

**DEVELOPING ORAL COMMUNICATION IN ENGLISH FOR THAI
SECONDARY SCHOOL STUDENTS BY USING SYNCHRONOUS
COMPUTER MEDIATED COMMUNICATION
AT RAYONGWITTAYAKOM SCHOOL**

MONGKHOLWAT DE NOBREGA

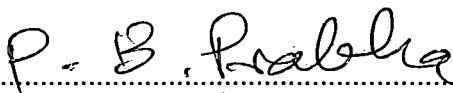
**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
IN TEACHING ENGLISH AS A SECOND OR OTHER LANGUAGE
DEPARTMENT OF INTERNATIONAL GRADUATE STUDIES
IN HUMAN RESOURCE DEVELOPEMNT
FACULTY OF EDUCATION
BURAPHA UNIVERSITY**

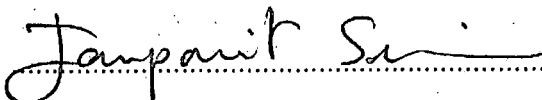
JULY 2016

COPYRIGHT OF BURAPHA UNIVERSITY

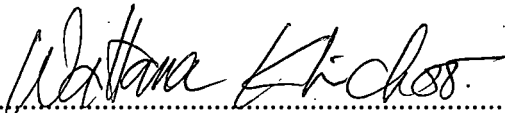
The thesis of Mongkholwat De Nobrega has been approved by the examining committee to be partial fulfillment of the requirements for the Degree of Master of Education in Teaching English as a Second or Other Language of Burapha University.

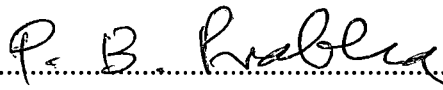
Advisory Committee

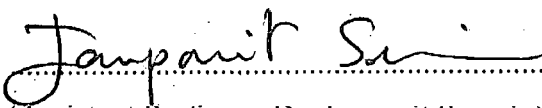
..... Principal advisor
(Associate Professor Dr. Prapart Brudhiprapha)


..... Co-advisor
(Assistant Professor Dr. Janpanit Surasin)

Examining Committee

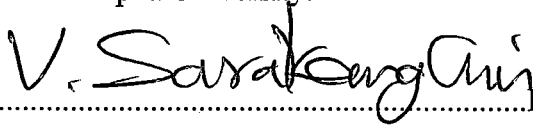
..... Principal examiner
(Dr. Wattana Klinchoo)

..... Member
(Associate Professor Dr. Prapart Brudhiprapha)

..... Member
(Assistant Professor Dr. Janpanit Surasin)

..... Member
(Dr. Montien Chomdokmai)

This thesis has been approved by the International Graduate Studies Human Resource Development Center of Faculty of Education to be partial fulfillment of the requirements for the Degree of Master of Education in Teaching English as a Second or Other Language of Burapha University.

..... Faculty of Education Dean
(Associate Professor Dr. Vichit Suratreungchai)

July 21, 2016

ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere gratitude to Associate Professor Dr. Prapart Brudhiprabha, my principal advisor for all his support and encouragement throughout the whole process of this thesis. Also, my co-advisor, Assistant Professor Dr. Janpanit Surasin, who gave advice and ideas for making this thesis better. Moreover, I would like to wholeheartedly thank Dr. Wattana Klinchoo, Assistant Professor Daranee Pummawan, Ms. Rattansiri Khemraj and other lecturers for their support throughout the entire process. Without their guidance and encouragement, this study would not have been possible.

I would never have been able to finish my thesis without the guidance of my committee members, help from friends, and support from my family. Therefore, I would like to thank them for helping me put the pieces together.

Lastly, I would like to thank all individuals who have encouraged me, shared knowledge and assisted me throughout my studies.

Mongkholwat De Nobrega

52920981: MAJOR: TEACHING ENGLISH AS A SECOND OR OTHER LANGUAGE;
M.Ed. (TEACHING ENGLISH AS A SECOND OR OTHER LANGUAGE)

KEYWORDS: ORAL ENGLISH COMMUNICATION DEVELOPMENT/ SCMC/
ONLINE INTERNET CHAT/ FACE-TO-FACE INTERVIEW/
SOLOM/ CLASSROOM OBSERVATION/ THAI SECONDARY
SCHOOL STUDENTS/ QUESTIONNAIRE AND STRUCTURED
INTERVIEW.

MONGKHOLWAT DE NOBREGA: DEVELOPING ORAL
COMMUNICATION IN ENGLISH FOR THAI SECONDARY SCHOOL STUDENTS
BY USING SYNCHRONOUS COMPUTER MEDIATED COMMUNICATION AT
RAYONGWITTAYAKOM SCHOOL. ADVISORY COMMITTEE: PRAPART
BRUDHIPRABHA, Ph.D. JANPANIT SURASIN. Ph. D., 131 P. 2016.

The aim of this study is to investigate the effectiveness of using synchronous computer mediated communication (SCMC) to develop oral English communication for Thai secondary school students, including finding out the attitudes of students toward the teaching techniques in terms of oral English communication development. It is believed from previous research that SCMC can provide more opportunities for students to practice communication in English and develop a variety of interactions.

This study was conducted with data collected from Thai secondary school students at Rayongwittayakom School. The participants were randomly selected to learn oral communication via the SCMC technique. The data was collected via the oral pre-test and post-test and assessed by using the Student Oral Language Observation Matrix (SOLOM), classroom observations, a questionnaire and interviews. The data was collected over a period of eight weeks, with follow-up interviews, face-to-face and online. During the eight week period, the participants were first observed by the researcher in terms of behavior of learning. Then the questionnaire and interview were employed to countercheck the information gathered.

CONTENTS

	Page
ABSTRACT.....	iv
CONTENTS.....	v
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
CHAPTER	
1 INTRODUCTION.....	1
1.1 Background and statement of the problem	1
1.2 Purposes of the study.....	3
1.3 Significant of the study	3
1.4 Research questions.....	4
1.5 Hypothesis.....	4
1.6 Conceptual framework.....	4
1.7 Contribution to knowledge.....	5
1.8 Scope of the study	5
1.9 Limitations of the study.....	5
1.10 Definitions of terms.....	5
1.11 Summary.....	7
2 LITERATURE REVIEW.....	8
2.1 General knowledge about communication	8
2.2 Different methods to develop foreign language communication in the classroom.....	10
2.3 Using communication technologies to promote second language learning and teaching.....	13
2.4 The knowledge gained from previous research studies of SCMC and oral language skill development.....	18
2.5 Previous research on the SCMC to develop language learning...	20
2.6 SCMC techniques in terms of oral language development for this study.....	22
2.7 Summary.....	23

CONTENTS (Continued)

CHAPTER	Page
3 RESEARCH METHODS.....	24
3.1 Research design.....	24
3.2 Research framework based on the Creswell diagram.....	27
3.3 Details of the design.....	32
3.4 Summary.....	43
4 RESEARCH RESULTS	45
4.1 The answer to research questions.....	45
4.2 Field notes and observation.....	64
4.3 Overall record of observation during the post-test interview.....	69
4.4 The results of the structural question interview.....	71
4.5 Summary.....	74
5 CONCLUSION AND DISCUSSION.....	75
5.1 The discussion of quantitative data of the study.....	75
5.2 The discussion of qualitative data of the study.....	78
5.3 Conclusions	82
5.4 Recommendations for the further studies	83
REFERENCES	87
APPENDICES.....	96
APPENDIX A.....	97
APPENDIX B.....	102
APPENDIX C.....	118
APPENDIX D.....	124
APPENDIX E.....	127
BIOGRAPHY	131

LIST OF TABLES

Tables	Page
4-1 The <i>t</i> -test scores of 15 samples (under average students) for the before and after treatment of oral communication was by using SOLOM.....	46
4-2 The mean scores and compares the pre-test and post-test of under average students focusing on comprehension skills in English communication.....	47
4-3 The mean scores of English fluency before and after treatment.....	48
4-4 The mean score for vocabulary skill before and the after treatment.....	48
4-5 The mean scores of pronunciation of participants collected by using the SOLOM.....	49
4-6 A comparison of the mean scores of grammar for the participants.....	49
4-7 The above average students' <i>t</i> -test for the pre-test and post-test of the oral communication scored by using SOLOM.....	50
4-8 Comparison of the mean scores of comprehension for above average students.....	51
4-9 Comparison of the mean scores of English fluency for pre-test and post-test of above average students.....	52
4-10 Comparison of the mean scores of vocabulary for above average students.....	52
4-11 Comparison of the mean scores of pronunciation for above average students.....	53
4-12 Comparison of the mean scores of grammar for above average students.	54
4-13 The SOLOM scores compared before and after treatment for both above average and under average participants.....	54
4-14 The scores of the agreement collected from the questionnaire.....	55
4-15 The level of attitude in accordance with the rating scale of the questionnaire focusing on communication ability (items 1-8).....	56

LIST OF TABLES (Continued)

Tables	Page
4-16 The mean scores of the level of the agreement of the under average and above average participants' questionnaires (item 9-15) after the experiment.....	58
4-17 The percentages of the agreement of the under average and above average participants' questionnaires (items 16-21) after the experiment..	59
4-18 The percentages of the agreement of the under average and above average participants' questionnaires (items 22-27) after the experiment..	60
4-19 The percentages of the agreement of the under average and above average participants' questionnaires (items 28-34) after the experiment..	61
4-20 The percentages of the agreement of the under average and above average participants' questionnaires (items 35-42) after the experiment..	62
4-21 The percentages of the agreement of the under average and above average participants' questionnaires (items 43-50) after the experiment..	63

LIST OF FIGURES

Figures	Page
3-1 Research framework based on Creswell (2014)	27
3-2 The variables of the research.....	30
3-3 Time table of practice.....	31
3-4 Research steps used to determine the participants and subjects.....	32

CHAPTER 1

INTRODUCTION

The first chapter introduces the problem of the study, the background of the study and presents the reasons for this research. Other points in this chapter are the purpose of the study, research questions, significance of the study, scope of the study, limitations of the study, and finally the definitions of terms of this research study.

1.1 Background and statement of the problem

English have been taught since 1862 during the reign of King Rama IV(1851-1868), but the results of its teaching leaves a lot to be desired (Brudhiprabha, 2013). The results of teaching are still far from satisfactory. A well-known authority of ELT in Thailand, M.L. Boonlua Debyasuvarn noted that only 10 percent of Thai students in the educational system are proficient in English (Debyasuvarn, 1981 cited in Broughton, 1999, p. 71):

The late Ajarn M L Boonlua Debyasuvarn said she believed only ten percent of students in the education system become proficient in English to the extent that they can communicate satisfactorily. In her paper Ajarn Boonlua claims that ten percent succeed whatever method of teaching is used because ‘they can absorb and make sense of everything that is taught in every subject’. They are high academic achievers.

It is also reported by the National Council of Economic and Social Development, Journal of Economics and Society of August 2014 that the percentage of Thai students who can communicate in English remained the same as indicated (NCESD, 2014 cited in Zoom, 2014). The question is what causes our utter failures in ELT.

More recently a guru of ELT (Brudhiprabha, 2013, p. 7) had this to say: We must revolutionize Thailand’s schools. We must dispel the “**nguu-nguu-plaa-plaa**” (smattering) **philosophy of ELT**’. We must discard the status

quo with our deliberate crusade. We must attempt to make ELT in Thailand all that it should be. Otherwise, we will miss the ASEAN boat! The time for just talking or playing lip-service is over. There is a saying and a truism that “actions speak louder than words”. That is to say, we have no time to waste any longer! I submit that ‘there will be no renaissance without revolution’. That’s our strategy. We must lead the way in educational innovation. ‘The day of the status quo is over.’

So, the researcher came up with an idea to employ a different method of teaching English as a foreign language in order to find out the effectiveness of it and solve the problems of teaching English as a foreign language at a high school.

