thus require careful interpretation.

Paired samples t-tests were calculated for each group and the combined groups to determine whether students' self ratings of proficiency in their second language showed statistically significant improvement over the year. In fact, the English speakers' self rating changes were not significant (although their average gain in Korean Reading/Writing on the post-measure was 11 points), but the Korean-speakers' self rating changes in English Reading/Writing (on average 9 points higher on the post measure), were statistically significant. The Korean speaking students' combined post-course self ratings for Reading/Writing and Listening/Speaking in English were also significantly higher than pre-course ratings. (It is not possible to know the extent to which Korean students' self-assessment gains were due to Korean school.) The Reading/Writing scores for the combined groups were also significantly higher at the end of the year, indicating a group tendency in this direction for the English speakers as well. The lack of statistically significant positive changes in the English speakers' self-ratings, taken alone, while disappointing, may be understood in terms of the small sample, their high pre-course self-ratings and heterogeneous post-course ratings, and the dual nature of L2 self-assessment as a measure of confidence as well as language proficiency.

The English speakers' individual data was quite variable, with some students reporting strong gains and others the opposite. A reasonable interpretation for the fact that some of them rated themselves as low or lower post-course is that as long-time Korean school students in highest class, they initially saw themselves as successful Korean L2 learners. During the course, direct interaction in a school context with native speaker peers in Korean, possibly for the first time, may have led some of them to less

confident, possibly more realistic, appraisals of their L2 abilities on the post-course Self-Assessment, even though logic and other evidence indicated that their actual L2 proficiency, particularly in Reading and Writing, was higher at the end of the course. A more realistic appraisal vis-à-vis native speakers was probably already in place at the course beginning for most Korean-speaking students, but a few newly arrived ones may have undergone a similar shift from high initial to later more realistic self-appraisal of their L2 skills. The high within-group variability of responses on almost all measures and the lack of significance of rather substantial group differences in pre-post scores also indicate that group patterns do not capture what was happening with all individuals in terms of language gains.

L2 vocabulary evaluations. Through learners' comparative vocabulary knowledge on the pre- and post-chat L2 Vocabulary evaluations for each topic, the teacher was able to determine and compare the level of their vocabulary knowledge and related cultural understandings with respect to the word lists for each topic before and after the relevant chat activities. Without exception and throughout the year, learners demonstrated knowledge of many more of the words from the lists and far greater understanding of relevant background information after the chat activities with their partners. The students also became aware of the cultural connotations of the words in specific cases and were able to elaborate more on them using their L2.

A detailed comparison of learners' individual and group performance on the vocabulary evaluations for Topic 1, which dealt with Korean Moon Festival and Canadian Thanksgiving, is provided in Tables 17 and 18. (See Appendix L for examples of student vocabulary evaluation responses.) Results for each student in both language

groups are provided, as well as total pre- and post- chat scores. As seen in Tables 17 and 18 for Topic 1, given in the beginning of the year, the number of words students could define before the chat session on that topic was quite variable, with very low scores of only four to seven words out of 36 for about 35% of the English-speaking students and only nine words out of 44 for one Korean-speaking student. High scores ranged from 25 to 28 words out of 36 for about 35% of the English-speaking students and 38 to 39 words out of 44 for about 25% of the Korean-speaking students. On average for that topic, the English-speaking students answered 16 out of 36 words (44%) correctly while the Korean-speaking students answered 27 out of 44 words (61%) correctly. Interestingly, only five out of 22 students (22%) from either group were able to elaborate on word meanings in either L1 or L2 and only two (9%) were able to elaborate in L2. As expected, as a result of the chat activities, every student improved in both definition of words and elaboration of meaning. However, the surprise was in the magnitude of improvement. The average number of words correctly defined doubled to 32 (88%) for the English-speaking students and increased to 42 (95%) for the Korean-speaking students. Also, more than half (six of the eleven) of the English-speaking group were able to score at least 90% (33/36) on the definitions and ten of the eleven from the Korean-speaking group achieved at least 90% (40/44). Regarding the elaboration of meaning, the results showed that all students were able to elaborate the words in L2 after the chat. Five out of eleven for the English-speaking group and six out of eleven for the Korean group were able to achieve at least 90%. Considering the fact that initially, only two out of the 22 were able to elaborate in L2 at all, this is a dramatic

increase. The ability to memorize terms in L2 is one thing but to be able to write sentences on the cultural meanings of words in L2 is a much more difficult task.

As shown in Tables 19 and 20 for Topic 3, which was given 4 months after Topic 1, both language groups improved in both definition of words and elaboration of meaning for this topic after the chat activity. However, the following differences from Topic 1 were noted. The range of correct answers for word definitions before the chat activities were roughly the same for the English-speaking students, but had dropped significantly from an average of 27 words out of 44 words (61%) to 13 words out of 37 words (35%) for the Korean-speaking students with two students unable to define any words correctly. This result might be due to Korean-speaking students' unfamiliarity and lack of prior knowledge about this topic, "Canadian superstitions" compared to the English-speaking students. As a result, the average number of correctly defined words on the pre-test went down, which then translated to a much larger increase in percentage improvement between the pre- and post- test averages. The other main difference was that only five of the 23 students were unable to elaborate in L2. This was almost the complete opposite from Topic 1 where only 2 of 22 were able to elaborate in L2.

As shown in Tables 21 and 22 for Topic 6, the last topic, given 4 months after Topic 3, both language groups improved in both definition of words and elaboration of meaning for this topic. However, the following differences from Topic 3 were noted. The sample size for the English-speaking students went down from 12 to 6 because some of the students, including bilingual students who defined themselves as 'English-speaking' at the beginning of the year wanted to transfer to the Korean-speaking group due to their increased confidence and their desire to challenge themselves to produce Korean

in the chat room. For this topic which was the last one, the teacher let them try to serve as a Korean-speaking partner in the chat room, therefore their test results on the English vocabulary list were not included for evaluation. The percentage of the average number of correctly defined words in the pre-test was high, at 80% for both the English-speaking and Korean-speaking groups. This might be explained due to both groups' familiarity and interest to the topic, "Teen culture in Korea and Canada". This then translated to a much smaller increase in percentage improvement between the pre- and post- test averages on word definitions. The other main difference was that many more students from both the Korean-speaking (5) and English-speaking (3) students were able to elaborate on ALL the words in L2 in the post-test.

The Vocabulary Evaluations were also a source of information about students' understanding their L2 culture through key words related to the cultural phenomena of the task topics. In fact, of greatest interest was cultural knowledge related to effective and proper language use, understanding 'deeper' meaning of the culturally loaded words, and students' increasing awareness of their own culture and L2 culture as well as of their identities as bilinguals with cultural roots in both Korea and Canada. More details on their explicit learning of L2 cultural concepts given illustrated in a later section.

Table 17: English-speaking students' vocabulary evaluations before and after the chat activity (Topic 1)

English-speaking Learners N=11	Before chat (September 28/02)			After chat (October 19/02)		
	Number of correct simple definitions*	Elaboration of the L2 words		Number of correct simple definition	Elaboration of the L2 words	
		In L1	In L2		In L1	In L2
E1	4			27		27
E2	27	2	2	36		36
E3	13			30		30
E4	6			27	1	26
E5	25	5	2	36		34
E6	7			26		17
E7	13			27		27
E8	28			35		35
E9	18	1		36	2	31
E10	5			34	2	32
E11	27			36		36
Total	173	8	4	350	5	331
Average	15.7			31.8		

* Korean word list: 36 words

Table 18: Korean-speaking students' vocabulary evaluations before and after the chat activity (Topic 1)

Korean-speaking Learners N=11	Before chat (September 28/02)			After chat (October 19/02)		
	Number of correct simple definitions*	Elaboration of the L2 words		Number of correct simple definition	Elaboration of the L2 words	
		In L1	In L2		In L1	In L2
K1	24			44		42
K2	15			44		44
K3	32			44		43
K4	28			42	13	29
K5	27			43		42
K6	39	6		44	2	39
K7	9			32		29
K8	21			41		29
K9	22	1		43	43	
K10	38			44		44
K11	38			43		43
Total	293	7	0	464	58	384
Average	26.6			42.1		

* English word list: 44 words

Table 19: English-speaking students' vocabulary evaluations before and after the chat activity (Topic 3)

English-speaking Learners N=12	Before chat (January 18/03)			After chat (February 22/03)		
	Number of correct simple definitions*	Elaboration of the L2 words		Number of correct simple definition	Elaboration of the L2 words	
		In L1	In L2		In L1	In L2
E1	18		19	27		38
E2	21	4	2	41	4	15
E3	19		18	32		34
E4	21		29	37		32
E5	22		22	41		40
E6	24		24	30		42
E7	30		33	38		43
E8	24		33	42		43
E9	24		24	24	12	31
E10	8			26		27
E11	7		28	11		43
E12	7	1		18	8	
Total	225	5	232	367	24	388
Average	18.8		19.3	30.6		32.3

* Korean word list: 43 words

Table 20: Korean-speaking students' vocabulary evaluations before and after the chat activity (Topic 3)

Korean-speaking Learners N=11	Before chat (January 18/03)			After chat (February 22/03)		
	Number of correct simple definitions*	Elaboration of the L2 words		Number of correct simple definition	Elaboration of the L2 words	
		In L1	In L2		In L1	In L2
K1	6	10		28		30
K2	10			34		35
K3			8	26		26
K4	19		18	23		21
K5	7		5	25		23
K6	21		22	37		37
K7	10		8	34		33
K8	24		10	37		35
K11		2		19		20
K12	19		21	37		37
K13	24		7	30		22
Total	140	12	99	330	0	319
Average	12.7		9.0	30.0		29.0

* English word list: 37 words

Table 21: English-speaking students' vocabulary evaluations before and after the chat activity (Topic 6)

English-speaking Learners N=6	Number of correct simple definitions*	Before chat (May 17/03)		After chat (June 14/03)	
		Elaboration of the L2 words		Number of correct simple definition	Elaboration of the L2 words
		In L1	In L2		
E2	28	22		29	30
E3	22		25	24	26
E4	27	12		30	29
E7	21		17	30	30
E8	23		23	30	30
E9	27		21	29	29
Total	148	34	86	172	174
Average	24.7		14.3	28.7	29.0

* Korean word list: 30 words

Table 22: Korean-speaking students' vocabulary evaluations before and after the chat activity (Topic 6)

Korean-speaking Learners N=11	Number of correct simple definitions*	Before chat (May 17/03)		After chat (June 14/03)	
		Elaboration of the L2 words		Number of correct simple definition	Elaboration of the L2 words
		In L1	In L2		
K1	20			26	26
K2	25			30	30
K3	22	22		27	27
K4	16		16	24	24
K5	25		25	26	26
K6	30		30	30	30
K7	29		29	30	30
K8	30		30	30	30
K9	30	30		30	20
K10	26		26	30	30
K11	22		22	29	29
Total	275	52	178	312	0
Average	25.0		16.2	28.4	27.5

* English word list: 30 words

Improvement in L2 essay writing through the peer-reformulation activity.

For each topic, as a final assignment, students were asked to write an essay in class based on a draft version prepared in their L1 between that task's class sessions 3 and 4. They were encouraged to also rewrite their draft essay in their L2. In fact, most students did this, because they wanted to receive feedback on their essays in L2 during the reformulation activity with their partners. In class 4 of each task cycle, students performed a 'reformulation' task (Thornbury, 1997), through which an expert user provides a more target-like reformulation of a less proficient user's writing, rather than a conventionally marked-up script. The benefits of this task are that meaning is generated by the learner and that 'the learners are predisposed to look out for and notice those features of the modeled behavior that they themselves had found problematic in the initial trial run or first draft' (Thornbury, 1997, p. 328). During the reformulation tasks in this study, students took the role of a writing teacher with their L1 partners. They were asked to exchange their L2 drafts and each partner was to reformulate the other's whole text in language that a native speaker would use, but without comment. The changes they made involved restructuring sentences, correcting spelling or grammar, and choosing different words. Some also provided extensive reorganization of the originals. After reformulation, they then returned the reformulated essay and the original essay to their partners, and together discussed each other's reformulations. They each explained in turn why they had made certain changes and together more closely compared the draft versions with the reformulated versions of their respective writings. They then rewrite their own L2 drafts for the teacher. This culminating activity for each topic provided opportunities for learner's development in L2 metalinguistic knowledge as well

as awareness of L1 structures over the year, as evidenced in other studies (Appel, 1997; O'Rourke, 2002).

The effectiveness of reformulation in bringing students' attention to accurate and appropriate L2 formulations is reflected in students' questionnaire data as well as in their final L2 essays produced during the reformulation tasks. In the post questionnaire, students were asked several questions related to this activity as shown below.

Post-question 14: I like having my partner(s) directly correct my language errors.