At Rayongwittayakom School, Rayong, Thailand, the researcher studied the achievement of secondary school students by looking at the average of overall English for communication in the year 2012 and 2013, and found that students’ scores were not satisfactory according to the school administrator. Further the researcher interviewed the Thai and English native teachers who taught communication in English for the students and those teachers said that the students had not achieved a satisfactory level of oral communication in English, and they would like to employ new methods to improve their oral language communication.

In this study it is believed that the methods of teaching are the major issues, and we need to use modern technology in the classroom, particularly in the age of IT. Therefore, this research study is going to make an investigation into an alternative method called Synchronous Computer Mediated Communication (SCMC). Several specialists said that Thai students are afraid of speaking English because they are afraid of making mistakes (Toolsiri, 2005; Wanthanasut, 2008). In Thailand, speaking skills are a critical part of language learning and the teaching process, but Thai learners in general have few chances to interact with English native speakers. The exposure to English of Thai learners is thus somewhat limited (Khamkhien, 2010). Recently, there have been many techniques that researchers and educators have studied for teaching English as a second language in order to develop learners’ communicative skills.

According to previous studies, the researcher found that many communication technologies are used in language learning and teaching in order to develop students' oral language communication. Many educators have studied the effectiveness of communication technology to facilitate and develop communication skills for students. One of the information technologies used in language learning and teaching is the SCMC. It is believed that the SCMC could provide activities to facilitate and motivate students' interests and encourage students to communicate in spoken English. Further, the SCMC technique could provide speaking practice activities to scaffold students and enhance communication in the real world (Gao, 2012).

The theoretical rationale of this study was that theory and practice must go hand in hand. In a research study Brudhiprabha (1992, p. 53) stated that in ELT, "theory without practice is indeed futile, and practice without theory is also fatal".

Adopting the SCMC technique in teaching English as a foreign language has challenged to prove the effectiveness of the technique. Hence, the researcher was interested in finding out the effectiveness of the SCMC technique in terms of developing oral language communication in English among Thai secondary school students.

1.2 Purposes of the study

The specific purpose of this study was to evaluate the effectiveness of using the SCMC to help secondary school students in Thailand to develop aural-oral skills in English. Thus, this researcher set up the following specific purposes:

1.2.1 To investigate the effectiveness of the SCMC technique in developing English oral communication among secondary school students.

1.2.2 To study students' attitudes toward the SCMC technique in oral communication.

1.3 Significance of the study

The results of this study can provide insights to benefit the following aspects.

1.3.1 Educators would have ideas to adopt a SCMC technique to their language classes.

1.3.2 School administrators can benefit from the results of the study. The teaching technique could be adopted and employed to foreign language classrooms to promote students' oral communication ability.

1.3.3 It could benefit distance learning in places where resources are limited.

1.4 Research questions

This research study attempted to answer the following questions:

1.4.1 How does the SCMC technique help secondary school students to develop their oral language communication?

1.4.2 What were the attitudes of secondary school students with different levels of English competence toward the SCMC technique?

1.5 Hypothesis

Secondary school students will improve oral communication skills and attitudes in learning English after practicing English communication by using the SCMC technique.

1.6 Conceptual framework

The study employed the SCMC method which is believed to be effective to develop oral English communication for students who learn English as a foreign language. It is believed that the method provides students with many aspects to develop communication ability. The study also tried to find out the attitudes of students toward the methods. The participants were students at a Thai secondary school. The study employed the SCMC method to the participants for eight weeks and found out the effectiveness of it by using different tools, which were the interview, rubric and questionnaire. The outcomes of the students were compared between before and after the study.

1.7 Contribution to knowledge

The research study results will give ideas to teachers and school administrators about conducting better methods of teaching English as a foreign language for Thai secondary school students.

1.8 Scope of the study

The participants of this study were secondary school students of Mathayomsuksa 5 at Rayongwittayakom School of Rayong province in the second semester of academic year 2013 and the first semester of 2014. It was conducted by using the same group of students during the period of academic year 2013 and 2014. This study used English scores of the participants from academic year 2013 to classify participants as above average and under average.

1.9 Limitations of the study

The limitations of this study are:

1.9.1 Employing SCMC involves school administration and managing time because of the permission from teachers of other classes.

1.9.2 The participants of the study could drop off during the eight week period of the SCMC class. The researcher had to make sure that the participants completed and participated in the SCMC classes.

1.9.3 The differences of background knowledge of the participants, some of the participants had studied abroad and their ability of oral communication in English was better than others.

1.10 Definitions of terms

Secondary school students for this study refer to Mathayomsuksa 5 students at Rayongwittayakom School who participated in this study in academic year 2013-2014.

Smartphone & mobile phone applications refer to any application used on smart phones or tablets which provides real time communication through video call.

Teaching techniques refer to online chat and interview through the internet which aims to provide more opportunities for students to practice speaking English with native speakers outside the classroom.

SCMC refers to Synchronous Computer Mediated communication conclusion as communication technology with internet devices that allow people to talk to each other online. Skype, Facetime, and Google communication were used in the research.

Traditional methods refer to the method typically used in the classroom and teaching methods are based on text books. Further, the traditional methods focused on memorizing.

Face-to-face interview refers to the real face-to-face interview administered by native speakers and was observed by the researcher in order to find out the oral communication achievement of students.

Online chat refers to any kind of communication over the Internet that offers real-time direct transmission from sender to receiver. Online chat is a communication method through the Internet that provides voice and video between sender and receiver. Students practice speaking English with a partner through online chat.

Video call refers to a communication technology that allows people to talk to each other over the computer or mobile phone by connecting to the internet.

Facetime refers to a communication technology device or application connecting to the internet and is used over mobile phones and tablets for talking to each other in real time.

Skype refers to a computer program that provides internet video calls in real time and the program requires an internet connection.

SOLOM refers to a rating scale that researchers can use to assess students' command of oral language. The researcher matches a student's language performance in five English language skills - listening comprehension, vocabulary, fluency, grammar, and pronunciation.

Above average students refer to students who have above average scores (12.5-25) of testing by using the SOLOM.

Under average students refer to students who have under average scores (0-12.5) of testing by using the SOLOM.

Streaming video (also known as webcasting when conducted over the Internet) is the equivalent of broadcasting to large audiences and of making content accessible to learners in synchronous ways. A streaming broadcast might be live or recorded.

1.11 Summary

In summary, to solve the conversation problems of Thai students, this study employed the SCMC technique for teaching English to Thai secondary school students. This technique was believed to be an effective method for teaching aural-oral communication and enhances their performance in order to achieve language learning and especially for speaking skills. The teaching technique requires students to practice speaking English through instant messaging and online video communication (Facetime and Skype) with English native speakers. It was hoped that the SCMC would enhance the oral communication and attitudes of Thai secondary school students.

CHAPTER 2

LITERATURE REVIEW

Chapter 2 reviews the literature related to this study. The first part presents the general knowledge of communication followed by the different ways to promote oral communication in language studies. The second part discusses the information and technology used in foreign language teaching and learning. The third reveals the usage of the Synchronous Computer Mediated Communication (SCMC) technique for developing oral language communication in English. This chapter also provides details of previous related research studies and the usefulness of online communication technology and video calls in terms of learning and practicing languages.

2.1 General knowledge about communication

Communication refers to the process by which people create and share meanings. Rahman (2010) said that communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop the information and understanding required for effective group functioning. Alam (2014) also stated that communication is the exchange of ideas between people, either orally or in writing.

Communication is the various methods of sending information between people and places, especially via phones, computers, radio, etc. The Oxford Advanced Learner's Dictionary defines communication as the impacting or exchanging of information by speaking, writing, or using some other medium.

At its most basic level, oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, results in the success or failure of the interaction.

A two-way communication can be categorized into four basic types: (1) verbal communication, in which people listen to a person to understand their meaning; (2) written communication, in which people read their meaning; and

(3) nonverbal communication; and (4) visual communication. This study focused on verbal or oral communication development. Oral communication can take many forms, ranging from informal conversations that occur spontaneously and, in most cases, for which the content cannot be planned, for participation in meetings, which occur in a structured environment, usually with a set agenda.

2.1.1 Different forms of communication

1) Verbal communication

Verbal communication involves using speech to exchange information with others. People usually communicate verbally in face-to-face conversations. Meetings, interviews, conferences, speeches, and phone calls are other forms of verbal communication. Verbal communication includes sounds, words, spoken language, and speech. Speaking is an effective way of communicating and helps in expressing thoughts and emotions in words.

2) Non-verbal communication

Non-verbal communication involves physical ways of communication, like, tone of the voice, touch, smell and body language. Creative and aesthetic non-verbal communications include singing wordless notes, music, dancing and sculpturing. Symbols and sign language are also included in non-verbal communication. Body language is a non-verbal way of communication. Body posture and physical contact convey a lot of information. Body posture matters a lot when you are communicating verbally to someone. Folded arms and crossed legs are some of the signals conveyed by body posture. Physical contact like shaking hands, pushing, patting and touching expresses the feeling of intimacy. Facial expressions, gestures and eye contact are all different ways of communication. Reading facial expressions can help you know a person better.

3) Written communication

Written communication is writing the words which you want to communicate. Good written communication is essential for a variety of purposes. Written communication is practiced in many different languages. E-mails, reports, articles and memos are some of the ways of using written communication in business. Written communication can be edited and amended many times before it is communicated to the second party to whom the communication is intended. This is

one of the main advantages of using writing as the major means of communication in business activity. Written communication is used not only in business but also for informal communication purposes. Text messaging is an example of informal written communication.

4) Visual communication

The last type of communication is visual communication. Visual communication is visual display of information, like topography, photography, signs, symbols and designs. Television and video clips are the electronic forms of visual communication.

Effective communication is essential for the success of any type of learning. Therefore, developing communicative skills is a must. One must understand that all the four types of communication are equally important and one must develop communicative skills in all the mediums. Communicative technologies are growing day by day to make communication easier. People not only are able to speak to others from different distances but technologies also encourage people to use their language to communicate in variety of ways.

To develop oral language communication for students of English as a foreign language, the educators need to seek out useful methods to develop those kinds of communication.

2.2 Different methods to develop foreign language communication in the classroom

There are many techniques used for developing oral language communication, for example, role play, storytelling, foreigner interviews, songs and movies, but this study will concentrate on pair work and group work as applied to the SCMC technique.

2.2.1 Use of the story telling method to develop spoken English skills

Maynard (2005, p. 1) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Barzaq (2009, p. 7) defined storytelling as a knowledge management

technique, a way of distributing information, targeted to audiences and a sense of information. She added that stories provide natural connections between events and concepts and finally, she added that visual storytelling is a way of telling stories through images (Samantaray, 2014).

2.2.2 Classroom interaction

Classroom interaction is also necessary and useful as an educational strategy to enhance speaking skills. The role of interaction in a classroom context in enhancing speaking skills comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction involves verbal exchanges between learners and teachers. Teachers should know that the learners need to do most of the talking, since speaking skills require practice and exposure (Morozova, 2013).

2.2.3 Using role play

The other technique often used in the English classroom is role play. Qing (2011) experimented with role-play at the intermediate level and noticed that role play could increase students' intercultural awareness and develop overall communicative competence. The author stated,

Adopting another's cultural role creates freedom for experimentation while it also creates a significant learning situation for the participants and for the audience (p. 38).

The author also stated,

Content based role plays give students the unique opportunity to explore another culture in detail from a variety of perspectives. Speakers of English should be able to express themselves properly and understand the grammatical discourse, strategic, and sociolinguistic factors for any given situation based on a higher level of communicative competence (p. 38).

2.2.4 Games

Using games in English class can make students relaxed and enjoy using the language. It may be argued that college students, unlike children, having grown up,

do not need games to relax. On the contrary, adults sometimes feel more nervous than children when they face new things, and they are more afraid of losing face as the sense of face develops with their age. In this sense, they do need games or other activities that help them to relax and be innocent like children to the new language without being afraid of making mistakes. Games are communicative in essence, and so using game in English teaching and learning can well realize the fundamental idea of the communicative language teaching approach. Using games is a good way to improve students' various skills, as Wright, Betteridge, and Buckby (2006) said, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication".