1 2 3 4 5

Table 23: Students' preference to direct error correction from peers

Question	Korean (N=13)		English (N=8)	
	Mean	S.D.	Mean	S.D.
Post-Q14. I like having my partner(s) directly correct my language errors.	4.0	1.1	4.0	.76

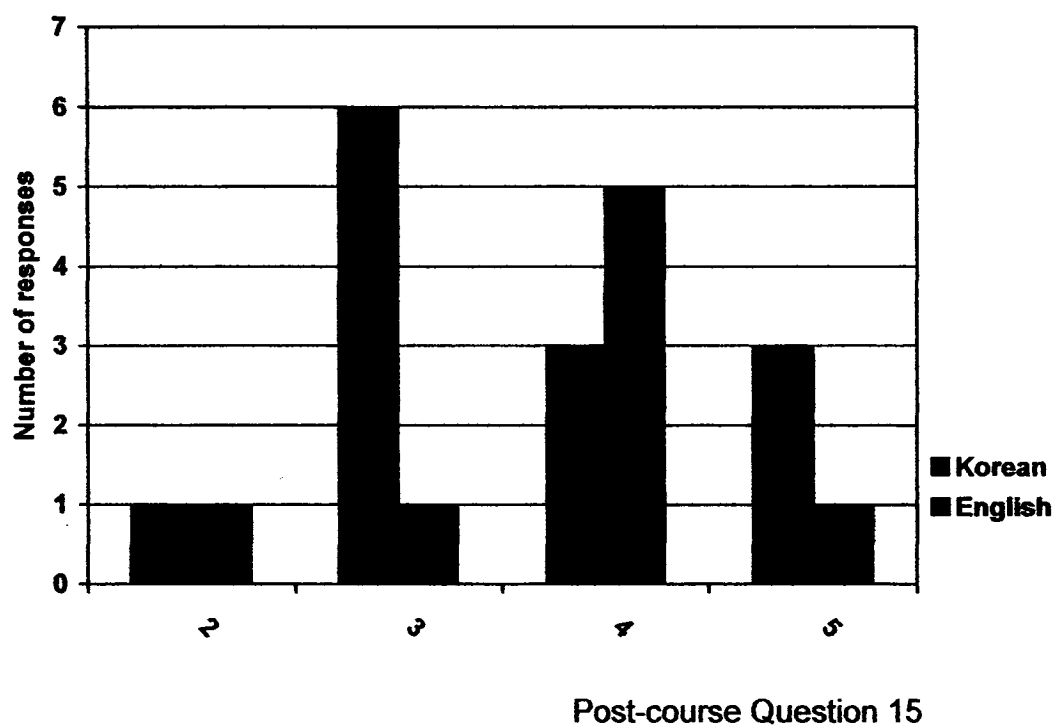
Both groups equally responded that they liked to have direct corrections of their linguistic errors, spelling mistakes and improper word uses from their partners. Most error corrections occurred when they marked their partners' vocabulary evaluations and when they discussed each others' reformulations together. This led then to conclude that they appreciated their partners' reformulations and follow-up feedback and error corrections of their L2 writings. During the reformulation process and subsequent discussions, they drew each other's attention to form.

A further question asked about their 'noticing' of their linguistic errors and mistakes through the 'comparison' and 'contrast' of their L2 drafts with their partners' versions during the reformulation activity.

Post-question 15: I noticed my mistakes when I saw my partner(s)' use of modeled structures or words.

1 2 3 4 5

Figure 5: Students' noticing process through comparison and contrast



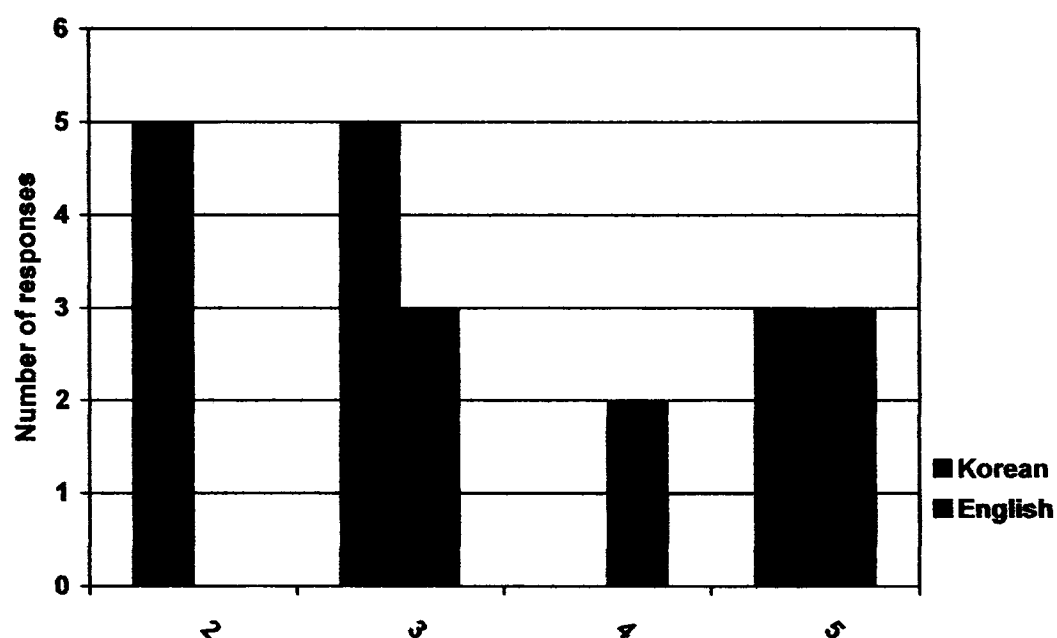
Korean (N=13)		English (N=8)	
Mean	S.D.	Mean	S.D.
3.6	.96	3.8	.89

As shown in Figure 5 above, most students from both groups reported neutral responses of 3.0 (7 out of 21) or agreement (12 out of 21) with this statement. A further question was asked to probe students' perceptions of their uptake and self-repair after receiving feedback, corrections and reformulated texts from their partners.

Post-question 16: I picked up words and structures used by my partner(s) and began to use them my self.

1 2 3 4 5

Figure 6: Self-perceived uptake and self-repair following peer feedback



Post-Course Question 16

Korean (N=13)		English (N=8)	
Mean	S.D.	Mean	S.D.
3.1	1.2	4.0	.93

Overall, the English speaking students tended to respond more positively and more consistently to this question than did the Korean speaking students, whose neutral average score reflected considerable variation.

As shown in Figure 6, Korean-speaking students' responses were distributed in a wide range from disagreement to strong agreement. On the other hand, English-speaking students' answers ranged from neutral to strong agreement with the statement. These responses showed that English-speaking students perceived that they did more uptakes and repairs based on partners' reformulated texts and follow-up feedback than Korean-speaking students.

These findings were further confirmed through examining students' final essays for each topic. Comparison of the earlier and later essays generally demonstrated great improvement over time in terms of sentence structure, paragraph and essay length and vocabulary use. With time, most students tended to increasingly use the words they had learned from the vocabulary lists and the chat activities in their writings.

Explicit learning of L2 culture through its key words

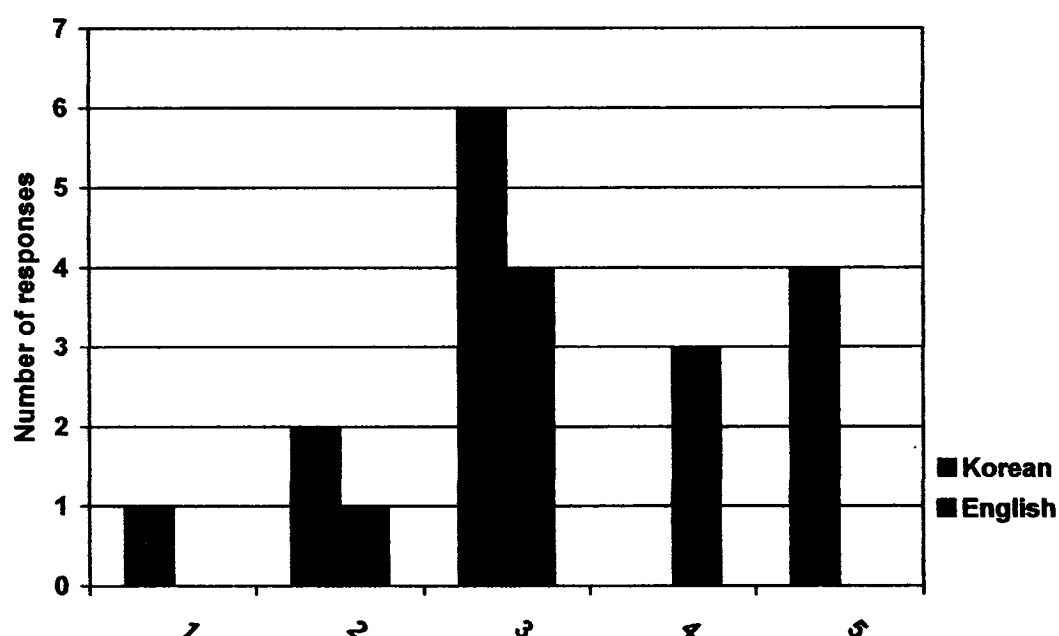
Chat transcript data showed that students explicitly taught and learned L2 cultural concepts through cultural comparisons during chat conversations. They came to better understand hidden dimensions of L2 cultural concepts as these were revealed through their tandem discussions about word meanings. Helping each other with the L2 word lists developed for each topic was not as much about acquiring a set of definitions as about becoming aware of relationships between the L1 culture and L2 culture. Students came to realize that their development of L2 cultural knowledge was grounded within

their own L1 culture. As shown in Figure 7, students responded positively to a post-course question on learning about culture through cross-cultural comparisons.

Post-Question 17: I came to understand something about the concept of culture by comparing the culture of the partner(s) with my own.

1 2 3 4 5

Figure 7: Students' reports on learning about culture through cultural comparisons



Post-Course Question 17			
Korean (N=13)		English (N=8)	
Mean	S.D.	Mean	S.D.
3.3	1.31	3.3	.71

There were six cultural comparison topics assigned throughout the year as the basis for each Task and its communicative activities. The ultimate goal of the activities was for students to learn to understand each other's cultural phenomena each through

the eyes of the other, in an interactive process of reciprocal co-construction. Students' development of awareness and knowledge of L2 cultural concepts are illustrated below through transcript data from chat conversations about the words lists for the topics which had been prepared by each L1 group for the other to learn. The transcripts reflect the chat partners' active engagement in these cross cultural discussions and show how they came to see one another's ways of interpreting reality, identify different underlying connotations, and uncover hidden meanings of the culturally embedded words.

Culturally-loaded words and their different connotations.

The chat transcripts show how students became aware through their tandem discussions that the translation equivalents of the words they were working on had different connotations within the L1 and L2 cultures. These key words had been chosen for each topic by the L1 speakers, individually and then as a group, to enhance their L2 partners' understanding of their culture in general as well as of the specific cultural phenomenon. It was easily observed from the vocabulary lists the individual students had prepared as input to the group lists that the associations among words were embedded in their L1 culture. For example, in the conversation below from Topic 3, where a pair of students compared "police" in Korea and Canada, the English-speaking student had listed words embedded in the Canadian context, like 'RCMP', 'Tim Hortons', and 'donuts' among the many more universal words associated with police, like 'arrest', 'night stick', 'handcuffs', and 'ticket'. When the Korean-speaking partner, Jaemin, saw words like 'tim hortons', he said, "So what? What do these have to do with police?" Mark's explanation showed that the same words carried different connotations for each of them. Their different interpretations of a word came from their mental representations

behind the interpretations and the context in which they situated themselves. In other words, Jaemin interpreted 'donuts' only as a type of food, while on the other hand, Mark associated them with his personal observation and interpretation of the culture of Canadian police around him.

Conversation, Week 14, Topic 3

Mark: i'll show you my list

Jaemin: 그래 [ok]

Mark: court, arrest, police, rcmp, juvenile, judge, lawyer, jury, prison, night stick, handcuffs, sentence, jurisdiction, theft, robbery, ticket, horse, blue, pursuit, donuts

Mark: ask me which ones you don't know

Jaemin: rcmp, juvenile, jury, night stick, sentence, jurisdiction, pursuit, donuts

Mark: u want me to explain these ones?

Jaemin: 응, 그게 모르는 단어들 [*These are the words that I don't know.*]

Mark: RCMP=royal canadian mounty police

Mark: its a type of police that represents canada

Jaemin: 음.. 오키 [OK]

Mark: juvenile is the jail that young people go to, i think if they're under 18

Jaemin: 오.. [I see.]

Mark: night stick is the "mak deh gi" police carry around, the long black stick

Jaemin: 아...그걸로 사람 때리지, next [*Oh yes, they heat people with that, aren't they? next.*]

Mark: ok...pursuit is a car chase, when a police car chases another car if they are speeding or running away

Jaemin: 오키 [OK]

Mark: donuts is donuts, haha, the food, u know tim hortons? they have those bread things?

Jaemin: 그런데? [*So what? What do these have to do with police?*]

Mark: because everybody thinks all police eat donuts, that's why some are so fat, like in the simpsons

Jaemin: -;;

Mark: do u get it?

For Topic 2, the students exchanged their respective viewpoints and perspectives on Korean winter solstice celebration (*Dongji*) and Halloween in North America.

Readers may need some background information on *Dongji*²¹ before proceeding to further discussions on these exchanges to help them to more fully interpret these exchanges. The winter solstice celebration used to be a very important Korean custom, since the annual lengthening of daytime that begins starting on this day meant a lot to people in an agricultural society. Nowadays, *Dongji* is not considered as important as holidays like Korean thanksgiving (*Chu suk*) and Lunar New Year's Day (*Seolra*), but one custom is still observed: eating a red-bean cereal soup (*Patjook*). The reason why Koreans eat *Patjook* on *Dongji* is that most Asian people, including Koreans, believe that the colour red has a significant and mysterious power to chase evil spirits away. In the old days, people thought evil spirits hated anything that was bright, particularly the color red, so they often sprinkled red bean cereal soup around the house and any large trees nearby. For the same reason, Korean women who gave birth to a boy hung red peppers on the main gates of their homes, and some people favored plants with red flowers or leaves.