2.2.5 Songs

Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language. Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. Music has the power to engrave itself into our brains, "songs work on our short- and long-term memory" and are therefore adequate tools for using in the language classroom (Murphey, 1992, p. 3).

2.2.6 Films

There is agreement among foreign/second language instructors that other than textbooks, audiovisual technologies can be utilized in second language learning. The integration of different audio-visual technologies, such as films, as sources of authentic language input into language learning, have been the focus of many studies. As reported by Chapple and Curtis (2000), films have numerous cross-cultural values, offer remarkable foundation for the development of critical thinking skill, supply a rich means of content for language learners, and provide linguistic diversities. Films also aid the learners' comprehension by enabling them to simultaneously listen

to language exchanges and see visual supports, such as facial expressions and gestures (Gruba, 2006). These visual clues support the verbal message and provide a focus of attention.

2.3 Using communication technologies to promote second language learning and teaching

English has become easier to learn than ever before with the availability of many sources to help people learn in an effortless and enjoyable way. Web-based learning is one of the fastest growing areas in education. It is widely accepted that advances in information technology and new developments in pedagogy provide opportunities to create well-designed, learner-centered, interactive, affordable, efficient, and flexible e-learning environments (Khan, 2005). It could be suggested that internet-surfing is an alternative way to study English. Web-based technologies and useful Internet sites provide various new possibilities and latest trends for teachers and learners. Today it has become possible to enhance speaking skills with the help of tools, such as Skype, e-mail, blogs, chats, and mobile devices (Morozova, 2013).

2.3.1 Internet as a source of authentic oral model of TEFL

In foreign language learning, effective classroom strategies have involved the use of songs, rhymes and traditional stories with repeated language structures. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. Teaching and learning language is supported by technology, for instance, mobile technology and portable devices, such as tablet computers, smart, and feature phones.

Zamorshchikova, Egorova, and Popova (2011) conducted a study on the topic “Internet Technology-Based Projects in Learning and Teaching English as a Foreign Language” at Yakutsk State University, Russia. The findings reported that using ICT as a tool for e-learning in teaching EFL was effective because ICT allows educators to effectively combine the elements of self-study and distant education through software with the advantages of traditional classroom study and teaching.

Pasfield-Neofitou (2007) from Monash University conducted an international workshop on the topic of Intercultural Internet Chat and Language Learning: A Socio-cultural Theory. The study examined the linguistic characteristics of and opportunities for learning in Japanese-English intercultural internet chat with ten participants (five Australian student volunteers and their five Japanese chat partners). The study found that internet chat provided a positive environment for interaction with native speakers and informal language acquisition, and all of the participants stated that they enjoyed chat interaction overall.

2.3.2 Technological resources currently employed in language learning

ICT can expand access to language programs and improve the quality of teaching and learning in general. The World Wide Web expands the classroom context and provides access to current, up-to-date materials from the country or countries of the target language, offering learners and teachers a plethora of materials in different modes, bringing the foreign culture and language to life and making it more tangible.

ICT provides general forms that can be integrated in a teaching and learning language.

Audio devices: The most popular and most widely used devices appropriated by modern language teachers remain the CD player and the audiocassette recorder.

Video: The use of moving images linked to sound provides learners with exposure to all important elements of spoken communication: gestures, proxemics, pronunciation, intonation, all embedded in natural, cultural contexts. And devices like DVD players, videocassettes, web sources, the laserdisc and video cameras readily supply these.

Television and radio broadcasts: Both satellite and terrestrial radio and television programs offer cheap access to contemporary, authentic, and potentially culturally rich programs for the language learner. The immediacy of current affairs programs ensures that learners' exposure to the language is up-to-date and embedded in the real world of native speakers. Linked to modern recording equipment, broadcast radio and television also offer the advantages of the audio and video devices mentioned above.

Computers: With the introduction of the multimedia computer, the learner and teacher have at their disposal an instrument, which can combine all the advantages of the above-mentioned media in a compact and easily accessible form. The computer may be used as a local machine (stand-alone) or within a network. Computer Assisted Language Learning (CALL) software, CD-ROMs, and office software applications have become commonplace in many teaching/learning environments, and case studies on this illustrate how teachers are making use of them (Davies, 2012; Graz, 2009; Lingu@net, n.d.).

2.3.3 Synchronous Computer Mediated Communication (SCMC) technology

SCMC has been commonly applied to enhance various aspects of foreign or second language learning. As a technology and communication tool, SCMC has been said to have a strong potential for encouraging the negotiation of meaning in interaction. This is because of SCMC's resemblance to spoken communication and the textual features of discourse, which allows learners with more time to attend to language output (Blake, 2000; Satar & Özdener, 2008; Smith, 2005; Sykes, 2005). The benefits of applying SCMC to second language classrooms have been reported including more equitable student participation (Kern, 1995), more learner language output (Sequeira, 2009; Sullivan & Pratt, 1996), better quality of linguistic production (Chun, 1994; Warschauer, 1996), more student motivation and interest (Warschauer, 1996), and reduced communication anxiety (Satar & Özdener, 2008). Compared to oral communication, SCMC provides students with an authentic way to learn the target language through communicative use, reduces students' anxiety of talking face-to-face, and gives students more opportunities to express their ideas.

SCMC technology and other networked-enabled information and communication technologies have potential to enhance and improve education practice and systems in many significant ways. SCMC creates a real time connection between participants located anywhere on the Internet. When operating at its highest capacity, this connection supports body language interaction, shared display of real time events and quality audio interaction. According to previous studies, in the field of second language acquisition, SCMC has been found to be helpful in inducing a great deal of negotiation of meaning between native speakers and non-native

speakers, which in turn facilitates learning when learners modify and restructure their messages through repetitions, confirmations, comprehension checks and so on (Blake, 2000; Long, 1996). It could be a technological tool to encourage students to produce language. The students could be active while chatting. Jonassen (2004) reported that SCMC is a benefit tool in language learning in terms of facilitating interaction, discussion, and collaboration among learners from a variety of backgrounds.

2.3.4 Live video-SCMC in language education

Live video is one of the effective methods used in education, live video can help educators address the challenges of different learning styles and enhance the way in which today's children and youth access, absorb, interpret, process and use information. With inadequate practice of speaking, live video communication is clearly an essential tool that can have a powerful impact on student retention of information as well as on student engagement.

Online videos have been used as an SCMC technique in real-time to allow the users to use spoken language in the same manner as face-to-face interactions. Slesongsom and Suppasetsee (2012) used it to improve EFL students' speaking skills and to encourage them to produce and learn language in a positive learning environment. In order to help students gain more self-confidence in speaking English, technological tools can be used to possibly eradicate the problems. Related studies about SCMC in language classrooms suggest that online chatting, which is a kind of SCMC, can motivate students to produce language in real-time (Alahmadi, 2009).

Previous research shows that SCMC helps learners improve second language and prepares them for real-time oral interaction (Kitade, 2000). Ingram, Hathorn, and Evans (2000) also stated that the synchronous aspect of this medium enabled online learners to experience the immediacy of communication and power to exchange ideas quickly as the give-and-take of real-time, human-to-human communication and bridges between on-campus and off-campus learners, those who do not otherwise meet. Employing SCMC technologies, individuals are given the opportunity to move out of their individual comfort zones in order to participate productively and effectively in the learning process (Hoven, 2006). Similarly, Harasim (2007) stated that this technology provided a new way for interaction between teachers, learners and among learners themselves, and this new form of

online environment created a new domain which facilitated collaborative learning. Smith (2003) revealed that SCMC shares important features with the oral mode, including enabling real-time, meaningful interaction between learners, and engaging many of the same cognitive processes that emphasized oral language production (Payne & Whitney, 2002). Kost (2004) said that the benefit of SCMC is its use for language practice outside of the classroom. As such, second language practice through SCMC can be useful for developing second language skills, including oral proficiency

2.3.5 Technologies and SCMC technique to promote oral language communication skills

Computer-mediated communication such as synchronous chat can be utilized to promote speaking practice and synchronous chat freeware can be used to increase learners' self-confidence so they will be willing to communicate orally in a language class. Benefits and challenges of using this freeware are identified to guide practitioners in their decision-making (Compton, 2002). Fotos and Browne (2004) stated that the increase in SCMC research in speaking development would be the introduction of many technology tools in the foreign language-learning (FLL) world (e.g., Skype, Tango, Line, or Facebook). These technologies are capable of accommodating oral language-learning tasks; it is, therefore, hardly surprising that educators have also begun to embrace SCMC to relocate some of their common in-class speaking tasks outside the physical classroom.

Ryobe (2008) revealed that live video was useful for language learning. It facilitated voice chat activities, using Skype, between forty non-English major freshmen and a group of Filipino online English teachers. The researcher also implemented a Windows version of Skype-based video chat activities, with the participation of forty-five non-English major students who attended three elective conversation classes taught by the researcher in 2007 and 2008. The research results showed that students' motivation increased to a great extent and that they found the activity fun and useful in improving their oral communication competence.

The recent studies revealed that in both the oral and the electronic modes, learners spent equally large percentages of their turns negotiating meaning and pushing each other to more comprehensible second language production, suggesting that the nature of the communicative activity had a greater impact on the quality of

discourse for second language acquisition than did the mode of communication (Pellettieri, 2010). The digital medium has become more and more popular in developing oral skills (Abuseileek, 2007; Jauregi, de Graaff, van den Berg, & Kriz, 2012; Vinther, 2011). Several research studies supported that SCMC, in its synchronous manifestation, facilitated the acquisition of oral competence (Jauregi et al., 2012; Kervin & Derewianka, 2011; Levy & Stockwell, 2006). Particularly, these studies support the value of interaction by means of *Voice over Internet Protocol* (VoIP) applications (e. g., Skype). These systems enabled the transmission of voice (and video) communication via the Internet among learners (Kervin & Derewianka, 2011).

2.4 The knowledge gained from previous research studies of SCMC and oral language skill development

The research studies on SCMC by Levy and Stockwell (2006), Kervin and Derewianka, (2011) stated that the technique could generate higher amounts of learner output and also positive attitudes towards learning the target language. SCMC could increase motivation and engagement (Jauregi et al., 2012). Interestingly, studies have recently started to surface particularly focusing on how the SCMC could develop speaking skills. One evident reason is that technological developments, such as the Internet, have led a great deal of language educators to reconsider how communicative skills need to be addressed in the language classroom (Fotos & Browne, 2004; Warschauer, 1996). Further, a potential explanation for the increase in SCMC research in speaking development would be the introduction of many technology tools in the foreign language-learning (FLL) world (e. g., Skype, Line, Tango, Facetime, or Facebook). These technologies are capable of accommodating oral language-learning tasks; it is, therefore, hardly surprising that educators have also begun to embrace SCMC to relocate some of their common in-class speaking tasks outside the physical classroom.

Recent studies within the field of SCMC (Huang & Hung, 2010; Hung, 2011; Sun, 2009; Volle, 2005) have suggested that SCMC practices in either of its modalities have proven to be especially suitable for working on oral aspects, such as

pronunciation, fluency, or intonation, outside the physical classroom. As a matter of fact, the use of SCMC for speaking-development purposes is producing generally satisfactory results, as key studies in the field disclose. By way of illustration, Sun (2009), in a study concerning voice blogs, found that SCMC enhanced oral proficiency, as well as aspects of self-presentation, social networking and information exchange. By the same token, Huang and Hung (2010), in their study on voice electronic portfolios, said that voice recording attracted learners' attention towards weaker areas of speaking, and also reduced anxiety and provided new opportunities for oral practice. On the other hand, the findings for the studies also showed some drawbacks to SCMC oral practices. For instance, the absence of interaction and rehearsal opportunities disguised the real proficiency level of foreign language learners.