There is a common belief that evil spirits are most active during the longest night of the year, which is *Dongji* night in Korea and Halloween night in North America. In their Topic 2 assignment, students juxtaposed these two cultural phenomena and compared their similarities and differences during their conversations in order to understand hidden dimensions of each others' culture, beliefs and attitudes.

The conversation below illustrates that how the word '팥죽 [*red bean soup*]', which was a key word for understanding the Korean winter solstice celebration, '*Dongji*', could be interpreted differently depending on the context in which the users situated

21 This information given here is the combination of my personal cultural knowledge as a Korean and information extracted from the Click Asia website at <http://www.clickasia.co.kr/about/h1222.htm>.

themselves. Samuel, an English-speaking student was interpreting red bean soup as only a type of food that Koreans eat at Dongji “That sounds yummy. I’ve got to try some.” (line 10). Samuel brought a different association of the word to his mind in line 15, i.e., another type of healthy Korean soup: “Does it make people live longer like sea kelp soup?” On the other hand, Younghee, a bilingual student, was trying to show its meaning beyond the food-related semantic range that Samuel was covering. In line 18, she explained how and why Korean people used red bean soup to chase any evil spirits away on Dongji night, the longest night of the year. She interpreted red bean soup as not only a type of food but also more importantly as a tool that was used at the traditional Dongji ritual ceremony.

Conversation, Topic 2, Week 9

- Younghee: do u know how to make 팔죽? [*red bean soup*]
 Samuel: umm.. nope, how do u? smash those red beans?
 Younghee: u boil the red beans.. until they got smooth.... once they became smooth u mash them..
 5 Samuel: hey cool, ok
 Younghee: and the water that coming out of the mashed red beans and some of mashed red beans...
 Younghee: that's the base of the soup... and then.. u make 새알심 [*little round rice cake*] with rice..
 10 Samuel: that sounds yummy, ive g2 try some
 Younghee: some people put same number of 새알심 [*little round rice cake*] as their age..
 Samuel: hey, thats neat
 Younghee: yeah~ u should..
 15 Samuel: makes them live longer?, like *mee uck guk?* [*Sea kelp soup*]
 Younghee: when we made a soup on dong ji
 Samuel: yeah.
 Younghee: we put one bowl of red bean soup in the little house where we pray for the ancestors.. and the rest of it, we throw at the wall or
 20 main entrance
 Samuel: hey, that sounds like alot of fun
 Samuel: koreans seem to have all the fun, in canada, we just get candy.
 Younghee: candy is better isn't it?
 Samuel: id rather throw food at my walls

- 25 Samuel: that seems like a heck of a lot of fun
 Younghee: do you know the history of the 팔죽.. *[read bean soup]*
 Younghee: 공공 이랑 그 아들이랑..그 이야기 기억나? *[Do you remember the story of Kong Kong and his son?]*
 Samuel: oh the story about the sick boy in china?
 30 Younghee: 응..[Yes]
 Younghee: 그 이야기 다 알지? *[You know the story, don't you?]*
 Samuel: yeah! he was afraid of pat chook *[read bean soup]*
 Younghee: 응.. 맞아..[Yes, you are right.]
 Younghee: 그래서 그 공공이 팔죽을 대문이랑 문에 뿌리고.. 그 후론
 35 그 귀신이 다신 나타나지 않았다는.. 이야기..*[So Kong Kong sprayed the read bean soup onto the main gate of his village, and after that the spirit of his sick boy did not show up to harm the people in the village.]*

Following this episode, the partners continued to compare the Korean Dongji with Halloween in North America, and were able to see the different traditions from each. One Korean student commented that Koreans are more serious about the 'evil spirits' around them and take a more defensive mode than Americans, who are more fun-oriented and do not really believe in the existence of evil spirits. He further observed that in olden days, those people who believed there were bad spirits walking around on Halloween night to possess people's bodies simply disguised themselves as one of the evil spirits and made their houses look haunted, so those spirits would skip them. Through such discussions and cultural comparisons, recent immigrant Korean students came to understand the Halloween customs in Canadian context. The following example illustrates a case when the partners realized that a word, "razor blade", could bring different connotations in different contexts.

Conversation, Topic 2, Week 9

Younghee: razor blade in the candy bar??
 Esther: do you know what that's about?
 Younghee: 아니.. *[No]*
 Esther: some people found razor blades in the candybars that they got from trick

or treating

Esther: so everyone got worried about what was inside their candy...

Younghee: razor blade가 몬데?? [*What is a razor blade?*]

Esther: razor blade is the knife thing you use when you shave

Younghee: 아..나쁜 사람들이 사탕에 그런거 넣어가지구 준거야? [*You mean bad people put them inside candies and gave them out?*]

Esther: yeah bad people...

Younghee 아.... 알았다..[*I see.*]

Esther: :-)

In the final example below, an English-speaking student, Tom, expresses his awareness that he has been able to learn L2 cultural concepts thorough peer dialogue during online chat.

Conversation, Topic 1, Week 3

Younghee: 이제 추석이 뭔지 알았어? [*Now do you understand what the Korean harvest moon festival is all about?*]

Tom: Yes, perfectly, because you explained it thoroughly to me over instant message program.

CHAPTER 6: CONCLUSIONS

This research reported on the discursive learning practices of Korean adolescent language learners who participated in Internet chat in tandem in an International Languages Korean credit course in Ontario. The tandem language learning environment (Brammerts, 1996a) consisted of Korean-English chat discussions in which speakers of each language adapted their conversational discourse for their other-language conversational partners. The research was framed primarily within a sociocultural tradition in order to examine how peer-mediated interactions using communications technology as a mediational tool contributed to the establishment of a learning community and language learners' construction of knowledge. It also explored the link between the sociocultural approach and interactionist research within cognitive theory, which in recent years has provided a rich data base on second language acquisition tying pedagogical conditions to features of interactive learner discourse and to learning outcomes. Thus an interactionist analysis, which lends itself to precise explanation of linguistic discourse processes and outcomes for learners was also employed. While the emphasis of the study was on issues most appropriately considered through a sociocultural framework, I also consider an interactionist analysis of the tandem chat room discourse to be a valuable means of identifying the outstanding linguistic and interactional features of students' online chat discourse in a tandem learning environment and describing language-code related processes and outcomes. By linking such analysis with an understanding of the discursive practices and values present in the social and cultural environment and by exploring how they interface with the lived

experiences of individual language users, we can expand our understanding of what it means to learn a language.

This ethnographically based longitudinal case study followed principles of action research to identify contributions each research tradition can make to our understanding of language learning through interaction among learners within a learning community. Data from many different sources, including online chat transcripts, students' email messages to the teacher, teacher-student interviews, and students' responses to pre- and post-course questionnaires were collected to determine whether and identify the ways in which students from two different linguistic and cultural backgrounds might teach and learn from each other through guided tandem chat interactions. Both languages were further supported through task design, student grouping and ongoing initiatives from the teacher. With each tandem partner acting as expert or novice, managing and repairing their discourse in an ongoing effort toward mutual understanding, their discursive interactions supported language learning and cultural understandings by both groups. The findings also showed that the online chat interactions contributed to the establishment of a community of learners. Data, qualitative in nature, revealed how these students were able to learn and teach contextually meaningful and appropriate linguistic and cultural behaviour through socially mediated actions, using online peer-peer collaborative dialogue, computers and tasks as meaning-making resources within their own cross-linguistic learning community. Specifically, the data showed the ways in which learners appropriated a variety of language practices from one another, developed awareness of self in relation to others, and participated in expert and novice discursive learning practices in the construction of

meaning. During collaborative peer-peer conversations, they adapted their language and negotiated meaning to facilitate communication and enhance their second language learning. Both qualitative and quantitative data on their second language learning outcomes, including growth of vocabulary and explicit learning of L2 cultural concepts from thematic tasks showed important learning outcomes for both groups.

Contributions and pedagogical implications

While this research builds on previous studies that examined tandem language learning and other forms of online group activities (Appel, 1999; Belz, 2002; Brammerts, 1996a, 1996b; Cziko & Park, 2003; Darhower, 2002, 2003; Donaldson & Kötter, 1999; Kötter, 2001, 2003; Little, 2001; Little et al., 1999; O'Rourke, 2002; Schwienhorst, 1997; Thorne, 2003, von der Emde, Schneider & Kötter, 2001), it was influenced most particularly by studies which have drawn on a sociocultural theoretical framework (e.g., Belz, 2002; Darhower, 2002, 2003; O'Rourke, 2002; Salaberry, 1999; Thorne, 2003). Several researchers in the latter tradition have pointed out that research on network-based language learning needs to extend its focus from the primarily linguistic characterization of networked discourse and the pedagogy of technology in the language curriculum to examining the relevant cultural, historical, and social dimensions of language learning with technology. Lantolf (2002) also points out that a much work remains to be done within research following a sociocultural theoretical framework, and suggests particular research areas that should be examined within this approach, such as the effectiveness of peer mediation in the learning and use of mediational tools such as computers and tasks. The present study looks at all of these aspects and other emergent areas of interest. It explores not only the nature of interactive discourse which

promotes language acquisition, but also the sociocultural dimensions of Korean-English bilingual chat and the ways in which an examination of these dimensions expands our understanding of language learning.

Of particular interest is how the ideas and language of one partner can become the ideas and language of the other. Drawing on Vygotsky (1978, 1986) and Bakhtin (1935/1981, 1953/1986), each of whom examines how social forms of meaning influence individual development, I was able to investigate the process of meaning construction understood both as mastery of cultural tools and as appropriation (Wertsch, 1991). The online chat episodes described in the thesis provided the data for exploring the relationship between discourse and knowing. By examining the partners' talk as they interacted in online chat activities, I was able to understand how knowledge can be created and appropriated through participation in the interactions. At the same time, Bakhtin's theory of discourse and the self guided me in considering how the self is formed in dialogic response to a social world. From this theoretical perspective, it made sense for me as a teacher to provide my students with access to the words of others by explicitly establishing learning environments which would capitalize on these principles. Therefore, both the context of the research changed and the pedagogical approach for the teacher were modified. The synchronous online chat environment was one important component of this transformation. Since this research was undertaken as action research in which as a language teacher occupying a position as an insider in the classroom, I was able to pay close attention to the "agent in mediated activity" (Wertsch, 1991), giving importance to each learner's history, lived experiences, and personal characteristics in my pedagogical decision-making.

The study is aimed at building localized theories of particular classrooms and at generating practical knowledge. It was one of the very first in the field situated in an International Languages Program context, whose goals included promotion of multiculturalism and multilingualism. In Canada, the learning and maintenance of heritage languages is encouraged and supported by the federal and provincial governments as a way of supporting its multilingual society. The Canadian government has long funded International Languages schools, which taken together include the teaching of over 100 languages. The stated purpose of international languages education in Ontario is to promote the values of one's inherited language and culture, to promote communication among parents and children as well as between the family and the community, and to prepare bilingual people to deal with a multi-cultural society. Language and culture inherited from parents are seen as part of children's personal values and unique characteristics, and people who understand their heritage languages, in addition to English (and/or French), are considered to be an asset to Canada.

For students who attend an International Languages Program, access to speakers from many different linguistic and cultural backgrounds is already naturally available. However, unless international languages educators and program facilitators recognize the value of peer teaching and learning from each other's expertise through interactions, allow linguistically and culturally diverse classrooms, and provide curricula that build on the strengths of this diversity, these invaluable resources cannot be utilized.

While the pedagogical strategies related to tandem language learning are not yet widely known in North America, the findings of this study provide several kinds of localized and practical knowledge to language educators who are interested in this

teaching and learning pedagogy. For example, one of the difficulties in creating an effective tandem learning environment has been matching tandem partners. The *International Tandem Network* provides a centralized service to find eTandem partners from all over the world; however, for certain languages the demand for eTandem partners is consistently higher than the supply. This means that in such cases learners may have to wait weeks or even months. They note that in rare cases involving less-commonly spoken languages, it may not be possible to find an eTandem partner.

Unique tandem partnerships, as in this study, are novel and effective ways to engage tandem language partnership. They already have direct contact among themselves within their ethnic communities, community churches and language schools, and in some cases informal tandem partnerships are naturally being initiated among them in non-classroom settings. As the findings of this study suggest, it is no longer a proper solution to separate students such as these who attend International Languages Programs according to their linguistic backgrounds and teach them in separate classes. Their linguistic and cultural diversity is an asset for learning language and development of cultural awareness, not a hindrance. For example, as the International Languages school population becomes ever more linguistically and culturally diverse, teachers need to pay special attention to students' complex social learning, their emotional challenges, and the power relationships they face between the 1st generation and 2nd generation students.

In contrast to studies which have involved tandem partners in distant locales (Appel, 1999; Belz, 2002; Brammerts, 1996a, 1996b; Darhower, 2003; Donaldson & Kötter, 1999; Kötter, 2003; O'Rourke, 2002), in this study, both tandem partners

coexisted in the same community and in the same class within an International Languages Program. With this advantage of being closely connected, they were able to build strong partnerships based on ownership of their tandem responsibilities and on sustainable social relationships, which in many cases have lasted beyond the completion of the school work. While combining their online tandem learning activities with face-to-face classroom activities, they were also able to overcome uncertainty, clarify ambiguity, and solve outstanding problems that arose during their chat discussions.

As a result of my theoretical and language teaching background and prolonged engagement with my students, I became aware that modification of certain accepted structures of tandem learning may be needed, depending on the situated learning context and learner characteristics. Being present over time to monitor activities and give feedback, I was able to pair the students in such a way as to increase the advantage of tandem language learning online. In some cases, this meant that I had to depart from some of the generally accepted standard rules of grouping in tandem partnerships. For example instead of always adhering to the recommended 1+1 pairing, I sometimes formed groups with 1+2 (1+1+1) students. A bilingual student as the third group member resulted in generatively dynamic conversations beyond what could have been reasonably expected from pairs with widely divergent L2 proficiency levels.