Like evidence found in previous studies, SCMC speaking tasks seem to be suitable for speaking development for multiple reasons. These practices appear to have the capacity to promote aspects of oral communication including overall speaking skills, pronunciation and fluency. Expressing ideas orally in asynchronous communication also seem to entail a large amount of cognitive and practical processes, which are indeed effective for language learning. Lambert (2007) stated the findings of his case study also raised an important characteristic that reinforced the suggested suitability of SCMC activities in promoting speaking development, namely an increase in confidence. Thus, participants' perceptions hint at a possible drop in levels of anxiety. This argument is supported by the reported stress-free atmosphere provided by SCMC and the possibility of educators to attend individually (and privately) to learners' needs. In addition, the results illuminate that SCMC speaking tasks via video online chat could be employed to compensate for the speaking practice in the foreign language class.

Pellettieri (2011) stated that SCMC offers clear advantages over oral interaction because the discourse is automatically recorded and transcribed. Another area where SCMC may offer an advantage over oral interaction is in promoting language noticing for language learners. Researchers at Durham University have found a significant improvement in performance between students using computer technology and those using traditional methods (Lyth, 2008). In addition, Davies

(2008) did a small-scale investigation on the Internet into the effectiveness of ICT in learning and teaching foreign languages. Teachers claimed that ICT enhances language learning, engages and motivates students in the lessons, and offers authentic materials and opportunities for authentic communication (Davies, 2008).

The communication technologies make communication easier for language students, and motivate students to communicate and learn a language. It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stressed that motivation is important to notice in that it can affect students' reluctance to speak in English. Babu (2010) argued that the lack of motivation in learning causes students to hesitate when speaking English in the classroom. He said that the background of this situation is that students are not motivated by the teachers to communicate in English. In the teaching of English, as one of the productive skills, speaking activity must focus on how to assist students to use and to communicate in English (Richard, 2008). In this sense, teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English.

2.5 Previous research on the SCMC to develop language learning

Seferoglu (2007) conducted a research study "The Effects of Synchronous Computer Mediated Communication (SCMC) on English Language Learners' Oral Proficiency". The research was conducted with twenty-two university students in Turkey who were majoring in English. The participants learned English communication through Skype by practicing with a group of students majoring in agriculture in Spain. This method was to find the answer of the research question "Will the experimental group who had CMC integrated instruction display better oral proficiency on the posttest as compared to the control group?" by comparing the scores of the pre-test and post-test then calculating the data by using the SPSS. The researcher claimed that there was no difference between the test scores of the pre-test and post-test of the experimental group.

Xuan (2010) conducted a research study called "Negotiation of meaning in synchronous computer mediated communication (CMC): The role of online chat in

second language vocabulary development”. The study was conducted to find the answers of the following research questions:

1. Does an information gap task seeded with largely unknown vocabulary elicit a greater amount of computer-mediated negotiation than the amounts documented in previous CMC studies?
2. How do learners carry out computer-mediated negotiation in performing this information gap task?
3. Do these computer-mediated negotiated exchanges facilitate mutual comprehension and retention of the target L2 lexical items?

The researcher stated that the findings of this study support the argument that task-based synchronous CMC might be more suitable for advanced learners, intermediate level learners can still benefit from the exposure to the target language socially, lexically and syntactically through computer-mediated negotiation.

Pellettieri (2010) conducted the research study “Online Chat in the Foreign Language Classroom: From Research to Pedagogy” to investigate whether the SCMC would lead FL learner pairs to engage in a more acquisition-rich discourse than would interaction in the oral mode. The participants were all native English-speaking students enrolled in the same university-level intermediate Spanish course in the United States. During two different classroom sessions, learners were paired to carry out similar information-gap tasks. In one session the task was completed orally and in the other it was completed through the SCMC. The data was collected and the analysis relied on both quantitative and qualitative measures. The findings revealed that SCMC played an important role in keeping learners motivated to stretch their language skills, as will be discussed later. This study pointed to both benefits and advantages of using this form of communication to enhance FL learners’ language learning experience.

James (2013) employed the SCMC/CMC but defined differently as the asynchronous computer mediated communication (ACMC) in a research study to exploring the benefits of ACMC for speaking development included to explore the attitude of students toward this method. This case study involved 16 post-beginner, university-level, learners of Spanish who volunteered to participate in an extra-curricular task. The participants were undergraduate students with diverse linguistic

backgrounds. Their ages ranged from 18 to 39, among which eight were female and eight were male. The quantitative approach sought to explore to what extent ACMC speaking activities were suitable for speaking development by using an online questionnaire. For the learners' attitudes towards linguistic development in the ACMC task the researcher claimed that the participants showed a favorable attitude towards enlarging their overall speaking skills through the ACMC task and felt confident that their public-speaking skills could also be positively developed.

2.6 SCMC techniques in terms of oral language development for this study

2.5.1 Skype

One of the technologies that was used as the SCMC technique for second language practice is Skype. Skype was used to convey and stream video and voice in real time. Sheppard (2006) stated that Skype is a free computer program that enables users to make telephone calls over the internet and to make conference calls and video calls, to chat, and to transfer files. Furthermore, Abdulezer, Abdulezer, and Dammond (2007, p. 9) affirmed that "Skype can dramatically alter how users exchange information, meet new people, and interact with friends, family, and colleagues." Chen and Cordier (2008) maintained that Skype offers one of the most popular voice-over internet protocol services and with a computer, an internet connection, and a few simple steps, foreign language speakers and learners can connect with and call one another across time zones. Chen and Cordier (2008) also pointed out that with Skype people can dial a contact and talk from any country, using a headset and microphone plugged into a computer.

Skype is used in many languages studies and practices. This assumption just validates the idea that Skype calls might constitute a precious tool to generate meaningful communication and interaction among the participants of this research study. More importantly, the students' progress can be closely monitored in their spoken language skills from the use of Skype calls.

Skype in the classroom is a website on which teachers worldwide can post ideas for Skype lessons, connect with other classrooms and come up with ways to

collaborate via Skype (Waxman, 2012). Skype constitutes a useful CMC tool in order to achieve such human-computer interaction as a means for exchange of language knowledge and information. Additionally, Skype allows “learners to interact, modify and elaborate their input (Doughty & Long, 2003) while engaging in meaningful ‘conversation’” (Long & Doughty, 2009). In the second language classroom, Skype can be used to provide a variety of authentic learning experiences to students, including an interview with an author or other native speakers of the target language, or international collaborative projects with other classrooms (Eaton, 2010).

2.5.2 Mobile applications (Facebook, Line, and Facetime)

The research study allowed students to practice communication by using communication technologies that were available and convenient to them. Line and Facebook video calls were used in practicing communication and delivered voice and video in real time. Those applications are available on mobile phones and computers.

Skype, video calls on Facebook and the Line application were suitable for this study because they provided and supported the purposes of practicing communication in English between teachers and students at any time and effective for both inside and outside the classroom. The students were allowed to choose applications which were convenient to them.

2.7 Summary

According to the previous studies about applying technologies and second/foreign language learning, the SCMC technique is one of the most useful methods to develop speaking for students. The researcher of this study was interested in employing the SCMC technique to develop English speaking for Thai secondary school students. This study investigated the effectiveness of using the SCMC technique to develop speaking communication in English for under average and above average students. It is believed that this would be an effective way that can encourage students to speak up and use the target language. Further, this teaching technique is believed to contain the activities to provide multiple opportunities for students to talk with a partner, in a small group, to someone who speaks their native language, or to their teachers.

CHAPTER 3

RESEARCH METHODS

This chapter presents the research methods employed in this study. It shows how the methods, instruments and participants were chosen for the study. In addition, this chapter discusses how data was collected and analyzed as it applied to the concept of developing oral language communication for secondary school students by using the SCMC. The details are as follows:

- 3.1 Research design
 - 3.1.1 Quantitative research procedures
 - 3.1.2 Qualitative research procedures
- 3.2 Research framework
 - 3.2.1 Procedures of the study
 - 3.2.2 Variables
- 3.3 Details of the design
 - 3.3.1 Quantitative Approach
 - 1) The population and subjects
 - 2) Research instruments
 - 3) Data collection procedures
 - 4) Data analysis
 - 3.3.2 Qualitative Approach
 - 1) The participants
 - 2) Research instruments
 - 3) Data collection procedures
 - 4) Data analysis
 - 3.3.3 Ethical considerations

3.1 Research design

This study employed a mixed methods approach to obtain answers to the research questions. According to Creswell (2014), the term mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds

(e.g., consequence-oriented, problem-centered, and pluralistic). Methodologist John Creswell suggested a systematic framework for approaching mixed methods research. His framework involves four decisions to consider and six strategies.

Four decisions for mixed method designs (Creswell, 2003, p. 211)

1. What is the implementation sequence of data collection?
2. What method takes priority during data collection and analysis?
3. What does the integration stage of finding involve?
4. Will a theoretical perspective be used?

Mixed methods research is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone.

Quantitative data includes close-ended information such as that found to measure attitudes (e.g., rating scales), behavior (e.g., observation checklists), and performance instruments. The analysis of this type of data consists of statistically analyzing scores collected on instruments (e.g., questionnaires) or checklists to answer research questions or to test hypotheses.

Qualitative data consists of open-ended information that the researcher usually gathers through interviews, focus groups and observations. The analysis of the qualitative data (words, text, or behavior) typically follows the path of aggregating it into categories of information and presenting the diversity of ideas gathered during data collection.

By mixing both quantitative and qualitative research and data, the researcher gained in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e., the use of several means (methods, data sources and researchers) to examine the same phenomenon. Triangulation allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques. Successful triangulation requires careful analysis of

the type of information provided by each method, including its strengths and weaknesses.

In consideration of the research questions and the objectives of this study, the research design is discussed below.

3.1.1 Quantitative research procedures

First, the researcher adopted a rubric to indicate students' language competency by using the Student Oral Language Observation Matrix (SOLOM); a matrix represents the level of students' language proficiency. Second, the SOLOM requires three experts to check the language and function of the tool, then it was piloted and used with four participants. The IOC score given by three experts of Burapha University was 1.0. Third, the SOLOM was administered at the beginning and at the end of the treatment. Finally, the researcher conducted quantitative data analysis.

In addition, the quantitative data was collected by using questionnaires. The researcher designed the questionnaire and asked three experts to check the function and validity of the questionnaire. The questionnaire was piloted and used with four participants, and then the questionnaire was administered to all participants at the end of treatment. Finally, the researcher conducted quantitative data analysis.

3.1.2 Steps of procedure of qualitative for this study

The researcher designed the open-ended questions asking the participants about their attitudes toward the SCMC technique. The qualitative data was also collected from observations during the SCMC technique with participants including personal interviews after class. Lesson plans for this study were made and the validity and content were checked by three experts. The IOC score given by three experts of teaching English as a foreign language of Burapha University was 0.93. The applied SCMC technique teaching plan was tried-out with four students with different language competencies (under average and above average students). Then, the teaching technique was used with the randomly selected participants. The qualitative data was analyzed from observation records and after-class interviews.

3.2 Research framework based on the Creswell diagram

Mixed-methods procedures for the study:

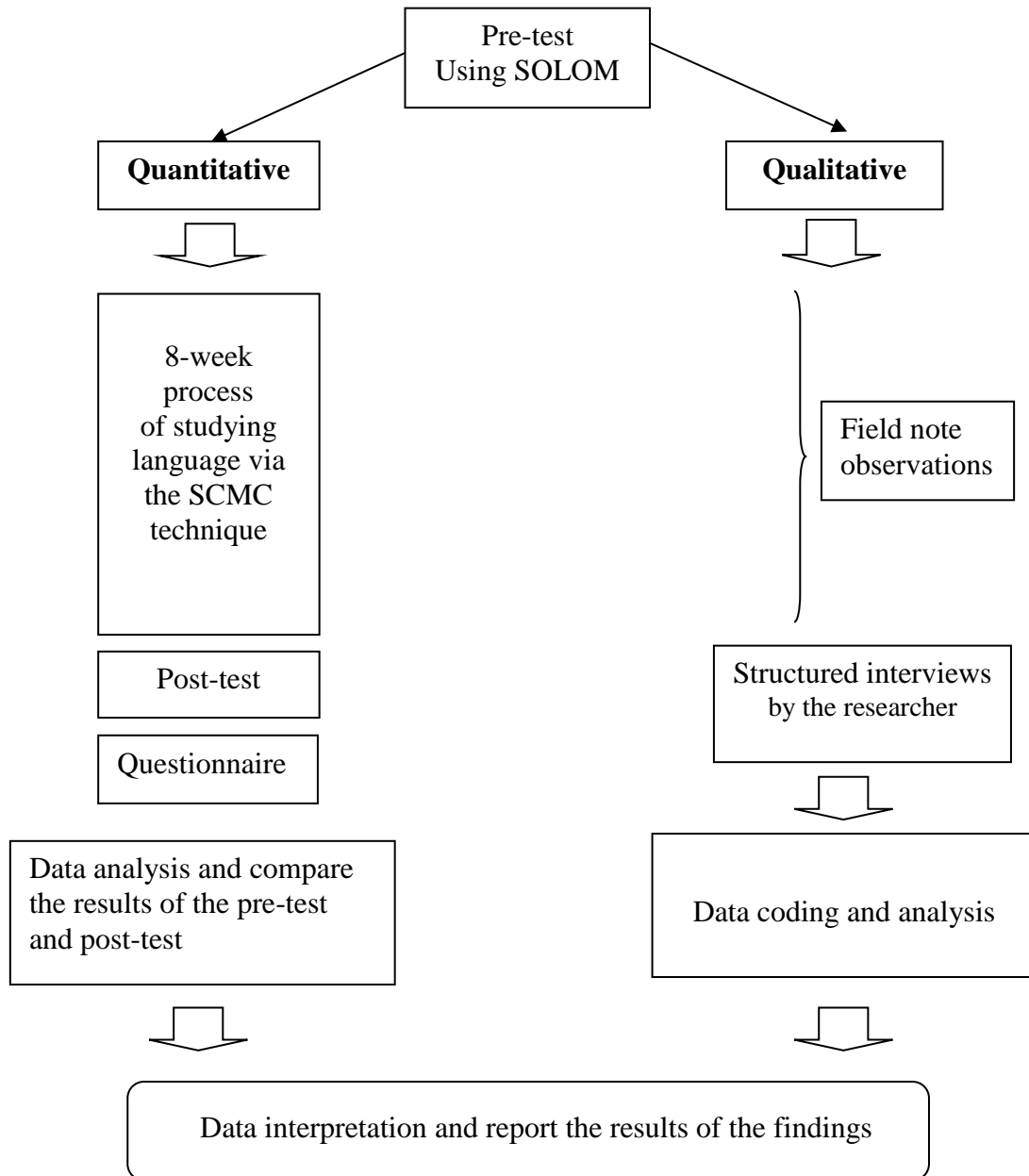


Figure 3-1 Research framework based on Creswell (2014)

3.2.1 Procedures of the study

The researcher introduced the procedures and tasks of this study to the students who were the participants and explained the tasks and how to set up this study to the native English speaking teachers. English for communication classes for secondary students lasted 50 minutes per period and students studied two periods of English per week. At Rayongwittayakom School, English classes are conducted through co-teaching between Thai teachers and English native speaking teachers. So in each class there are at least two teachers. The role of the Thai teacher in the classroom is as a facilitator for both students and teachers.

During classroom activities and SCMC tasks in the first week, students as the subjects did the pre-test by interview and the marks of their oral language ability were given by English native teachers. SOLOM was used as the tool for pretest score collection. Participants were interviewed individually for ten minutes and then rotated to another interviewer. In total, one student had to talk to two teachers, then the teachers or the interviewers marked scores for students on the SOLOM forms. The data were collected as pre-test scores from two teachers and analyzed in order to have the scores that truly represented each student's ability in oral language communication.

The tasks required a good and stable Internet connection, so the SCMC was conducted in the computer room of the school where students could sit and use computers next to each other. The technique was conducted with under average and above average students using the same procedures.

3.2.2 Steps of teaching

1) Week 1

After the pretest was taken, the subjects were separated into two groups concerning the test scores by using SOLOM. The two groups were under average and above average. The SCMC technique was conducted for both groups of participants. During the first week of using the SCMC technique, the subjects were allowed to ask the teachers in a group of four and they were able to ask the group members when they were not sure about the answers. The SCMC activities in the first two weeks allowed students to ask their group members questions in Thai. The interviewer also talked to 4 students at the same time.

2) Week 2

Later on, in the second week, students were limited to ask their group members fewer questions in Thai. Teachers or interviewers asked more questions and made the subjects interact or answer the questions as much as possible. The teachers did not correct all grammar errors but focused on communication practice. The grammar corrections and pronunciation were automatically discovered by students after teachers repeated their sentences.

3) Week 3

At the 3rd week, the size of the groups was reduced from four students to two students. The tasks or activities made students ask and answer more. And students were able to raise topics which interested them. For the third week the duration of the practice took longer. The setting of the tasks was flexible and provided students and teachers to change their topic to practice speaking.

4) Week 4

At week 4 the students were given tasks to talk to teachers through video call on different situations. The tasks made students express their ideas and opinions. The students were able to ask or help group members by using English. Students were not allowed to speak Thai during week 4. The topics for practice speaking through SCMC for the 4th week focused on student's choices. The example topics were favorite sports, free time activities, future plans, music, movies and the present hot news.

5) Week 5

Students were assigned to present their speaking projects in groups of four students. The students were asked to look for information on each topic. The members of the group asked to correct data and information by asking or interviewing students and teachers in the school. Then they did the small group presentation over a video call to teachers. After the presentation of their speaking projects students had to answer the teacher's questions.

Sample topics were as follows:

- School safety
- Social applications and mobile phone addiction
- Students' preferences in life or how they entertain themselves.
- Teenagers' problems etc.

6) Weeks 6 and 7

At week six and seven, the groups were divided into pairs and the SCMC was conducted according to the following procedures.

- Answer open ended questions and express more ideas and opinions.
- Compare the answers with their partner.
- Make a conclusion by speaking

During week 6 and 7, students were asked to speak with a teacher for longer periods, approximately 30 minutes at a time. The contents of the activities followed a teaching plan.

7) Week 8

At week eight students were divided to do the SCMC task individually. In addition, classroom observations by the researcher were made during the eight weeks of the procedures. The contents of practice speaking followed teaching plans.

3.2.3 Variables

This study investigated four variables. Two of them were the independent variables which consisted of the SCMC teaching technique and the students' English oral language communication competency level. The two dependent variables were the learning achievement and the learners' attitudes towards the SCMC teaching technique. The variables of the study are presented in Figure 3-2.

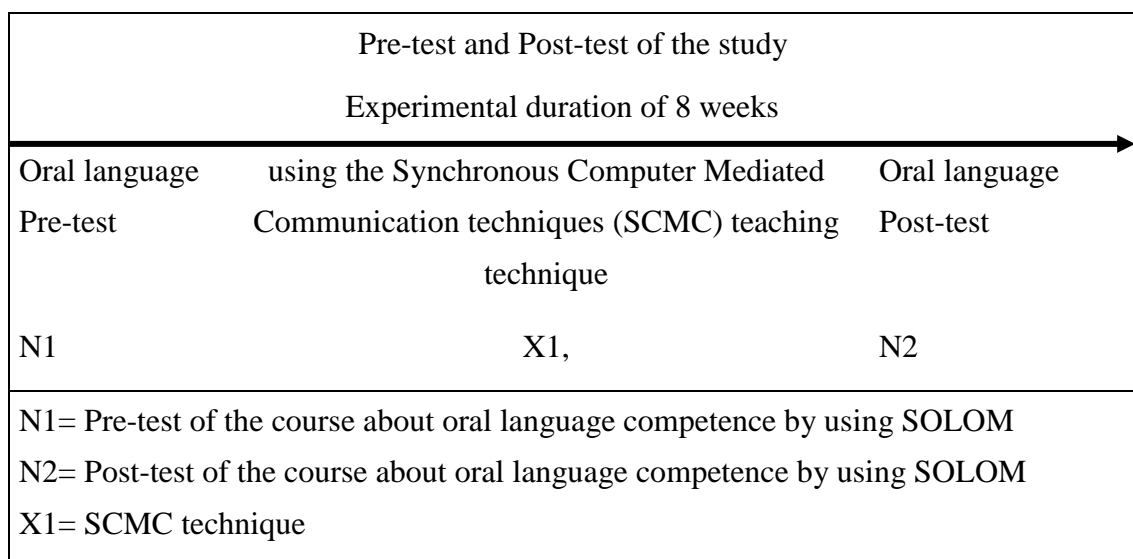


Figure 3-2 The variables of the research

The figure above addresses the variables of the research study on using the SCMC teaching technique to help learners to develop their ability in oral language communication. First, all of the participants had done the pre-test of the course and after that they followed the research procedures. For the post-test and pretest of this study participants were interviewed face-to-face by English native speaking teachers and the SOLOM was used as the rubric to collect data in order to indicate the students' oral language competency. The research procedures had the participants study four units of speaking lessons. The participants practiced speaking with English native speakers in groups and individually through online video.

The technology used for the speaking practice by participants was Skype. During the four units students were asked to communicate online with English native speakers. The topics of speaking and practice followed the lesson plans.

In the classroom activities, the participants were assigned to complete their tasks to practice speaking communication through online video. The teacher assigned the students to speak with native English speakers instead of studying in a regular classroom.

In the class activities for the students, the researcher organized the lesson by dividing the participants into groups of four, two and individually. During the first two weeks of the SCMC task, students were randomly selected to practice online speaking in groups of four. Each group had to practice speaking with a native English speaking teacher. At the end of the study unit students were asked to write a summary and review what they had learned from the SCMC tasks. In the third and fourth weeks students were asked to practice speaking tasks with an English native speaker through Skype. During week five to week eight students were assigned to do the SCMC task individually. The setting up of the student groups for the study is presented in Figure 3-3.

1 st – 2 nd week	3 rd – 4 th week	5 th – 8 th week
Groups of 4 students	Groups of 2 students	Individual practice

Figure 3-3 Time table of practice

3.3 Details of the design

3.3.1 Quantitative approach

The quantitative study of this research was to find the effectiveness of the SCMC technique and the attitude of students toward the SCMC by comparing the post-test and pre-test of students.

1) The population and subjects

The population in this research was students who were studying in Mathayomsuksa 5 at Rayongwittayakom School, Rayong in the 2013-2014 academic years. Their ages averaged 16-17 years old at the time they joined the study. The randomly selected subjects were 40 students who had only studied in the regular program. The subjects were not selected from the English program due to their high level of English language skills. The subjects were selected according to their average score of English from the previous semester. The average grades of English achievement were represented by GPAs of 1, 2, 3, and 4. Students with English grades of 1-2 were under average and those with 3-4 were above average for this study. There were 4 students selected from each M.5 class for a total of 600 students. Students were selected for each criteria - 20 for under average and 20 for above average. The sampling technique was simple random sampling concerned with above and under average scores of the test.

Population	Random selection of the subjects		Participants
600 students from M.5	oral language pre-test by interview and using SOLOM	40 students were selected	20 Students with above average English scores (A)
			20 Students with under average English scores (B)

Figure 3-4 Research steps used to determine the participants and subjects

The figure above illustrates the steps that the researcher used to find the participants.

2) Research instruments

2.1) Pre-test interview

The pre-test and post-tests were in the form of an oral interview designed by the researcher. The purpose was to find out the level of language proficiency of the subjects. The content was approved and the index of congruence (IOC) was given by three experts of teaching English as a foreign language at Burapha University. The pre-test interview was conducted by the English native speakers and the scores of language proficiency recorded in a rubric called SOLOM. An example of the questions used as the pre-test can be seen in Appendix E.