The data from this study indicate that correcting the partner's written output through reformulation tasks leads to increased awareness of students' L1 structures, as evidenced in some previous studies (e.g., Appel, 1997). However, teachers should not structure balanced L1 and L2 use by forcing students to produce their L2 from the

beginning stages of tandem chat. It is not suitable to ask them to fix each other's chat errors, which is very time consuming and complicated, in this active, rapid real time online chat environment. Instead, I found that teachers need to first promote meaning-focused interactions and real-time communication in online tandem chat, with each partner using his or her L1. Then, as a follow up activity, students can be encouraged (as they are ready) to perform form-focused linguistic activities to increase their language awareness, such as preparing oral or written presentations in the L2 with the help of their partners, correcting each other's errors, or reformulating each other's essays then discussing the reformulations with them face-to-face in the classroom setting.

During the pilot study, when I gave students the liberty to use either their L1 or L2, the conversation always ended up only in English, which was the stronger L2 and thus the optimal language for communication between partners. The English-speaking students tended to slip into English because of their low proficiency in Korean. Therefore, in the actual study, my students and I decided that all students should primarily use their L1 for chat in order to take full advantage of having an L1 language model for chat conversations. They were, however, encouraged to use their L2 in the classroom activities. This way they had an opportunity to speak and write in their L2 if they desired. They could ask for specific help and correct each other in their assignments involving writing, translation, and oral presentations, while providing an equal amount of L1 exposure to each other. I also found that productive language use is not something that the teacher should try to completely control. I could not force them to produce their L2 unless they were and felt ready to do so. It also took a great deal of

time and effort for the English-speaking students to learn how to type in Korean, which was something other than development of their language abilities, but an important tool to support it. Because the tandem activities extended to the classroom they could nonetheless produce their L2 in classroom talk and writing by hand with the help of their partners.

This pedagogical application of information and communications technology was successfully used to reveal invisible aspects of L2 culture, empowering students to construct their own approach to cross-cultural understanding. The cross cultural curriculum in this study placed value on the role of diversity in culturally diverse language classroom and sought to bring awareness of culture to the forefront of the language class. Given an understanding of the notion that culture and language are not separable, it was necessary to redefine what it means to 'teach' and 'learn' language, which is embedded within culture. One of the important goals of teaching and learning in this context was to reveal less visible, abstract, hidden dimensions of culture, including cultural attitudes, concepts, beliefs and perceptions.

When analysing the chat transcripts for evidence of social learning, culturally appropriate language use and development of cultural awareness, I tried to answer questions like 'what does it mean to be a member of a language learning community?' or 'what does it mean to have peer learning within a learning community which is supported by technology, particularly ICT?' While doing so, I noticed that important understandings and findings were emerging from the data. I had to be more sensitive to issues like the 'invisible wall' between 2nd generation students and 1st generation students, which was caused by cultural misunderstanding. Sometimes English-speaking

students who did not want these new types of challenges wanted their own sheltered class back. They expressed their reluctance to make an extra effort to become part of the Korean-speaking community. To separate these two groups and teach them separately might be a 'safe' or easier way to deal with the issues, but it is a superficial and temporary solution, and definitely not an ultimate solution that addresses the deeper goals of the International Languages Program nor the needs of a multicultural society. We as language educators should not ignore challenges that are emerging in the culturally and linguistically diverse classes we face. We have to acknowledge that these classes can be places for social experimentation that aims to help students to become socially capable and culturally competent persons with effective interpersonal communication skills, who are prepared to function in a multicultural and multilingual society.

Learning outcomes

The data from the study show that the students participated not only in the social experiment of developing their cultural awareness, but they also met all the standard objectives of language teachers (i.e., vocabulary is learned, sentence structures are acquired, communication is increased). In order to explore the extent to which the computer-mediated communication (CMC) activities contributed to the L2 vocabulary learning and cultural knowledge by each L1 group, I administered pre and post-chat vocabulary tests for each topic and compared the scores as an indication of their development of vocabulary knowledge. Students' essays, published at the end of each task in a book of bilingual cultural reports, provided a documentary of their writing progress over the year. Their scores on self-evaluations of L2 proficiency at the

beginning and end of the year indicated how their own perceptions of their L2 proficiency developed over time. Based on the outcomes of this evaluation, the teachers in the International Languages Program will be able to determine to what extent and in what ways this innovation is successful in meeting the Program's goal, which is to promote learning of communication skills in the L2 and broaden students' knowledge and understanding of the L2 -and their own- culture. After they evaluate the innovation, they may choose to apply this teaching innovation to their teaching practice of other languages and cultures.

I also see that the ways in which these learning goals are accomplished differ from traditional classroom practice. The learners themselves are not unaware of the generative nature of the learning environment and demonstrate their comfort with notions of autonomy and reciprocity, as the following quotation from a chat discussion with the teacher illustrates:

...chat is one creative interactive way that i think i benefited most from . . . and it is more casual then interacting with a teacher... no offense. (*Online interview, June 2003*)

This study provides evidence of ways in which information and communication technologies, when thoughtfully integrated into given instructional contexts, can serve a critical role in promoting many aspects of learning. The outcomes of this study, considered within a sociocultural theoretical framework, inform our understanding of how CMC interventions can be designed and implemented for particular contexts and goals. In this case, familiar chat practices and available computer resources were redirected towards purposeful activities within an instructional program. Over time, through guided collaborative activities online, facilitated by the teacher, members of the

two groups built relationships with one another and increasingly drew upon one another's expertise in developing their knowledge of the other language and the cultural ways of their partners. Considered from an interactionist perspective, the outcomes of this study also help clarify how the broader social and cultural conditions for language learning may interface with the immediate linguistic and discourse characteristics of learners' exchanges with speakers of the language they are learning and potentially with more specific learning outcomes. Evidence of interactionist moves such as recast, elicitation or repetition of structures and responses by learners in these naturalistic exchanges have important implications for language instruction, providing useful guidance for teachers, curricular and materials design and for the use of mediational tools in contexts where conditions such as fluent and culturally knowledgeable interlocutors are lacking or where specific language learning objectives are the goal.

Recommendations for future research

Warschauer and Meskill (2000) point out that much research in the early stages of computer assisted language learning involved comparative studies based on the use or non- use of computers, in order to determine if given types of applications of technology truly worked in language teaching. When these comparative studies were conducted, the computer was considered to be a teaching method which could be evaluated. They ignored the fact that the computer is only a machine, namely, just another teaching tool. This early form of research, heavily relying on quantitative methodology, was product oriented and mainly focused on comparing the language performance of students with or without computer use. Now that CMC technology is considered as a mediational tool to connect language learners and promote their interactions with one another *via*

computers (not *with* computers), future research in this field must go beyond just looking at the outcomes of a certain pedagogical application of technology. In the present study it was, in fact, the combination of the whole set-up, including the teacher's initiatives, the learners' unique characteristics and the social and cultural environment that made the curricular innovation successful, not just the 'magical power' of technology.

More research needs to be done using a holistic research approach that goes beyond inventories of linguistic features. We need to account for how information and communications technology can be successfully implemented to promote social and linguistic interaction among language learners to enhance their learning of the target language. At the same time, we need to design studies which can link the social and cultural conditions for successful language learning with the needed linguistic conditions, and all of these with more specific learning outcomes. The analysis of collaborative discourse using both sociocultural and cognitively based interactionist understandings and methods offers a path for exploring this critical interface and making progress towards an integrated, comprehensive theoretical basis for interpreting past research and for future studies of second language learning in both natural and instructed contexts.

More specifically, we need to further study the possibilities of the 'tandem' mode of bilingual online NS-NS conversation, using 'chat room' technology, which has particular potential in contexts of minority learners who wish to learn an L2 as well as to maintain their mother tongue and develop cultural knowledge and who can linked with counterparts from the other L2 group. The role of the teacher and of different elements of curriculum design, including the issue of how online chat and classroom instruction

can support one another, also deserve further investigation. The principles of tandem language learning will need to be defined more flexibly as technology develops, as shown by changes from simply using emails to many different types of synchronous media. Online voice chat and online audio chat combined with video features make it possible for technology supported tandem language learning to be expanded to the area of listening and speaking. Research on these and related issues can provide a basis for creating successful and effective ICT applications for diverse groups of language learners, including those in International Languages Programs.

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APPENDICES

Appendix A: Student participant consent form

Researcher: Name: Yang-Gyun Chung
 Department/School: Graduate Studies/ University of Ottawa
 Faculty: Education
 Address: _____ ON, K2S 1Z5, Canada
 Phone: _____
 Email: y_____@uottawa.ca
 Preferred language of correspondence: English

Research supervisor : Name: Dr. Marjorie Wesche
 Department/School: Graduate Studies/ University of Ottawa
 Faculty: Education
 (Home department, Second Language Institute, Faculty of Arts)
 Phone: (613) 562-5800 Ext. 3467
 Fax: (University, SLI) 562-5126
 Email: mwesche@uottawa.ca

Title of the research project:

Bilingual chat rooms as a context for learning language and culture among newly-arrived Korean adolescents and their second-generation Korean-Canadian peers

I, (_____), agree to participate in the research conducted by Yang-Gyun Chung for her doctorate thesis from the Department of Graduate Studies, the Faculty of Education at the University of Ottawa. The project is under the supervision of Dr. Marjorie Wesche. Its main purpose is to explore the use of bilingual, network-based homework assignments with adolescent learners as a vehicle for peer-mediated second language (L2) and culture learning. It will document and describe the nature of the interactions that occur in small-group "chat room" discussions of course assignments among students in a Korean language and culture class who are native speakers of English or Korean, each using his or her native language (L1). The areas to be explored include a) the characteristics of the English and Korean language used online in terms of the input and interactions it provides for second language acquisition; b) evidence of developing social relations between speakers of the two languages that may support ongoing opportunities for language learning in Korean and English; and c) both assignment-related and implicit cultural content which may help students to develop their knowledge of the other culture. A second purpose of the study is to describe learners' reactions over time to their experiences with respect to peer-mediated learning and the use of network-based language teaching in learning language and gaining understanding of the other culture.

What will you be asked to do?

My participation will consist essentially of

- downloading free Korean text encoding software from the Internet on their home computer. (Most already have this. It is also highly encouraged for the course itself.),
- providing transcripts of small-group online "chat" homework discussions to the teacher,
- filling out extra items on the regular questionnaires used by the teacher to gather general student information.

- allowing the teacher to anonymously use their data from focus group discussions to be held as class activities after the first task and at the end of the course.

The homework is part of regular course assignments. A minimum of 12 transcripts will be requested. (Students are free not to submit any transcript or part of transcript.). The 12 transcripts correspond to 12 required group homework sessions. Homework discussions will require approximately one hour each.

My rights:

I understand that the contents will be used only for the research purposes and only the researcher will be allowed to see the original data. I have received assurance from the researcher that the information I will share will remain strictly confidential. To assure anonymity in this research, the researcher will not release my name and personal information under any circumstances. The researcher will use pseudonyms on all written documents, in discussions with her supervisor with regard to this research, as well as in her writing of the thesis.

I have been told that transcripts of online chat room discussions and other data collected will be kept in a secure place in the researcher's home and in secure computer word-processing files. The data will be conserved for 5 years after her thesis defense.

There is no risk involved in this study. However, I am free to withdraw from the project at any time, and refuse to participate and refuse to answer questions. I am aware of that participation in the research is fully voluntary, and non-participation will have no bearing on my course mark or opportunities to participate fully in the course.

The contribution and potential benefits of the study:

My participation will contribute to language teachers' and learners' understandings of the use of computers, especially chat room discussions, and language learning. Summary report of the research will be sent to all participants after the study is completed. The potential benefits of the study will be I will get to know the target language speakers as conversation partners, learn about how language can be learned through chat room discussions, and eventually develop my own target language and cultural knowledge.

Any information about my rights as a research participant may be addressed to Catherine Lesage, Protocol Officer for Ethics in Research, 30 Stewart Street, Room 301, (613) 562-5387 or clesage@uottawa.ca.

There are two copies of the Consent Form, one of which I may keep.

If I have any questions about the conduct of the research project, I may contact the researcher or her supervisor. (Their phone numbers and addresses are provided on top of this form.)

Agreement to participate:

I understand the above conditions and agree to participate for the research.

Researcher's signature: _____ Date: _____

Research Subject's signature: _____ Date: _____



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연구 참여 동의서(학생용)

연구 내용: 한국 유학생과 캐나다 이민 2 세간에 영어와 한국말을 동시에 사용해서 인터넷 채팅을 할 경우 그들의 언어와 문화 습득에 미치는 영향 연구

연구자: 이룸-권양균

소속-오타와 대학 교육대학원 박사과정

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학생여러분

한글학교 크레딧반 학생을 대상으로 하는 본인의 박사 논문 연구를 위해 학생 여러분의 동의와 참여를 부탁드립니다. 연구의 주목적은 한국에서 최근에 유학 온 유학생들과 캐나다의 이민 2 세 혹은 1.5 세가 토요일 수업시간 외에 과제나 프로젝트를 위해 인터넷 채팅룸에서 만나 한국말과 영어를 동시에 사용해서 대화하고 토론 할 경우에 그들의 언어와 문화지식 습득에 어떤 영향을 가져다주는가를 알아보기 위한 것입니다.