2.2) The SOLOM rubric to score the pre-test and post-test

The SOLOM was used in this study in order to reveal the overall oral communication ability among students before and after students practiced oral English communication through SCMC. The results of the SOLOM pre-test and post-test were compared in order to find out the differences of oral language achievement. The SOLOM was adopted from Gottlieb (1999).

The SOLOM scores represent whether a student could participate in oral language tasks typically expected in the classroom of his or her grade. There are several speaking-assessment tasks often used by teachers for assessing learners' oral communication skills, such as, responding orally to question slips, describing and reacting to visual prompts, story-telling, and giving an oral presentation (Khamkhien, 2010). However, of all the direct performance-based assessment tasks, face-to-face interview and especially role-play are apparently the most popular choices among teachers for assessing speaking skills of Thai EFL learners since they seem most approximate to natural conversation and the basic form of oral communication in everyday life. Interviews, in particular, are considered one of the most popular means of evaluating speaking skills (Underhill, 1998; Weir, 1993). Used in official speaking tests locally and internationally, it is a direct, face-to-face interchange between the learner and the interviewer(s) in which the former's performance is evaluated. Sometimes in an oral-interview assessment an assessor is present who does not take part in the spoken interaction but listens, watches, and evaluates the learner's abilities. The interview interaction may also be audio/video recorded for further detailed evaluation (Sinwongsuwat, 2012).

The rater and rubric for this study was Student's Oral Language Observation Matrix (SOLOM). The SOLOM assesses a student's oral comprehension, fluency, vocabulary, pronunciation, and grammar. Students scoring at level "1" in all categories can be said to have no proficiency in the language. Students scoring at level "5" in all categories can be said to be proficient in the oral language.

The SOLOM is a rating scale that teachers can use to assess students' command of oral language on the basis of what they observe on a continual basis in a variety of situations – class discussions, playground interactions, and encounters between classes. The teacher matches a student's language performance in five categories – listening comprehension, vocabulary, fluency, grammar, and pronunciation – to descriptions on a five-point scale for each. The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient.

Donato and Tucker (2010) used a student observation form which was adopted from SOLOM of San Jose to describe students' five features of oral performance – comprehension, fluency, vocabulary, performance and grammar.

Usher (2011) revealed that the SOLOM is useful in order to evaluate students in more than one category. It is beneficial in understanding where a student needs specific help in English (which category). The matrix helps the teacher in guiding the areas of language development. Hellman and Goswick (2010) stated that to assess speaking, educators gathered evidence about the student's ability to communicate through speech in social, instructional, and academic contexts. Communication through speech involves a number of language sub-skills: listening comprehension, phonology (producing sounds, stress, and intonation), grammar (knowing phrase patterns), vocabulary (knowing content vocabulary, collocations, choosing the right word for the context), and pragmatics (knowing how to achieve communicative goals in particular situations, choosing the appropriate register). So, to monitor the students' abilities and skills in a second language in order to find the development method the SOLOM was employed in this study. The SOLOM was widely used rubrics for assessing foreign or second language skills. It clusters the descriptors of each proficiency level under the headings of linguistic complexity,

vocabulary usage, and language control. This rubric rates both comprehension and production, with production broken down into four sub-areas: fluency, vocabulary, pronunciation, and grammar.

The SOLOM rubric was pilot tested with an index of congruence (IOC) of 0.93 by three experts of teaching English as a foreign language at Burapha University.

The SOLOM is a rating scale that was used to assess students' command of oral language on the basis of what the teacher observed on a continual basis in a variety of situations (daily class discussions and interactions). The teachers or interviewer matched a student's language performance for listening comprehension, vocabulary, fluency, grammar, and pronunciation to descriptions on a five-point scale. The scores for individual domains were considered or combined into a total score with a range of 5 through 25, where approximately 19 or 20 was considered proficient.

Based on observations of the students, the researcher indicated an "X" across the category which best described the student's abilities.

This researcher studied the SOLOM and it was administered by people who scored at level "4" or above in all categories in the language being assessed. In this study the SOLOM was administered by native speakers.

The SOLOM for this study was conducted by native English teachers and the researcher explained the procedures and method to score the rubric to the native English teachers. Then the test was conducted with randomly selected M.5 students. The population of M.5 students was randomly selected concerning the level of English communication and their program of study. The participants were randomly selected from 16 classrooms. There were 10 students from every class, totaling 160 students. Then the participant was randomly selected again concerning the level of English grade, 1-2 means the students under average and 3-4 were above average. At this step of the selection there were 30 students remaining – 15 under average and 15 above average. The final selection was made in order to operate the interview and SCMC effectively and had enough time. All 30 students were interviewed by native English speakers. The interviews were operated with four students at a time and the duration of the interviews did not exceed 20 minutes or until

the teachers had asked all questions and had adequate information for marking the rubric.

The SOLOM scores were given by native English speakers who interviewed the participants. Students scoring at level “1” in all categories can be said to have no proficiency in the language. And students scoring at level “2” can be said to have a low average, level “3” can be considered fair or average, level “4” can be considered upper average or good and level “5” means proficient in the language.

The definitions of each component of the rubric are as follows:

Communication:

“1” means the student cannot understand even a simple conversation.

“2” means the student has great difficulty following everyday social conversation even when spoken slowly with frequent repetitions.

“3” means the student understands most of what is said at slower than normal speed with repetitions.

“4” means understands nearly everything at normal speed, although occasional repetition may be necessary.

“5” means the student understands everyday conversation and normal classroom discussion without difficulty.

Fluency:

“1” means speech is so halting and fragmentary that conversation is virtually impossible.

“2” means the student usually hesitates: often forced into silence by language limitations.

“3” means the student could use everyday conversation and classroom discussion frequently disrupted by the student’s search for the correct manner of expression.

“4” means understands and could use everyday conversation and classroom discussion generally fluent with occasional lapses while the student searches for the correct manner of expression.

“5” means the student could use everyday conversation and classroom discussion fluently and effortlessly approximating that of a native speaker.

Vocabulary:

“1” means the student who found vocabulary limitations SO extreme that conversation is virtually impossible.

“2” means the student was difficult to understand due to misuse of words and very limited vocabulary.

“3” means the student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.

“4” means the students occasionally uses inappropriate terms and/or must rephrase ideas due to limited vocabulary

“5” means the student could use vocabulary and idioms approximately that of a native speaker.

Pronunciation:

“1” means the student has pronunciation problems so severe that speech is virtually unintelligible.

“2” means the student was difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.

“3” means the student had pronunciation problems, necessitating concentration on the part of the listener and occasionally led to misunderstanding

“4” means the student is always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.

“5” means the student’s pronunciation and intonation approximate that of a native speaker.

Grammar:

“1” means the student had errors in grammar and word order so severe that speech is virtually unintelligible.

“2” means the student had errors in grammar and word order; must often rephrase and/or restrict speech to basic patterns.

“3” means the student had frequent errors in grammar and word order occasionally obscuring the meaning.

“4” means the student had occasional errors in grammar and/or word order not obscuring the meaning.

“5” means the student’s grammar and word order approximates that of a native speaker.

2.3) The questionnaire

The questionnaire was designed by the researchers focusing on the five aspects of the study.

Questions 1-8 asked about the communication ability of participants after using the SCMC technique.

Questions 9-15 asked about confidence after using the SCMC technique.

Questions 16-27 asked about motivation in learning.

Questions 28-34 asked about the SCMC support learning.

Questions 35-42 asked about the method and facility.

Questions 43-50 asked about the attitude of a participant toward using the SCMC technique.

The questionnaires for this study were in the form of a five-point Likert scale. The questions asked students their opinions and attitudes toward the teaching techniques. The highest scores can represent satisfactory results. At the end of questionnaire there was an open-ended question that asked students for their suggestions. The five-point Likert scale contained fifty items.

Questionnaires were designed by researcher to find out the attitudes and opinions of students. In terms of validity the questionnaire were approved by three experts of teaching English in TESL of Burapha University in Chon Buri, Thailand. Students were to answer the questions by choosing the rate of agreement (1-5). The IOC score given by three experts of Burapha University was 0.85. The questionnaire was constructed in a 5 Likert scale format. To survey the opinions of students toward the SCMC, this study used questionnaires to ask students how the two teaching activities provided them with more opportunities to practice speaking English for communication. Also the questions surveyed students’ satisfaction and preference of English leaning activities in terms of oral communication. The data was collected, analyzed and compared between both pretest and posttest for the experimental group. The questionnaires were piloted with the random participants using the same criteria.

3) Data collection procedures

Data collection for quantitative studies:

3.1) SOLOM-Test rubric

Quantitative data for this study was collected by the interviewers using SOLOM rubrics based on observation. The scores of the SOLOM pre-test and post-test were compared in order to find the differences of the participants' achievement after learning oral communication via the SCMC technique. The researcher was not involved in marking the scores in both pre-test and post-test interviews. The scores from the SOLOM pre-test and post-test were analyzed and indicated the area of students' proficiency in oral language communication.

3.2) Questionnaire

At the end of the SCMC experiment, the participants answered the questions using the questionnaire. There were fifty questions asking the participants about using SCMC to develop oral language communication.

4) Data analysis

Quantitative data was analyzed in the form of percentages and compared between the pre-test and post-test results. There were five categories focused on in the SOLOM. In addition the data from the questionnaire was analyzed in percentage and represented the level of satisfaction of students toward the SCMC technique. The data from this study was analyzed in numerical and statistical analysis. The numerical analysis was used to calculate the numbers that represent the proficiency of students that matched the descriptions written in the SOLOM. Then, statistical analysis was employed in order to verify the average scores that were given to students by the researcher and interviewers.

3.3.2 Qualitative approach

The qualitative of this study employed the observation and field note method to collect the data focusing on the behavior of the participants while learning English communication using the SCMC technique. Field notes were made for every class of participants with different oral language competencies. There were 30 M.5 students with above average English scores tested by using their grade average from the previous semester. The participants were randomly selected according to the time table of the study.

In this study, the qualitative data is an important part to analyze and determine the effectiveness of SCMC toward oral communication development. The qualitative data was collected from both pre-test and post-test by using observation notes and tape recordings. The qualitative data was collected from the whole group of participants. The data was used to compare the pre-test and post-test results at the end of the process. The observation notes focused on students' proficiency in oral English communication. Note taking was done by the researcher during the interview or talking between students and interviewers. The observation note taker was not involved in the talk and interview. Note taking and scoring were done so as not to interrupt the students while they were talking.

1) The participants

Forty M.5 students at Rayongwittayakom School joined this study. Those forty students were randomly selected to represent the population of M. 5 students. The participants were randomly selected concerning English oral communication proficiency by categories of above average, and under average. Participants of the English oral communication proficiency were categorized by employing face-to-face interview. The first interview in this state functioned as a pre-test.

The participants of this study were randomly selected from the 2013-2014 academic year in order to verify that all participants had similar English proficiency. The participants studied in the regular Thai program because all government school students study under the same curriculum. The participants were 20 students with below average English and 20 with above average English.

After the pretest, 40 students were randomly selected to represent the population from each level of oral language proficiency, 20 under average students and above average students. There were 10 participants randomly selected from each group in order to conduct the SCMC tasks. The participants from both groups were assigned to study and practice speaking all four units of lessons by employing the SCMC technique. The participants were assigned to study through SCMC video practice as groups, pairs and individuals during the eight weeks.

2) Research instruments

The class observation and structured interviews were employed in this study in order to record the reaction of informants during the talk or interview. Then the data was interpreted and analyzed to determine students' oral language proficiency and to verify the significant effectiveness of SCMC toward oral language development.

Further, during the teaching period, the subjects were observed by the researcher. Classroom observations were conducted during an 8 week period. The data was summarized so that it explained the phenomena and behavior of students. The classroom observations focused on observing students' behavior and reactions toward SCMC. The observation data was recorded in the form of field notes. The situation and reaction of participants were recorded and coded by the researcher.