실제 생활에 도움이 되는 언어를 배우는데 가장 효과적인 방법 중에 하나가 원어민과 함께 지속적으로 대화와 교제를 나누며 그들의 문화와 생활, 생각들까지 이해하는 것이라고 합니다. 이러한 점에서 볼 때 한국말을 쓰는 학생들과 영어를 쓰는 학생들로 구성되어 있는 한글학교에서 대화 중심의 학습을 통해 학생 자신이 상대방 학생의 언어 모델이 되어 주고 문화를 가르쳐 줄 수 있도록 기회를 마련하는 것이 매우 중요하다고 봅니다. 또한 학교 커리큘럼에서도 학생들이 인터넷을 옹운 방법으로 효율적으로 이용하도록 권장하고 있고 많은 학생들이 친구들과 이메일을 주고받고, 인터넷을 통해 온라인으로 대화하는등 여러 방법으로 테크놀로지를 학습에 이용하고 있습니다.

을 2002-2003 한해 동안 한글학교에서도 서로간에 온라인 대화와 토론을 이용해 상대방의 언어와 문화를 배우는 학습을 해 나갈 것이며 이것이 또한 본인의 연구과제이기도 합니다. 이번 연구에 참여하고자 동의한 학생들은 1) 그 대화 내용을 교사가 연구에 쓸 수 있도록 동의하고 2) 이 학습을 통해 어떤 경험을 하게 되었는가에 대한 그룹 토의에 참여하고 3) 짚막한 설문지에 답변하게 될 것입니다.

여러분이 제공하는 모든 자료는 오로지 본인의 논문 연구에만 쓰여질 것이며 연구자만이 사용하고 관리할 것입니다. 논문 작성 시 혹은 논문 지도교수(Dr. Mari Wesche)와 상담 시 가명을 사용할 것이며 이 연구에 참여함으로써 오는 불이익이나 위험은 전혀 없습니다. 참여는 어디까지나 본인의 의사에 따른 자발적 참여이며 필요시 언제든지 그만 둘 수 있습니다.

이 연구에 참여하고자 하는 학생은 본인과 부모 (혹은 보호자)가 각각 연구참여 동의서에 싸인하여 연구자에게 제출하여 주시기 바랍니다.

협조해 주셔서 감사합니다.

Appendix B: Student participant consent form for parent

Researcher: Name: Yang-Gyun Chung
 Department/School: Graduate Studies/ University of Ottawa
 Faculty: Education
 Address: N, K2S 1Z5, Canada
 Phone: (l
 Email: yg
 Preferred language of correspondence: English

Title of the research project: Bilingual chat rooms as a context for learning language and culture: qualitative examination of computer-mediated communication among newly-arrived Korean adolescents and their second-generation Korean-Canadian peers

I am the Korean Language Program teacher in International Languages Program. I am conducting my thesis research and I intend to invite your child as the subject for my research project.

This research will be conducted in the class time of the course as well as out of class time from September 2002 to June 2003. It will not interfere with their schoolwork. Your child is free to withdraw from this research whenever he/she feels burdened or interrupted with his/her schoolwork. If you agree with your child's participation in this research, please sign the following consent form.

Thank you for your consideration.

Research Conductor
 Yang-Gyun Chung

Agreement of my child to serve as a subject in research

I agree my child _____ to participate for the research, "Bilingual chat rooms as a context for learning language and culture: qualitative examination of computer-mediated communication among newly-arrived Korean adolescents and their second-generation Korean-Canadian peers" conducted by Ms. Yang-Gyun Chung and consent that she has the right to use data which my child perform in her research.

Parent/ or guardian's signature



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연구 참여 동의서(학부모용)

연구 내용: 한국 유학생과 캐나다 이민 2 세간에 영어와 한국말을 동시에 사용해서 인터넷 채팅을 할 경우 그들의 언어와 문화 습득에 미치는 영향 연구

연구자: 이름-권양균

소속-오타와 대학 교육대학원 박사과정

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학부모 여러분

한글학교 크레딧반 학생을 대상으로 하는 본인의 박사 논문 연구를 위해 학생과 학부모의 동의와 참여를 부탁드립니다. 연구의 주목적은 한국에서 최근에 유학 온 유학생들과 캐나다의 이민 2 세 혹은 1.5 세가 토요일 수업시간 외에 과제나 프로젝트를 위해 인터넷 채팅룸에서 만나 한국말과 영어를 동시에 사용해서 대화하고 토론 할 경우에 그들의 언어와 문화지식 습득에 어떤 영향을 가져다주는가를 알아보기 위한 것입니다.

실제 생활에 도움이 되는 언어를 배우는데 가장 효과적인 방법 중에 하나가 원어민과 함께 지속적으로 대화와 교제를 나누며 그들의 문화와 생활, 생각들까지 이해하는 것이라고 합니다. 이러한 점에서 볼 때 한국말을 쓰는 학생들과 영어를 쓰는 학생들로 구성되어 있는 한글학교에서 대화 중심의 학습을 통해 학생 자신이 상대방 학생의 언어 모델이 되어 주고 문화를 가르쳐 줄 수 있도록 기회를 마련하는 것이 매우 중요하다고 봅니다. 또한 학교 커리큘럼에서도 학생들이 인터넷을 옹운 방법으로 효율적으로 이용하도록 권장하고 있고 많은 학생들이 친구들과 이메일을 주고받고, 인터넷을 통해 온라인으로 대화하는등 여러 방법으로 테크놀로지를 학습에 이용하고 있습니다.

을 2002-2003 한해 동안 한글학교에서도 서로간에 온라인 대화와 토론을 이용해 상대방의 언어와 문화를 배우는 학습을 해 나갈 것이며 이것이 또한 본인의 연구과제이기도 합니다. 이번 연구에 참여하고자 동의한 학생들은 1) 그 대화 내용을 교사가 연구에 쓸 수 있도록 동의하고 2) 이 학습을 통해 어떤 경험을 하게 되었는가에 대한 그룹 토의에 참여하고 3) 짚막한 설문지에 답변하게 될 것입니다.

학생들이 제공하는 모든 자료는 오로지 본인의 논문 연구에만 쓰여질 것이며 연구자만이 사용하고 관리할 것입니다. 논문 작성 시 혹은 논문 지도교수(Dr. Mari Wesche)와 상담 시 가명을 사용할 것이며 학생들이 이 연구에 참여함으로써 오는 불이익이나 위험은 전혀 없습니다. 참여는 어디까지나 본인의 의사에 따른 자발적 참여이며 필요시 언제든지 그만 둘 수 있습니다.

자녀의 본 연구에의 참여를 허락하시는 학부모님 (혹은 보호자)께서는 연구참여 동의서에 싸인하여 학생을 통하여 연구자에게 제출하여 주시기 바랍니다.

협조해 주셔서 감사합니다.

Appendix C: Topics for Internet chat in tandem tasks

Topic 1: Korean Moon Festival (Chu Suk) and Canadian Thanksgiving

Topic 2: The winter solstice celebration (Dong Ji) in Korea and Halloween in North America

Topic 3: Korean and Canadian superstitions

Topic 4: Religions in Korea and Canada

Topic 5: Korean and Canadian perceptions of interracial marriage

Topic 6: Teen culture in Korea and Canada

Additional topics suggested by the students

- Traditional food in Korea and Canada
- Education in Korea and Canada
- Interesting places to visit in Korea and Canada
- Looking at how 2nd generation Korean-Canadians have adjusted to Canada
- The invisible wall between 1st and 2nd generation immigrants
- Reasons to recommend Korean language school to my future children
- Reasons not to recommend Korean language school to my future children

Appendix D: Chat activities cycle

Class session 1 • Teacher explains task, distributes bilingual outline, and assigns Korean and Canadian cultural topics. • Korean- and English-speaking students list 30 L1 words related to C1 topic. • Students meet in L1 groups to finalize Korean and English lists. • Teacher copies word lists for students (in L2). • Vocabulary test: Students define L2 words (in L1) and try to use them in sentences showing topic knowledge. • Korean and English pairs/ small groups are chosen by lottery for task. • In small groups, students evaluate L2 partners' vocabulary answers with teacher's help; teacher records results. • Students receive their own marked word lists for chat homework. • Small groups are assigned one-hour chat session for week.	Chat session 1 • Small groups meet online to work together on correcting and completing their respective word lists by ask partners about word meanings (preparation for Week 4 vocabulary test). • Following the chat, each student prints the small group transcript for class. One student sends the transcript to the teacher. • Teacher analyses transcripts' language/cultural content and prepares exercises for class 2 (cloze, grammar, reading texts, translations, related to topic and words).
Class session 2 • Small groups meet to review transcript and share concerns. One S takes notes in a provided notebook. • Teacher works with small groups and class, giving corrective feedback on language errors from transcripts and clarifying concepts. • Students work on teacher's transcript-based exercises (L2 practice & cultural information). • Teacher distributes Korean and English questions for Chat session 2: a) in L2 students are to find specific information about topic (e.g., its origin, why people celebrate it, what people do). b) in L1 students are to do online and offline research on their L1 topic to share with	Chat session 2 (at least one chat discussion) • Small groups meet online to work together on assigned questions. • After the chat discussion, each student prints a transcript of it for class session 3, and one student forwards the transcript to the teacher. • Teacher analyses the cultural and language content of the transcripts.

Class session 2 (continued) • their partners in chat session 2, and to make a portfolio of L1 and L2 information on it (e.g., tapes, pictures, artifacts, articles). The portfolios are also for use in class and for oral and written assignments.	
Class session 3 • Students, in small groups, prepare brief L2 oral presentations on their research and write draft L2 essays on an assigned topic for class 4, helping each other with formulations and language. • Students share their portfolios with the class (generally in L1) in a 'hands-on' cultural fair (e.g., looking at over the pictures, articles and artifacts from the portfolios, watching short Korean and English films related on the Korean and English topics).	Homework session 3 (optional chat: chat room activity is voluntary but encouraged) • Students, individually and with partners, prepare for their group oral presentation and final (individual) essay writing. They were encouraged to work on a draft copy of the written essays in their L1 for class session 4. • Students audio-record their practice oral presentations and bring the tape to the next class.
Class session 4 • Students take the post-chat activity vocabulary test. • Small groups perform their oral presentations, with all students participating in L2 (encouraged) or L1. • Each student writes a brief final essay based on the draft version prepared during the chat sessions in the L1, and then if they wish in the L2. Both partners reformulate each other's L2 essays, compare that with their original writing, and discuss about the changes that they make.	

Appendix E: Pre-course questionnaire for English-speaking students

Pre-Questionnaire: Bilingual Chat in Korean School, 2002-2003

Part I: Participant Information

Name (First and Last):

Date of Birth:

E-mail Address:

Status in Canada:

1) ___ Canadian citizen 2) ___ Landed immigrant 3) ___ Visa student 4) ___ Other

How long have you been in Canada? (When did you come to Canada?)

Which language do you feel more comfortable to use for reading, writing, speaking and listening?

1) ___ Korean 2) ___ English

Who do you live with at home?

1) ___ Parents and siblings 2) ___ Siblings 3) ___ Homestay family

4) ___ Other students

Which language(s) do you use in your residence?

1) ___ Korean 2) ___ English 3) ___ Other

Part II: Computer uses in general

Do you have your own computer?

Do you have an access to Internet?

Do you have both English and Korean access to your computer?

If not, which language do you use in your computer?

Do you want to have both languages available in your computer?

Why or why not?

Part III: Chat

Indicate your level of agreement with the following statements.

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

I am comfortable with typing in Korean?

5 4 3 2 1

Using chat or email is easier and more comfortable than face-to-face or phone conversation to consult something with my friends in Korean.

5 4 3 2 1

Why?

Using chat or email is easier and more comfortable than face-to-face or phone conversation to consult with my teacher in Korean.

5 4 3 2 1

Why?

I like to chat with my friend in Korean.

5 4 3 2 1

I like to chat with my friend in English.

5 4 3 2 1

How many hours each day to you chat after school?

With _____ How many hours? _____ in what language

What do you use to chat?

1)___ICQ (No. _____) 2)___MSN 3)___Others

What do you chat about with your friends? What topic?

What topics are interesting to you for chat assignments?

What are your parents' reactions to chatting with your friends in your first language?

- 1) ____ They are ok as long as I chat for homework related.
- 2) ____ They do not like if I chat with friends no matter what. Sometimes I am not allowed to chat.
- 3) ____ They do not care.
- 4) ____ They like it.
- 5) ____ Others

Part IV: Learning from your partner

I want the teacher to assign the partner.

5 4 3 2 1

I want to choose my own partner.

5 4 3 2 1

Who do you want to work with as a partner (Check as many as you want)?

- 1) ____ older than me 2) ____ younger than me 3) ____ same age 4) ____ same gender
- 5) ____ different gender 6) ____ fluent in Korean 7) ____ fluent in English
- 8) ____ fluent in both Korean and English 9) ____ others

I trust my Korean partner's Korean teaching ability or knowledge?

5 4 3 2 1

I am glad I can teach my partner my own language and culture and also can learn their language and culture.

5 4 3 2 1

Which language do you want to speak in pair work in the classroom?

- 1) ____ Korean
- 2) ____ English
- 3) ____ Both

What do you think you can learn from your partner in the classroom?

- 1) ____ How to read in Korean 2) ____ How to write in Korean
- 3) ____ How to speak in Korean 4) ____ Vocabulary
- 5) ____ Grammar 6) ____ Pronunciation
- 7) ____ Korean Culture 8) ____ Other

What do you think you can learn from your partner in the chat room?