2.1) Observation

To get the overall picture of participants' oral communication behavior, the English native teachers conducted an interview for 20 students who represented the population of M.5 students. The interview was given by native English speakers according to the comparable contents of M.5. The structure of interview required students to answer and express their ideas orally. During the interview the researcher took notes concerning the oral communication behavior and attitude of students toward the SCMC method. The results of pretest from rubrics and observation notes were to compare before and after the participants had practiced oral communication through SCMC.

During the language practice between the participant and the English native speakers the researcher took notes to describe the reactions of students. The notes were written down concerning the ability in using oral language communication of the participants. Field notes were used to record the observations and events that occurred while participants were being interviewed both for the pretest and post-test. The field notes was recorded by the researcher focusing on the behavior of the participant toward the SCMC technique. The observation field notes were also used to record the events that occurred while participants were being interviewed.

2.2) Structured interview

The structural interview was designed by the researcher and the function and language were approved by three experts from Burapha University. The IOC scores of the structural interviews focused on talking and not just testing, and the environment of speaking was a relaxed and natural setting. The questions for this structured interview mainly focused on students' feelings toward the SCMC method. The participants were given all information about the purposes of talking, topics and the contents of communication concerning the same curriculum and contents that are used for regular classes. The participants for the interview process were assigned to meet the interviewers at an appointed time and the duration of talking was about 15 minutes. The interviews were done with 20 randomly selected informants. Ten informants were under average and 10 were above average in English competency. The structured interview was done in a face-to-face environment.

The interview questions conducted by the researcher were open ended questions aimed to find out how SCMC helped students develop oral communication in English. Both English and Thai were used to interview the students in order to get a clearer attitude of students toward the technique. The answers from the interviews reviewed the opinions of students toward SCMC. This interview was made with 10 students from each criterion. The interview focused on how SCMC developed students' oral communication proficiency and the opinions of students toward learning oral English communication through SCMC.

3) Data collection procedures

To collect qualitative data, the researcher decided to use observation and interview. Taking observation notes was done by the researcher during the pre-test, post-test interview and treatment period. Notes were written down concerning the reaction of students during each step of study for both the above average and under average group.

The interview was set up in a room where students could feel more relaxed and less anxious. There was a native English speaker as an interviewer and two students were interviewed at a time concerning anxiety reduction. The interviewer asked the students about the overall advantages and disadvantages of the SCMC technique including their attitudes toward the technique. The researcher

observed and wrote down the student's behavior and the events that occurred during the interview.

4) Data analysis

Observation field note and structure interview analysis

Qualitative data from observation field notes was analyzed. The notes were taken during the interviews both before and after the experiment during class including the interview at the end of the process. The observation notes focused on the oral language proficiency and reactions of students. Further, not only the overall communication skill of students was written down in order to collect evidence to prove the effectiveness of SCMC, but also the behavior of students during the treatment period. The data from observation field notes was coded in order to indicate the positive or negative ways that occurred during employing SCMC in the English class.

The qualitative data was also analyzed from the answers of participants when they did the in-depth interview. The participants' answers from the interviews were recorded and analyzed to see the opinions of the SCMC technique.

3.3.3 Ethical considerations

The researcher gave the participants the description and directions of the study. There was no harm to the participants who were involved in this study. Further, the researcher is not revealing the names and personal information of the participants. The results of the study were not to affect their grades.

3.4 Summary

The method of this study employed both qualitative and quantitative methods in order to determine the effectiveness of using the SCMC technique with the purposes to develop student's oral communication proficiency. The qualitative study explained how SCMC helped students to develop their oral language in English. The method of this study also used a questionnaire and observation field notes to survey the attitudes of secondary school students toward learning oral language communication employing the SCMC technique. Forty students were selected to represent the population of M.5 students concerning oral language proficiency and the level of English communication which were under average and above average.

Then the participants were set up to study in the same environment of developing and practice oral English communication by using the SCMC technique. The students as the participants of this study were assessed prior to beginning the lessons and the same assessment was offered again after completing four units of study during eight weeks. The measurement tools were administered in the study to find the differences of oral language development in SOLOM. During the task activities of the SCMC technique observation field notes were taken by the researcher. In addition a questionnaire to find out the attitudes of students toward learning the oral English language development technique was completed individually by students.

CHAPTER 4

RESEARCH RESULTS

This study was conducted to investigate the effectiveness of Synchronous Computer Mediated Communication to support Thai ESL students to learn communication in English. This study focused on Mathayomsuksa 5 (grade 11) students in a government school in Rayong, Thailand. This study analyzed the preference of students in terms of learning and practicing oral communication in English effectively. This study also analyzed the results of the research that confirms teachers or learners who have additional ideas to arrange teaching oral communication methods that are suitable for them.

The results revealed how the researcher integrated the methods and instruments to the participants who were above average and below average learners. This chapter presents the findings according to the following research questions:

1. Did the Synchronous Computer Mediated Communication technique help students with different language competencies to improve their oral language communication in English?

1.1 Did the SCMC technique help under average students to develop their oral language communication in English?

1.2 Did the SCMC technique help above average students to develop their oral language communication in English?

2. What were the attitudes of students with different language competencies towards the SCMC in terms of oral communication development?

4.1 The answer to research questions

4.1.1 According to the hypothesis of the study

“Secondary school students will improve oral communication skills and attitudes in learning English after practicing English communication by using the SCMC technique.”

The findings from research question 1, “Does the Synchronous Computer Mediated Communication technique help students with different language

competencies to improve their oral language communication in English are answered below.”

The participants with under average and above average English were assigned to practice oral communication with native speakers six times per week. The practice period was eight weeks. After the participants finished all the procedures of the practiced oral communication by using the SCMC technique, they were interviewed after the study. The participants were evaluated on the test scores of the before and after treatment by using the Student’s Oral Language Observation Matrix (SOLOM). SOLOM was used to evaluate students’ oral language focusing on 1) Comprehension 2) Fluency 3) Vocabulary 4) Pronunciation and 5) Grammar. Table 4-1 presents the *t*-test for the participants (under average students) comparing the participants’ scores in the before and after treatment. The SOLOM was a rubric for teachers to mark the scores for the participants after they did an interview with the English teachers.

4.1.2 The answer to question 1.1

To the question “Did the SCMC method help the under average students to improve their oral language communication in English?”

Table 4-1 The *t*-test scores of 15 samples (under average students) for the before and after treatment of oral communication was by using the SOLOM

English test scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	11.20	2.24		
Post-test	15	16.00	1.60	-8.53	.000**

* .000 levels, the highest score of SOLOM were 25.

Table 4-1 indicates the mean scores of the under average group on the pre-test and post-test. The table shows the average SOLOM scores of these participants. The average score of the pre-test is 11.20. On the other hand, the average score of the

post-test is 16.00. The table above also shows that the post-test is higher than the pretest score. The *S.D.* of the pretest and post-test are 2.24 and 1.60, respectively. The table also shows that the SOLOM scores of the under average students showed an average increase of 4.80 after using the SCMC technique to develop students' skills in oral language communication in English.

To show a clearer view of the study, the following tables indicate the specific details in the five areas of study which scores were collected in a form of rubric called SOLOM

Table 4-2 The mean scores and compares the pre-test and post-test of under average students focusing on comprehension skills in English communication

English comprehension scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	2.26	0.70		
Post-test	15	3.13	0.51	-4.02	.001**

*.001 level.

Table 4-2 shows that after the treatment the average level of comprehension was increased and this means the SCMC helped the participants learn and develop comprehension in English. The mean score of the pre-test is 2.26 and the post-test is 3.13. The *S.D.* of the pretest and post-test are 0.70 and 0.51, respectively. Level 3 or above means to “Understands most of what is said at slower than normal speed with repetitions.” And move up to “Understands nearly everything at normal speed, although occasional repetition may be necessary”

Table 4-3 The mean scores of English fluency before and after treatment

English fluency scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	2.20	0.67		
Post-test	15	3.33	0.61	-5.26	.000**

*.000 Level.

Table 4-3 shows that the level of fluency in using English for communication of the participants was increased from 2.20 to 3.33. The mean score of the pre-test is 2.20 and the post-test is 3.33. The *S.D.* of the pretest and post-test are 0.67 and 0.61, respectively, which indicates that after the treatment the participants were able to use “English in everyday conversation and classroom discussion is frequently disrupted by the student’s search for the correct manner of expression”.

Table 4-4 The mean score for vocabulary skill before and the after treatment

English vocabulary scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	2.00	0.65		
Post-test	15	3.50	0.63	-5.99	.000**

*.000 level.

Table 4-4 reveals that the scores of vocabulary skills of the participants increased to 1.50 after treatment. The mean score of the pre-test is 2.00 and the post-test is 3.50. The *S.D.* of the pretest and post-test are 0.65 and 0.63, respectively. According to the rubric, the participants were able to “occasionally use inappropriate terms and/or must rephrase ideas due to limited vocabulary”.

Table 4-5 The mean scores of pronunciation of participants collected by using

the SOLOM

English pronunciation scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	2.53	0.51		
Post-test	15	3.26	0.70	-4.03	.001**

*.001 level

Table 4-5 indicates that the scores of pronunciation skills of the participants increased by 0.73 after treatment. The mean score of the pre-test is 2.53 and the post-test is 3.26. The *S.D.* of the pretest and post-test are 0.51 and 0.70, respectively. According to the rubric, the participants were able to “always speak intelligibly, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns”.

Table 4-6 A comparison of the mean scores of grammar for the participants

English grammar scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	2.20	0.77		
Post-test	15	2.73	0.59	-4.00	.001**

*.001 level

Table 4-6 indicates that the scores of grammar of the participants increased by 0.53 after treatment. The mean score of the pre-test is 2.20 and the post-test is 2.73. The *S.D.* of the pretest and post-test are 0.77 and 0.59, respectively. According to the rubric the participants had “frequent errors in grammar and word order occasionally obscuring the meaning.”

4.1.3 The answer to question 1.2

“Did the SCMC method help the above average students to improve their oral language communication in English?”

The above average participants were asked to learn and practice oral language communication in English by employing the SCMC teaching. The participants were evaluated on the SOLOM scores as the pretests. Participants were evaluated on oral language communication in English as the post-test after studying by employing the SCMC technique. Table 4-2 presents the *t*-test for the above average participants.

Table 4-7 The above average students' *t*-test for the pre-test and post-test of the oral communication scored by using SOLOM

English test scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	14.53	1.55		
Post-test	15	18.00	1.64	-7.59	.000**

*.00 level, the highest score of SOLOM was 25.

Table 4-7 indicates the mean SOLOM scores of the participants with above average English. The data was collected from 15 students. The table shows the scores of the mean and *t*-test on the before and after treatment. In Table 4-7, the average scores of this participant group are displayed. The average score of the pre-test is 14.53 and the average score of the post-test is 18.00. The table above also shows that the after treatment is higher than the pretest score. The *S.D.* of the before and after treatment are 1.55 and 1.64, respectively. The table also illustrates that the SOLOM test scores of the group of students with above average English increased significantly by 3.47 after they have had learning oral language communication using the SCMC technique.

According to research questions 1 and 2 there were other aspects to look at in order to give more evidence to explain the usefulness of SCMC in terms of oral language communication development among Thai secondary school students.

The five criteria from SOLOM reveal the differences of the test score focusing at before and after treatment. The details of the five criteria in SOLOM are comprehension, fluency, vocabulary, pronunciation, and grammar.

Table 4-8 Comparison of the mean scores of comprehension for above average students

English comprehension scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	2.73	0.70		
Post-test	15	4.13	0.83	-7.35	.000**

*.000 level

Table 4-8 indicates the mean of the comprehension scores of the participants with above average English. The table shows the scores of the mean and t-test on the before and after treatment. In Table 4-8, the average scores of this participant group are displayed. The average score of the pre-test is 2.73 and the average score of the post-test is 4.13. The table above also shows that the after treatment is higher than the pretest score. The *S.D.* of the before and after treatment are 0.70 and 0.83, respectively. The table also illustrates that comprehension score of the group of students with above average English increased significantly by 1.40. It is said that the participants were able to “understand nearly everything at normal speed, although occasional repetition may be necessary” as indicated in SOLOM.