- 1) _____ How to read in Korean 2) _____ How to write in Korean
- 3) _____ How to speak in Korean 4) _____ Vocabulary
- 5) _____ Grammar 6) _____ Pronunciation
- 7) _____ Korean Culture 8) _____ Other

Which class format do you prefer?

- 1) _____ Teacher gives us a lecture.
- 2) _____ Partners teach their language and cultural experiences in the pair work or group work.
- 3) _____ Independent work with work sheet.
- 4) _____ All of above mixed
- 5) _____ Other suggested methods:

Part V: Heritage school information

Why do you come to Korean school? (Mark numbers.)

- 1) _____ to learn Korean.
- 2) _____ to learn English.
- 3) _____ to get a credit
- 4) _____ to interact with other Korean friends
- 5) _____ to interact with other English friends
- 6) _____ because my parents want or force me to go
- 7) _____ other

What do you expect most from Korean school?

Thank you for your co-operation.

Appendix F: Post-course questionnaire for English-speaking students

Post-Questionnaire: Bilingual Chat in Korean School, 2002-03

Indicate your level of agreement with the following statements.

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Have you ever wished the teacher would be there in the chat room with you, so you can resolve some problems or clarify things with her?

5 4 3 2 1

I wanted to type in my second language during chat, so I switched over to type in Korean.

5 4 3 2 1

When did you switch to type in Korean to chat?

I never typed in Korean. I always typed in English.

5 4 3 2 1

I do not know how to type in Korean.

5 4 3 2 1

I did not know how to type in Korean before, but now I know because I learnt how to type in Korean throughout the course.

5 4 3 2 1

Do you chat except for Korean language school assignments?

1)___Yes 2)___No

If yes, in what language? With whom? How often a week? How long for a day?

What are your parent's reactions to chatting with your Korean partner(s) for Korean language school assignments to learn Korean language and culture?

1)___They like it, because I chat for homework and I learn Korean from my partner(s).

2)___They do not like it, because it is still chat. They do not believe I will be able to learn something from my partner doing chat.

3) ____ They do not care. They do not know what I am doing in Korean school.

4) ____ Others

What is your reaction to chatting with your Korean partner(s) for Korean language school assignments to learn Korean language and culture?

1) ____ I like it, because

2) ____ I do not like it, because

3) ____ Other

Before starting Korean school, I had chatted online: often sometimes never

Before starting Korean school, I had chatted online with someone who speaks Korean: often sometimes never

I currently do chat: often sometimes never

I provided information to my chat partner(s) in English.

5 4 3 2 1

I provided information to my chat partner(s) in Korean.

5 4 3 2 1

I obtained information from my chat partner(s) in English.

5 4 3 2 1

I obtained information from my chat partner(s) in Korean.

5 4 3 2 1

I exchanged opinions with my chat partner(s) in English.

5 4 3 2 1

I exchanged opinions with my chat partner(s) in Korean.

5 4 3 2 1

I was able to understand and interpret what my partner(s) said on topics in Korean.

5 4 3 2 1

I learned about Korean culture from my chat partner(s) from chatting.

5 4 3 2 1

I understand the relationship between some aspect of Korean culture and Canadian culture from chatting with my partner(s).

5 4 3 2 1

I came to understand something about the concept of culture by comparing the culture of the partner(s) with my own.

5 4 3 2 1

Chatting with partner(s) enabled me to use Korean for personal enjoyment and enrichment.

5 4 3 2 1

The majority of the discussions were superficial.

5 4 3 2 1

I believe that the chat has improved my ability to write in Korean.

5 4 3 2 1

I believe that the chat has improved my ability to read in Korean.

5 4 3 2 1

I believe that the chat has improved my ability to speak in Korean.

5 4 3 2 1

Because of the chat, I feel more confident communicating in Korean.

5 4 3 2 1

I picked up words and structures used by my partner(s) and began to use them myself.

5 4 3 2 1

I have learned new grammatical structures in the chat.

5 4 3 2 1

I have learned new vocabulary in the chat.

5 4 3 2 1

Chatting with partner(s) enabled me to use Korean both within and beyond the school setting.

5 4 3 2 1

Having assigned topics helped to guide the chat sessions.

5 4 3 2 1

The instructor should not assign chat topics.

5 4 3 2 1

I like having my partner(s) directly correct my language errors.

5 4 3 2 1

I noticed my mistakes when I saw my partner(s) model the structures or words correctly.

5 4 3 2 1

I noticed many of my partner(s)' Korean included many spelling mistakes.

5 4 3 2 1

I noticed my Korean partner(s) used too much slang and Internet jargons.

5 4 3 2 1

For example?

The chat sessions were more interesting when we talked other than the assigned topic.

5 4 3 2 1

I believe that we should stay on the assigned topic, and not to talk about anything else.

5 4 3 2 1

As a result of this experience, I plan to chat with Korean speakers in the future.

5 4 3 2 1

I would not like to chat in Korean again in the future.

5 4 3 2 1

The chat was a valuable part of my experience in this course.

5 4 3 2 1

Chatting is the only activity that I do in Korean in terms of reading and writing.

5 4 3 2 1

If we can have an access to a computer lab, so if we can do chat sessions during the class hours, not after class hours as an assignment, it will be much easier for us.

5 4 3 2 1

Because,

Open-ended Questions:

Please answer the following questions as completely as possible.

1. What did you like the most about the chat?

2. What did you like the least?

3. What aspects of the chat were most helpful in your learning of your second language?

4. What specific vocabulary words did you learn in the chat?

5. What did you think about the time that your group spent chatting about something that had no relevance to the assigned topic?

6. What other comments do you have about the chat experience?

7. What are your suggestions to the teacher to improve Korean school classes?

8. What are your suggestions to the students to improve Korean school classes?

Thank you for your co-operation. Have a great summer!

Appendix G: Pre-course questionnaire for Korean-speaking students

Pre-Questionnaire: Bilingual Chat in Korean School, 2002-2003

Part I: Participant Information

이름 (First and Last):

생년월일:

E-mail Address:

Status in Canada:

1) __ Canadian citizen 2) __ Landed immigrant 3) __ Visa student 4) __ Other

캐나다에 얼마동안 있었습니까? (캐나다에 언제 왔습니까?)

읽고 쓰고 말하고 듣는데 한국말과 영어 중 어느 쪽이 더 편합니까?

1) __ Korean 2) __ English

누구랑 함께 삽니까?

1) __ 부모 형제 2) __ 형제 3) __ 홈스테이 가족 4) __ 다른 한국 유학생
5) __ 캐나다인 룸메이트 6) __ Other

집에서 주로 한국말과 영어 중 어느 쪽을 더 많이 씁니까?

1) __ Korean 2) __ English 3) __ Other

Part II: Computer uses in general

사는 곳에 컴퓨터가 있습니까?

인터넷이 됩니까?

컴퓨터에 영어 한글이 다 됩니까?

둘다 안 된다면 영어와 한글 중 어느 쪽만 됩니까?

가능하다면 영어 한글 다 되도록 하고 싶습니까?

그렇다면 그 이유는?

그렇지 않다면 그 이유는?

Part III: Chat

Indicate your level of agreement with the following statements.

5 = 아주 찬성, 4 = 찬성, 3 = 그저 그렇다, 2 = 반대, 1 = 아주 반대

영어로 타입하는 것은 내게 어렵지 않다.

5 4 3 2 1

한글로 타입하는 것은 내게 어렵지 않다.

5 4 3 2 1

영어로 친구와 무엇에 관해 의논해야 될 때 직접 만나서 말하거나 전화로 하는 것보다 채팅이나 이메일을 하는 것이 더 쉽고 편하게 느껴진다.

5 4 3 2 1

그 이유는?

영어로 선생님과 무엇에 관해 의논해야 될 때 직접 만나서 말하거나 전화로 하는 것보다 채팅이나 이메일을 하는 것이 더 쉽고 편하게 느껴진다.

5 4 3 2 1

그 이유는?

영어로 친구들과 채팅하는 것을 좋아한다.

5 4 3 2 1

한글로 친구들과 채팅하는 것을 좋아한다.

5 4 3 2 1

학교 마친 후에 하루에 보통 몇 시간 동안 채팅합니까?

주로 누구와 _____ 몇 시간 _____ 한글로 아니면 영어로

채팅할 때 무엇을 사용합니까?

1) _____ ICQ (No. _____) 2) _____ MSN 3) _____ Others

채팅은 주로 무엇에 관해서 합니까? 주된 주제는 무엇입니까?

한글학교 채팅에서 개인적으로 하고 싶은 주제는 어떻게 있습니까?

부모님께서는 한국 친구들과 한국말로만 채팅하는 것에 대해 어떻게 생각하십니까?

- 1) ___숙제나 학교에 관련된 것이면 괜찮다고 생각하신다.
- 2) ___채팅은 무조건 싫어 하신다. 어떨 땐 채팅 금지까지 하기도 한다.
- 3) ___별로 신경쓰지 않으신다.
- 4) ___좋아하신다.
- 5) ___다른 반응:

Part IV: Learning from your partner

선생님께서 파트너를 정해 주시기 바랍니다.

5 4 3 2 1

내가 내 파트너를 정할 수 있으면 좋겠다.

5 4 3 2 1

어떤 파트너와 함께 채팅 숙제를 하고 싶습니까?

- 1) ___나보다 나이가 많은 사람 2) ___나보다 어린 사람 3) ___동갑 4) ___남자는 남자끼리 여자는 여자끼리 같은 성 5) ___다른 성
- 6) ___한국말을 더 잘하는 사람 7) ___영어를 더 잘하는 사람 8) ___한국말도 영어도 다 잘 하는 사람 9) ___이 외에?

한글학교에 오는 2세 친구들이 나에게 영어를 가르칠 수 있는 능력과 지식이 있다고 믿는다.

5 4 3 2 1

내가 파트너로부터 영어와 캐나다 문화를 배울 수 있고 또 내가 한글과 한국 문화를 가르쳐 줄 수 있다는데 대해 기쁘게 생각한다.

5 4 3 2 1

한글학교 수업시간 중에 파트너나 그룹으로 공부할 때 주로 영어로 말합니까 한국말로 말합니까?

- 1) ___Korean
- 2) ___English
- 3) ___Both

한글학교 수업시간 중에 파트너나 그룹으로부터 무엇을 배울 수 있다고 생각합니까?

- 1) ___영어로 읽는 법 2) ___영어로 쓰는 법
- 3) ___영어로 말하는 법 4) ___영어 단어
- 5) ___영어 문법 6) ___영어 발음
- 7) ___캐나다의 문화 풍습 8) ___이 외에 다른 것이 있다면?

파트너와 채팅 하면서 무엇을 배울 수 있다고 생각합니까?

- 1) ___영어로 읽는 법 2) ___영어로 쓰는 법
- 3) ___영어로 말하는 법 4) ___영어 단어
- 5) ___영어 문법 6) ___영어 발음

7) ____ 캐나다의 문화 풍습 8) ____이 외에 다른 것이 있다면?

한글학교 수업방식이 어떻게 이루어 졌으면 좋겠습니까?

- 1) ____선생님께서 일방적으로 한국어 강의를 하는 방식
- 2) ____파트너나 그룹으로 서로 상대방의 언어와 문화를 가르쳐 주고 경험을 나누는 방식 (영어를 조금이나마 배울 수 있다.)
- 3) ____ 문제 풀 것을 가지고 혼자 공부하고 검사받는 방식
- 4) ____위의 방식을 조금씩 다 섞어서
- 5) ____다른 방식을 제안한다면?

Part V: 한글학교에 관해서

한글학교에 오는 가장 큰 목적을 순서대로 적어 보세요.

- 1) ____한글을 배우려고
- 2) ____국어를 배우고 잊지 않으려고
- 3) ____영어를 배울 수 있어서
- 4) ____크레딧을 받으려고
- 5) ____다른 한국 친구들과 어울릴 수 있어서
- 6) ____다른 영어 친구들과 어울릴 수 있어서
- 7) ____부모님이 가야 된다고 하니까
- 8) ____다른 이유는?

한글 학교 (혹은 선생님)로부터 가장 바라는 것이 있다면?

수고 많았습니다. 감사합니다.

Appendix H: Post-course questionnaire for Korean-speaking students

Post-Questionnaire: Bilingual Chat in Korean School, 2002-03

Indicate your level of agreement with the following statements.

5 = 아주 찬성, 4 = 찬성, 3 = 그저 그렇다, 2 = 반대, 1 = 아주 반대

파트너와 채팅하는 동안 물어 볼 것이 있다거나 확인할 것 이 있을 때마다 선생님도
챗룸에 함께 있으면 좋겠다고 생각한다.

5 4 3 2 1

채팅하는 동안 영어로 말하고 싶어서 영어로 타입하기 시작했다.

5 4 3 2 1

언제부터 영어로 타입하기 시작했습니까?

한번도 영어로 타입한 적이 없다. 항상 한글만 쳐서 파트너와 채팅했다. 다.

5 4 3 2 1

영어로 타입할 줄 모른다.

5 4 3 2 1

영어로 타입할 줄 몰랐는데 한글학교 하면서 많이 배워서 잘 하게 되었다.

5 4 3 2 1

한글학교 채팅 숙제를 위해서 외에도 채팅을 합니까?

1) ___Yes 2) ___No

한다면 누구랑 얼마나 자주 영어로 아니면 한글로 하루에 몇 시간 정도 합니까?

부모님께서서는 영어 친구들로부터 영어와 캐나다 문화와 풍습을 배우고 한글학교 숙제를
위해 채팅하는것에 관해 어떻게 생각하십니까?

1) ___숙제나 학교에 관련되고 영어를 배울 수 있으면 괜찮다고 생각하신다.

2) ___채팅은 무조건 싫어 하신다. 채팅을 하면서 파트너로부터 무엇을 배울 수 있다고
믿지 않는다.

3) ___별로 신경쓰지 않으신다. 내가 한글학교에서 무엇을 하는 지 모르신다.

4) ___다른 반응:

여러분은 영어 친구들로부터 영어와 캐나다 문화와 풍습을 배우고 한글학교 숙제를 위해 채팅하는것에 관해 어떻게 생각합니까?

1)___좋아한다. 왜냐하면

2)___싫어한다. 왜냐하면

3)___Other

한글학교 다니기 전에는 채팅을 1)___자주 했다. 2)___가끔씩 했다. 3)___전혀 하지 않았다.

한글학교 다니기 전에는 영어를 말하는 학생들과 채팅을 1)___자주 했다. 2)___가끔씩 했다. 3)___전혀 하지 않았다.

요즘은 채팅을 1)___자주 한다. 2)___가끔 한다. 3)___한글 학교 숙제외엔 전혀 하지 않는다.

내 파트너가 질문이 있으면 영어로 가르쳐 주었다.

5 4 3 2 1

내 파트너가 질문이 있으면 한국어로 가르쳐 주었다.

5 4 3 2 1

내 파트너로부터 영어로 정보를 받았다.

5 4 3 2 1

내 파트너로부터 한글로 정보를 받았다.

5 4 3 2 1

내 파트너와 영어로 서로 의견을 나누었다.

5 4 3 2 1

내 파트너와 한글로 서로 의견을 나누었다.

5 4 3 2 1

여러 주제에 관한 영어 메시지를 이해하고 번역하였다.

5 4 3 2 1

채팅을 하면서 파트너로부터 영어권 문화를 배울 수 있었다.

5 4 3 2 1

채팅을 하면서 한국 문화와 캐나다 문화를 비교하며 그 관계를 이해할 수 있었다.

5 4 3 2 1

채팅을 하면서 한국 문화와 캐나다 문화를 비교하며 문화적 개념을 이해할 수 있었다.

5 4 3 2 1

파트너와 채팅을 함으로써 영어를 좀 더 자유롭게 즐기면서 사용할 수 있게 되었다.

5 4 3 2 1

대부분의 대화가 깊이 있게 들어가진 못하였다.

5 4 3 2 1

채팅을 함으로써 영어 에세이 쓰는 능력이 향상 되었다.

5 4 3 2 1

채팅을 함으로써 영어로 읽는 능력이 향상 되었다.

5 4 3 2 1

채팅을 함으로써 영어로 말하는 능력이 향상 되었다.

5 4 3 2 1

채팅 덕분에 영어로 의사소통하는데 자신감이 늘었다.

5 4 3 2 1

내 파트너가 사용하는 영어 단어와 문장을 보고 익혀서 내가 사용할 수 있게 되었다.

5 4 3 2 1

채팅을 하면서 새로운 몰랐던 영어 문법지식을 알게 되었다.

5 4 3 2 1

채팅을 하면서 전에 몰랐던 영어 단어를 배우게 되었다.

5 4 3 2 1

주제가 주어 지는 것이 채팅하는데 도움이 된다.

5 4 3 2 1

선생님이 채팅 주제를 미리 정해 주지 않는 것이 바람직하다.

5 4 3 2 1

내 영어에 잘못이 있을 때 내 파트너가 즉시 직접적으로 고쳐 주길 바란다.

5 4 3 2 1

내 파트너의 영어 단어와 문장 쓴 것을 봄으로써 내 영어에 잘못이 있는 것을 발견할 수가 있었다.

5 4 3 2 1

내 파트너의 영어에 틀린 철자가 많이 있었다.

5 4 3 2 1

내 파트너가 슬랭 영어나 인터넷 용어를 너무 자주 쓴다.

5 4 3 2 1

예를 들면?

주어진 주제 외에 다른 대화로 빠질 때가 채팅하기에 더 재미있다.

5 4 3 2 1

주어진 주제 외에 다른 대화로 빠지면 안된다고 생각한다.

5 4 3 2 1

내가 경험한 것을 바탕으로 볼 때 앞으로도 영어를 말하는 상대와 채팅을 계속하고 싶다.

5 4 3 2 1

앞으로 영어를 말하는 상대와 채팅을 하고 싶지 않다.

5 4 3 2 1

파트너와 채팅을 한 것이 한글학교를 다니던 중 좋은 경험이었다고 생각한다.

5 4 3 2 1

채팅을 주중에 말고 학교 수업시간 중 일부분동안 학교 컴퓨터랩에서 할 수 있다면
여러모로 좋을 것 같다.

5 4 3 2 1

왜냐하면, _____

Open-ended Questions:

Please answer the following questions as completely as possible.

1. 채팅을 함으로써 가장 좋았던 점은 무엇입니까?

2. 채팅을 함으로써 가장 싫었던 점은 무엇입니까?

3. 채팅의 어떤 면이 영어를 배우는데 가장 도움이 되었다고 생각합니까?

4. 채팅을 통해 어떤 종류의 단어들을 배웠습니까?

5. 정해진 주제와 전혀 관련이 없는 대화로 채팅의 방향이 전개될 때 어떻게 생각하였습니까?

6. 채팅에 관해 다른 의견이 있다면?

7. 한글학교의 수업개선을 위해 선생님에게 제안하고 싶은 점이 있다면?

8. 한글학교의 수업개선을 위해 학생들에게 제안하고 싶은 점이 있다면?

일년 동안 수고 많았습니다. 즐거운 여름 방학을 보내세요. 감사합니다.

Appendix I: Focus group discussion topics

Focus group discussion topics: Their reactions to the chat room activities, experiences with learning from peers

Discussion topics will deal with the following issues:

The best and worst experience with chat room activities

The advantages/disadvantages of chat rooms for doing class assignments, what worked and what did not?

Their evaluation of chat room as a place to learn L2, to learn about the other culture, to make friends from the other culture

Their level of respect and trust peers from the other language group as language models as sources of language information and for cultural information

Any changes of their previous belief and perceptions about learning from peers through chat room activities

Any suggestions to their partners and the teacher

Any other reflective comments on their year long experiences

Any recommendations to the improvement of the curriculum

Appendix J: Self-assessment of L2 proficiency for English-speaking students

This questionnaire will allow you to determine your level of proficiency in Korean. The questionnaire is made up of 68 statements, 40 on listening and speaking comprehension and 28 on reading and writing comprehension. Should some statements describe situations which are not familiar to you, try to imagine how you would function in such an environment and give yourself the corresponding score.

Read each statement on the questionnaire carefully. Circle the appropriate answer according to the following key:

Remember to read each statement carefully because the level of difficulty varies from one statement to the next.

A	I <u>cannot</u> do this <u>at all</u> .
B	I can <u>seldom</u> do this.
C	I can do this about <u>half the time</u> .
D	I can <u>often</u> do this.
E	I can do this <u>all the time</u> .

Reading and Writing

No.	Statement	Score
1	I understand what is written on a poster in Korean when it is also illustrated by some form of picture.	A B C D E
2	When I see a Korean poster advertising a show, I can figure out the artists/group's name, the place and the time of the show, and the price of the tickets.	A B C D E
3	I can understand unilingual traffic signs in Korean.	A B C D E
4	In short text in Korean, I can recognize names and numbers.	A B C D E

5	If the menu at the cafeteria is written only in Korean, I can order knowing what I will be eating.	A B C D E
6	When I get a postcard in Korean, I understand the usual formulae people write on post cards.	A B C D E
7	When I see a notice in Korean on a classroom door, I understand what course has been cancelled and when it will be rescheduled.	A B C D E
8	I can understand a one page text in my field of specialization when there are useful titles and subtitles to guide me.	A B C D E
9	When I read a short report on an accident written in Korean, I can tell how many persons were injured and what their general condition is.	A B C D E
10	If I have to fill out a detailed unilingual bursary form I Korean, I understand most of the information requested.	A B C D E
11	When I read a detail course description, I can understand how the course will be organized.	A B C D E
12	In a 2-3 page text, I can find the details that I need to answer specific questions.	A B C D E
13	When I read article I Korean on budget cuts at the school, I understand what they are and what their effect will be.	A B C D E
14	From an interview written in Korean in the student newspaper, I can understand the thrust of the answers and draw some personal conclusions from the content.	A B C D E
15	When I look at a well detailed table of contents of a book written in Korean, I can tell whether the book will be useful to me or not.	A B C D E
16	When I get unilingual third class mail in Korean, I can tell what it is about at first sight.	A B C D E
17	I can understand a telegram written I Korean even though many words are omitted in telegraphic style.	A B C D E
18	If a unilingual administrative memo in Korean on exam regulations is distributed in my class, I will understand most of the regulations.	A B C D E
19	If I borrow a friend's course notes written in Korean, I am able to use them efficiently to do the homework assignment for that day.	A B C D E

20	I understand written Korean well enough that if exam questions for a course were written in that language only, I would have no problem.	A B C D E
21	I can read an adventure story in Korean (about 5 page long) and rarely have to use a dictionary.	A B C D E
22	I can read an editorial in Korean and determine the areas of agreement and disagreement between the author's views and mine.	A B C D E
23	Faced with a new proposal for changing academic regulations written in Korean and distributed on the spot during a meeting, I understand enough at first reading to know what it is all about.	A B C D E
24	I know written English well enough to be able to spot mistakes and misprints in a text.	A B C D E
25	I can write a business letter in Korean and am familiar with the formal conversations of salutation and address.	A B C D E
26	I can easily write a five page essay in Korean on a subject related to my field.	A B C D E
27	I can write a lengthy research paper in Korean on a topic related my field.	A B C D E
28	I find it just as easy to write in Korean as I do in English.	A B C D E

Listening and Speaking

No.	Statement	Score
1	When people speak foreign languages around me, I can tell those speaking in Korean.	A B C D E
2	When I hear two people speaking in Korean I can catch a few words here and there.	A B C D E
3	In Korean, I can distinguish between a question and an order.	A B C D E
4	I understand when someone gives me the time in Korean.	A B C D E
5	I understand a teacher who tells me in Korean at what page to open my book.	A B C D E
6	I understand questions in Korean, about my name, my address, my phone number.	A B C D E

7	If someone makes an appointment for me in Korean, I understand details such as the place and the time of the appointment.	A B C D E
8	When someone is introduced to me in Korean, I understand his name and the kind of work he does.	A B C D E
9	I understand when someone explains to me in Korean how to get to a school building.	A B C D E
10	Over the phone I can understand some basic information in Korean such as the name of the caller and the number where he can be reached.	A B C D E
11	If a course announcement is made in Korean over the school radio, I understand the title, the place and the time of the lecture.	A B C D E
12	In the usual exchange or greetings between two people, I understand every thing spoken to me in Korean.	A B C D E
13	In a set of directions given in Korean at normal speed, I can catch a few details which will help me orient myself (the name of a building, an office number...).	A B C D E
14	If someone comments in Korean on the food quality in the cafeteria, I understand the general meaning of the remarks and some details.	A B C D E
15	If I phone a friend and someone else answers in Korean, I understand what I am being told about my friend's absence.	A B C D E
16	As long as the teacher is willing to repeat once in Korean, I can understand the instructions given in class.	A B C D E
17	If someone addresses me in Korean and allows for the fact that I am an English speaker, I can understand the gist of what I am being told.	A B C D E
18	In radio advertising in Korean, I understand the main details (who is selling what, where, when and at what price.)	A B C D E
19	I can understand several sentences in a row during a conversation in Korean provided they are short.	A B C D E
20	If someone describes the school to me in Korean, I will understand where the main buildings and services are located.	A B C D E
21	If an advisor explains to me in Korean how to register for a course, I will understand provided some details are repeated.	A B C D E

22	If I am asked for my opinion in Korean in an opinion poll, I understand enough to be able to answer all the questions.	A B C D E
23	If I attend a lecture given in Korean in my field of specialization, I recognize most of the technical words.	A B C D E
24	From detailed explanation given in Korean in class, I can get the main idea and one or two supporting ones.	A B C D E
25	From the content of a discussion in Korean recorded on tape, I can determine the psychological state of the participant (anger, sadness, happiness, etc.)	A B C D E
26	When I watch a movie with a lot of dialogues in Korean, I understand enough to determine each of the main character's roles in the story.	A B C D E
27	If I hear a conversation in Korean where two teachers are being compared, I understand enough to choose the one I would prefer.	A B C D E
28	<i>During discussions in students' meetings, I understand enough to make a judgement about some of the ideas expressed.</i>	A B C D E
29	If I need help with an assignment, and the only help available is in Korean, I understand enough for it to be useful.	A B C D E
30	If a professor who is replacing my usual professor states that he will give his course in Korean, I expect I will understand a good portion of it.	A B C D E
31	When a course is given in Korean in my field, I understand enough to be able to do the work related to that course.	A B C D E
32	I understand a speaker giving a lecture in Korean on a familiar topic even when his sentences are very long.	A B C D E
33	If I happen upon a round-table discussion in Korean concerning fee increases for visa students, I understand each contribution despite the diversity of accents.	A B C D E
34	I am sufficiently fluent in Korean to understand most of the popular expressions used by today's teenagers.	A B C D E
35	I understand spoken humor in Korean, including refined plays on words.	A B C D E
36	I understand discussions in Korean just as well as those in English.	A B C D E

37	I would be comfortable taking part in a discussion group with Korean native speaker students in Korean on a subject related to my field of study.	A B C D E
38	I would have no trouble with vocabulary or expression if I had to provide detailed information in Korean on what there is to see and do here to a visiting tourist.	A B C D E
39	No matter what the topic, I have a good enough vocabulary in Korean so that I am able to express myself fluently.	A B C D E
40	I speak Korean as well as I speak English.	A B C D E

To calculate your score

Name: _____

Date: _____

A's _____ x1= _____

B's _____ x2= _____

C's _____ x3= _____

D's _____ x4= _____

E's _____ x5= _____

Total: _____

Appendix K: Self-assessment of L2 proficiency for Korean-speaking students

본 설문지는 여러분의 영어능력 수준을 스스로 평가할 수 있도록 읽기 쓰기 28 문항, 듣기 말하기 40 문항으로 구성되어 있습니다. 다음에 제시되는 다섯가지 항목중 해당되는 곳에 한 군데만 답해 주시기 바랍니다.

	전혀 그렇지 않다.
	거의 그렇지 않다.
	보통이다.
	거의 그렇다.
	항상 그렇다.

읽기, 쓰기 평가

번호	문항	점수
1	만일 그림이 함께 주어져 있다면 영어로 쓰여진 포스터를 이해할 수 있다.	ABCDE
2	영어로 된 공연 광고 포스터를 볼 때 출연자와 그룹의 이름, 장소, 시간, 가격 등을 알 수 있다.	ABCDE
3	영어로 된 교통표지판을 이해할 수 있다.	ABCDE
4	영어로 된 짧은 글을 읽고 이름과 숫자 등을 파악할 수 있다.	ABCDE
5	식당에서 영어로 된 메뉴를 보고 내가 먹고 싶은 것을 주문할 수 있다.	ABCDE
6	영어로 쓰여진 엽서를 받았을 때 사람들이 주로 쓰는 관용표현을 이해할 수 있다.	ABCDE
7	원래 강의가 취소되었고 언제 보강할 것이라는 광고가 교실 문 앞에 붙어있을때 그 내용을 이해할 수 있다.	ABCDE
8	이해를 도울 만한 제목이나 부제목이 있다면 내 전공에 관련된 한 장 정도의 영문으로 된 자료 내용을 파악할 수 있다.	ABCDE
9	사고에 관한 영어로 된 짧은 기사를 읽을 때 몇 명이 다쳤는지 그들의 상태는 지금 어떤지 알 수 있다.	ABCDE
10	영어로 된 복잡한 장학금 신청서에 기입을 해야할 때 무엇을 어디에다 적어야하는지 대부분 알 수 있다.	ABCDE
11	수강과목에 관한 영어로 된 자세한 설명을 읽고 그 과목이 앞으로 어떻게 진행될지 알 수 있다.	ABCDE
12	특정 질문에 대해 답을 하기 위해 필요한 자세한 내용을 두세장 정도의 영어자료에서 찾아낼 수 있다.	ABCDE
13	대학의 재정 삭감에 관한 기사를 읽고 어떤 것에 관한 내용이며 앞으로 어떤 영향을 미칠지 알 수 있다.	ABCDE
14	학생 신문에 영어로 쓰여진 인터뷰 기사를 읽고 응답의 주 내용이 무엇이고 그 내용으로부터 나름대로 자신의 결론을 내릴 수 있다.	ABCDE
15	영어로 쓰여진 책에 자세하게 쓰여진 차례를 보고 이 책이 나에게 유용할지 안할지를 판단할 수 있다.	ABCDE

16	영어로 된 광고물을 받았을 때 한눈에 보고 무엇에 관한 것인지를 분간할 수 있다.	ABCDE
17	영어로 된 전보를 받았을 경우 많은 단어가 생략되어 있어도 무슨 내용인지 알 수 있다.	ABCDE
18	수업중, 시험을 칠 때 주의할 사항을 영어로 받았을 때, 대부분의 사항을 이해할 수 있다.	ABCDE
19	친구로부터 강의노트를 빌렸을 때 당일 숙제를 끝낼 수 있을 만큼 그 영어로 된 노트를 효율적으로 사용할 수 있다.	ABCDE
20	영어로 된 학과 시험문제를 별 어려움 없이 이해하고 풀 수 있다.	ABCDE
21	영어로 된 약 다섯 장의 체험담을 사전에 거의 사용하지 않고 읽을 수 있다.	ABCDE
22	영어로 된 사설을 읽고 작가의 의견과 내 의견사이에 일치되는 점과 불일치 되는 점을 가려낼 수 있다.	ABCDE
23	영어로 된 대학학칙 변경에 관한 제안서를, 회의에 참석한 그 자리에서 받았을 때 짧은 시간내 한 번만 읽고도 무엇에 관한 것인지를 다 알 수 있다.	ABCDE
24	영어로 된 자료를 읽었을 때 실수나 오자를 지적할 수 있다.	ABCDE
25	영어로 공식적인 편지를 쓸 수 있고, 편지 인사말과 본문에 쓰는 관용표현을 잘 안다.	ABCDE
26	내 전공과 관련된 주제에 관해 다섯장 정도의 에세이를 쉽게 쓸 수 있다.	ABCDE
27	내 전공과 관련된 주제에 관해 상당히 긴 연구보고서를 쓸 수 있다.	ABCDE
28	영어로 에세이를 쓰는 것이 내 모국어로 쓰는 것처럼 쉽게 느껴진다.	ABCDE

듣기, 말하기 평가

	평가 문항	정답
1	내 주위에서 사람들이 외국어를 할 때, 그 말이 영어인지 아닌지 분간할 수 있다.	ABCDE
2	두 사람이 영어로 대화하는 것을 들을 때, 여기저기서 몇 단어정도는 알아들을 수 있다.	ABCDE
3	영어로 명령문과 의문문을 구분할 수 있다.	ABCDE
4	누군가가 영어로 시간을 말해 줄 때 알아들을 수 있다.	ABCDE
5	교수가 교과서 몇 페이지를 펴라고 할 경우 알아듣고 펼 수 있다.	ABCDE
6	내 이름, 주소, 전화번호를 묻는 영어의문문을 알아들을 수 있다.	ABCDE
7	영어로 누군가와 약속을 할 경우 약속장소, 시간 등을 정확하게 알아들을 수 있다.	ABCDE
8	영어로 누군가로부터 소개를 받을 경우 상대방의 이름과 하는 일등을 알아들을 수 있다.	ABCDE
9	영어로 누군가가 대학내 빌딩을 찾아가는 길을 알려 줄 경우 알아들을 수 있다.	ABCDE
10	전화를 받았을 경우 상대방이 영어로 말하더라도 이름, 전화번호 등의 간단한 정보는 알아들을 수 있다.	ABCDE

11	수강과목에 대한 정보가 학교 방송을 통해 영어로 안내될 경우 강의 과목명, 강의 장소, 강의 시간 등을 알아들을 수 있다.	ABCDE
12	두 사람이 만나 서로 인사를 나눌 때 상대방이 나에게 하는 일상적인 인사말을 다 알아들을 수 있다.	ABCDE
13	보통 말하는 속도로 영어로 길을 안내받았을 경우, 길 이름, 빌딩이름, 사무실 번호등 목적지를 찾아가는데 도움이 될만한 자세한 정보를 알아들을 수 있다.	ABCDE
14	누군가가 영어로 어떤 식당의 음식에 관해 그 질을 평가할 경우 그 평판에 대한 일반적 견해와 자세한 정보를 알아들을 수 있다.	ABCDE
15	친구한테 전화를 했는데 다른 사람이 영어로 대답할 경우 친구가 왜 전화를 못 받는지 이유를 알아들을 수 있다.	ABCDE
16	교수가 가끔씩 되풀이를 해주는 한 수업시간중 영어로 진행되는 강의를 이해할 수 있다.	ABCDE
17	내가 외국인인 것을 감안하고 누군가가 나에게 영어로 설명을 해 줄 경우 요점을 파악할 수 있다.	ABCDE
18	라디오를 통해 영어로 된 광고를 들을 때 누가 무엇을 언제, 어디서, 얼마에 파는가 하는 주된 내용을 알아들을 수 있다.	ABCDE
19	짧은 문장일 경우에 한해서 대화중 연달아 여러 개의 문장이 계속 이어지더라도 다 알아들을 수 있다.	ABCDE
20	누군가 대학 캠퍼스를 영어로 설명해 줄 경우 주요 빌딩과 주요 서비스가 어디에 있는지 알 수 있다.	ABCDE
21	상담교사가 영어로 교양과목을 어떻게 등록하는가에 대해 설명할 때, 반복되는 중요한 사항을 이해할 수 있다.	ABCDE
22	영어로 된 설문조사에서 내 의견을 물을 경우, 모든 질문을 알아듣고 답할 수 있다.	ABCDE
23	내 전공에 관련된 과목을 영어로 강의들을 경우, 대부분의 전문 용어들을 알아들을 수 있다.	ABCDE
24	수업시간 중 설명이 상세하게 주어질 경우 주제와 그 주제를 뒷받침하는 한두 가지의 근거를 찾아낼 수 있다.	ABCDE
25	테이프에 녹음된 영어 토론을 들을 경우, 토론자들의 심리적 상태-화남, 슬픔, 행복함등을 파악할 수 있다.	ABCDE
26	영어대사가 많은 영화를 볼 경우, 주연 배우들의 역할을 파악하기 충분할 정도로 다 알아듣는다.	ABCDE
27	두명의 교수를 비교하는 대화를 들을 경우 둘 중에서 내가 선호하는 교수를 택할 수 있을 만큼 알아듣는다.	ABCDE
28	학생회 모임중 토론을 듣고 발표된 일부의견에 대해 옳고 그름을 평가할 수 있을 정도로 토의내용을 알아듣는다.	ABCDE
29	내가 숙제를 하는데 도움이 필요할 경우 영어로만 도움을 받아야 한다면 그 정도의 영어는 충분히 이해할 수 있다.	ABCDE
30	교수가 영어로만 강의를 할 경우 상당부분의 강의를 이해한다.	ABCDE
31	내 전공과 관련된 강의가 영어로 주어질 경우 그 코스에 관련된 과제를 해낼 만큼 충분히 이해한다.	ABCDE
32	내가 잘 아는 주제에 관해 영어로 강의가 주어질 경우 문장이 아주 길더라도 강의를 이해할 수 있다.	ABCDE

33	외국 유학생들의 등록금인상에 관하여 영어로 토론이 벌어졌을 때 여러 나라의 학생들의 영어 액센트가 달라도 그 외국학생들의 주장이 무엇인지 파악할 수 있다.	ABCDE
34	요즘 십대들이 사용하는 유행어의 대부분을 알아들을 수 있을 만큼 영어에 능통하다.	ABCDE
35	영어로 된 유머와 어휘를 이용한 농담을 들을 때 이해할 수 있다.	ABCDE
36	영어 토론을 내 모국어로 할 때와 마찬가지로 잘 이해할 수 있다.	ABCDE
37	영어가 원어민 학생들과 내 전공과 관련된 그룹토의에 참여할 경우 긴장되지 않는다.	ABCDE
38	오타와를 방문한 사람로부터 가 볼만한 곳, 해볼만한 일 등을 영어로 자세하게 설명해 줄 것을 요청 받았을 경우 단어사용이나 표현에 아무 어려움이 없다.	ABCDE
39	주제에 상관없이 내 생각을 유창하게 표현할 수 있을 만큼의 상당한 단어 실력을 가지고 있다.	ABCDE
40	난 영어를 모국어만큼 유창하게 말할 수 있다.	ABCDE

점수 계산

이름: _____

날짜: _____

A's _____ x1= _____

B's _____ x2= _____

C's _____ x3= _____

D's _____ x4= _____

E's _____ x5= _____

Total: _____

Appendix L: Examples of student vocabulary evaluation responses

Vocabulary knowledge test

September 29, 2002

Name: _____

The number of questions that you answered: 15

If you know the meaning of the words listed below, describe the meaning of them. If you don't know, just leave it blank for now. You will find the answers from conversations with your partner during the chat activity.

1. harvest crops 곡식

2. celebrate 축하

3. roasted turkey

4. pumpkin pie 호박파이

5. gravy

6. stuffing

7. mashed-potatoes

8. cranberry sauce 크랜베리 소스

9. cornucopia

10. relatives

11. long weekend 긴 주말

12. settlers

13. Pilgrim

2nd Vocabulary knowledge test

October 20, 2002

Name: _____

The number of questions that you answered: 44

These are the vocabulary on Canadian Thanksgiving that you used for Internet Chat Activities. If you know the meaning of the words listed below, describe the meaning of them, and make a short sentence using the word in English, if you can.

1. harvest crops: 추수한 곡식

ex. Canadians give thanks for a abundant harvest crops.

2. celebrate 축하하다

I celebrate my friend's birthday

3. roasted turkey 구운 칠면조

I don't like roasted turkey.

4. pumpkin pie 호박 파이

I really don't like pumkin pie.

5. gravy 육즙

The gravy is the sauce that uses to food.

6. stuffing 칠면조에 채소같은 거 섞어서 넣는다

I am stuffing !!

7. mashed-potatoes 으편 감자

The mashed potatoes taste awful.

8. cranberry sauce 번로윙글 소스

I don't know what cranberry sauce.

9. cornucopia 볼에 채소와 음식 같이 넣는다.

I have know idea about cornucopia.

10. relatives 친족

Usually, my family visit our relatives on Saturday

11. long weekend 연휴

I love long weekend.

12. settlers 개척자

British settlers didn't successful in Canada.

13. Pilgrim 순례자

Pilgrim has similar meaning with settlers