Table 4-9 Comparison of the mean scores of English fluency for pre-test and post-test of above average students

English fluency scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	3.13	0.51		
Post-test	15	3.46	0.51	-2.09	.05**

*.05 level

Table 4-9 indicates the mean of fluency scores of the participants with above average English. The table shows the scores of the mean and t-test on the before and after treatment. In Table 4-9, the average scores of this participant group are displayed. The average score of the pre-test was 3.13 and the average score of the post-test was 3.46. The table above also shows that the after treatment is higher than the pretest score. The *S.D.* of the before and after treatment are 0.51 for both pre-test and post-test, respectively. The table also illustrates that comprehension score of the group of students with above average English increased significantly by 0.33. It is said that the participants were able to “participate in everyday conversation and classroom discussion was generally fluent with occasional lapses while the student searched for the correct manner of expression.” as indicated in SOLOM.

Table 4-10 Comparison of the mean scores of vocabulary for above average students

English vocabulary scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	3.20	0.56		
Post-test	15	3.60	0.50	-3.05	.009**

*.009 level

Table 4-10 indicates the mean vocabulary scores of the participants with above average English. The table shows the scores of the mean and t-test on the before and after treatment. In Table 4-10, the average scores of this participant group are displayed. The average score of the pre-test was 3.20 and the average score of the

post-test was 3.60. The table above also shows that the after treatment is higher than the pretest score. The *S.D.* of the before and after treatment were 0.56 and 0.50, respectively. The table also illustrates that the comprehension score of the group of students with above average English increased significantly by 0.40. It is said that the participants were able to “occasionally used inappropriate terms and/or must rephrase ideas due to limited vocabulary” as indicated in SOLOM.

Table 4-11 Comparison of the mean scores of pronunciation for above average students

English pronunciation scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
Pre-test	15	2.80	0.67		
Post-test	15	3.53	0.51	-3.21	.006**

*.006 level

Table 4-11 indicates the mean pronunciation scores of the participant with above average English. The table shows the scores of the mean and t-test on the before and after treatment. In Table 4-11, the average scores of this participant group are displayed. The average score of the pre-test was 2.80 and the average score of the post-test was 3.53. The table above also shows that the after treatment is higher than the pretest score. The *S.D.* of the before and after treatment were 0.67 and 0.51, respectively. The table also illustrates that the comprehension score of the group of students with above average English increased significantly by 0.73. It is said that the participants were “always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.” as indicated in SOLOM. Table 4-12 Comparison of the mean scores of grammar for above average students

English grammar scores collected by using SOLOM	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. level
---	----------	-----------	-------------	----------------------	------------

Pre-test	15	2.66	0.48		
Post-test	15	3.26	0.45	-3.67	.003**

*.003 level.

Table 4-12 indicates the mean grammar scores of the participant with above average English. The table shows the scores of the mean and t-test on the before and after treatment. In Table 4-12, the average scores of this participant group are displayed. The average score of the pre-test was 2.66 and the average score of the post-test was 3.26. The table above also shows that the after treatment is higher than the pretest score. The *S.D.* of the before and after treatment were 0.48 and 0.45, respectively. The table also illustrates that the comprehension score of the group of students with above average English increased significantly by 0.60. It is said that the participants made “occasional errors in grammar and/or word order but do not obscure the meaning.” as indicated in SOLOM.

Table 4-13 The SOLOM scores compared before and after treatment for both above average and under average participants

Participants		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
Under	Before	2.26	2.20	2.00	2.53	2.20
Average	After	3.13	3.33	3.50	3.26	2.73
Above	Before	2.73	3.13	3.20	2.80	2.66
Average	After	4.13	3.46	3.60	3.53	3.26

Note: The highest score for each category was 5.

Table 4-13 compares mean scores of five skills that were collected by using the SOLOM rubric. It illustrates the student’s SOLOM scores (\bar{X}) compared before and after treatment for both above average and under average groups in five criteria. The scores of SOLOM from under average and above average in the five criteria were increased. The highest post-test mean scores that increased were comprehension and

vocabulary. The least increased was grammar scores. The post-test mean scores of five categories for under average students had higher increases than above average students.

4.1.4 The answer to question 2

“What were the attitudes of students with different language competencies towards the SCMC in terms of oral communication development,” is as follows.

The research question was proven by the end of the experiment when the participants were asked to fill in the questionnaire. The questionnaire contained fifty questions with five rating levels for the answer of each question. The five rating levels for the answers were 1-5. Five means strongly agree, four means agree, three means average, two means disagree and one means strongly disagree. After filling in the questionnaire, the data was revealed in percentages about their attitudes of learning to improve English oral communication by employing the SCMC technique.

The participants (above average and under average students) filled in the questionnaire after the research procedures; the purpose of this questionnaire was to gather information concerning the students’ attitudes toward using the SCMC technique to develop oral language communication. The results of the participants’ attitudes are shown as percentages in Table 4-14.

Table 4-14 The scores of the agreement collected from the questionnaire

	Topics of study	Under average (\bar{X})	Above average (\bar{X})
1	Communication ability	3.55	4.09
2	Confidence	3.22	4.05

Table 4-14 (Continued)

	Topics of study	Under average (\bar{X})	Above average (\bar{X})
3	Relationship	3.07	3.41

4	Motivation	3.32	3.62
5	Support	3.27	4.22
6	Method and facility	3.38	4.03
7	Attitude	3.14	4.02

Note: The full score of each category was 5.

Table 4-14 indicates seven perspectives from the questionnaire and compares the mean scores that represent the level of agreement from under average and above average. The data from the table show that the SCMC method provided students at the high level of agreement. All categories are labeled more than half. The participants agreed that SCMC provided more opportunities to communicate in English, support participants in learning and practice oral communication.

The following table also illustrates the mean scores of agreement from both under average and above average participants.

Table 4-15 The level of attitude in accordance with the rating scale of the questionnaire focusing on communication ability (items 1-8)

No.	Communication ability	Level of agreement \bar{X}	
		Under Average	Above Average
1	After practicing speaking through Synchronous Computer Mediated Communication (SCMC), I can speak English more confidently and naturally than before.	3.07	3.67

Table 4-15 (Continued)

No.	Communication ability	Level of agreement \bar{X}	
		Under	Above

		Average	Average
2	After practicing speaking through SCMC, I can speak longer with more sentences than previously.	3.60	4.20
3	I understand the task partner's idea better.	3.87	4.60
4	After practicing oral communication through SCMC, I found that it has helped me improve my oral language communication skill.	3.53	4.33
5	I told my friends about what I have discussed with my partner and I understood most of the talking.	3.53	4.33
6	Before practicing oral communication through SCMC, I found difficulties in understanding all sentences and questions the first time, but I am better now.	3.73	4.60
7	I understood most of the conversation with my task partner and I was able to express my own ideas after I practiced oral communication through SCMC.	3.07	3.47
8	When I answered my task partner questions correctly, I felt my conversation skill improved.	4.00	3.53
	\bar{X}	3.55	4.09

Table 4-15 shows that the mean scores of the level of agreement from both below average and above average group are higher than 3.0. That refers to the participants agree to questions 1-8 that the SCMC helped them to develop communication ability. Under average students highly agreed with item 8 that their conversation skill was improved after they were able to answer the questions from their interview partner.

Table 4-16 The mean scores of the level of the agreement of the under average and above average participants' questionnaires (items 9-15) after the experiment

No.	Confidence	Level of agreement \bar{X}	
		Under Average	Above Average
9	I can speak longer and with more sentences in different situations than before I studied through SCMC and I could speak to my task partner both online and offline.	3.40	3.73
10	After practicing oral communication through SCMC, I can speak to any foreigner in English feeling less nervous now.	2.93	3.53
11	I am more confident to talk to any foreigner in English after practicing oral communication through SCMC.	3.00	4.27
12	Practicing speaking through SCMC helped me a lot to improve speaking English.	3.40	4.33
13	I am able to talk to my task partner face-to-face after I talked to him or her through SCMC several times.	3.07	4.53
14	I was not afraid of making mistakes when I practiced oral communication with my task partner through SCMC.	3.33	3.93
15	I can tell my task partner about myself by using longer sentences.	3.40	4.00
	\bar{X}	3.22	4.05

Table 4-16 shows that the level of agreement from both the under average and above average groups are higher than 3.0. This indicates that both groups agreed that the SCMC technique helped the participants to build their confidence in oral language communication. The average of agreement represents the whole group's

answer calculated by using the mean of the answer for each question or statement. Statement nos. 9-15 asked whether the SCMC helped students to be confident in using oral language communication.

Table 4-17 The percentages of the agreement of the below average and above average participants' questionnaires (items 16-21) after the experiment

No.	Relationship	Level of agreement \bar{X}	
		Under Average	Above Average
16	When I talk to my task partner through SCMC, I feel more comfortable and not shy.	2.87	2.87
17	Talking with my speaking task partner through SCMC, I did not feel stressed when I couldn't get the right answer.	3.00	3.27
18	Every time I talk to my task partner I know him or her more.	2.80	3.33
19	After practicing speaking English through SCMC, I can speak English face-to-face with English teachers.	2.93	3.67
20	After practicing speaking English through SCMC, I trust my task partner and could talk to him or her about anything.	3.47	3.53
21	After practicing speaking English through SCMC, I knew my task partner better.	3.33	3.80
	\bar{X}	3.07	3.41

Table 4-17 shows that the percentages of agreement from both the under average and above average group are between 2.8 and 3.4. The average of agreement represents the whole group's answer calculated by using the mean of the answer for each question or statement. Statement nos. 16-21 was asked in order to find out if the

SCMC helped students to build relationships with the speakers. The participants performed better on speaking communication after knowing the teachers better.

Table 4-18 The percentages of the agreement of the under average and above average participants' questionnaires (items 22-27) after the experiment

No.	Motivation	Average of agreement \bar{X}	
		Under Average	Above Average
22	I am interested to talk more about the same topic with my partner in a real situation or out of the classroom.	3.40	4.13
23	After practicing speaking through SCMC, I pay more attention to English classes.	3.40	3.00
24	Choosing a talking partner by myself made me confident in speaking.	3.33	3.87
25	I would love to talk to foreign friends in English in my free time.	3.13	3.67
26	With SCMC, I accept suggestions and corrections from my task partner with no embarrassment.	3.87	3.73
27	I feel confident speaking English after I have practiced communication through SCMC.	2.80	3.33
	\bar{X}	3.32	3.62

Table 4-18 illustrates that percentages of the agreement of the below average and above average participants' questionnaires (items 22-27) after the experiment are between 2.80 and 3.87. The average of agreement represents the whole group's answer calculated by using the mean of the answer for each question or statement.

Statement nos. 22-27 were asked in order to find out if the SCMC motivated students to learn oral language communication in English.

Table 4-19 The percentages of the agreement of the under average and above average participants' questionnaires (items 28-34) after the experiment

No.	Support	Level of agreement \bar{X}	
		Under Average	Above Average
28	The SCMC method made me feel relaxed when talking.	3.73	3.67
29	SCMC provides me more chances to practice oral communication outside of the classroom.	2.73	4.13
30	I can make appointments with my task partner anytime and anywhere.	3.53	4.40
31	I am encouraged by SCMC in terms of oral language communication.	3.00	4.13
32	It was interesting to have practiced speaking with my task partner through SCMC. I could ask him or her questions and ask to repeat what I did not understand.	3.20	4.40
33	English became more important and I got more chances to practice speaking.	3.27	4.20
34	Through SCMC, I could speak out any ideas, not just follow the textbooks.	3.86	4.07
	\bar{X}	3.27	4.22

Table 4-19 shows the percentages of the agreement of the under average and above average participants' questionnaires (items 28-34) after the experiment.

The averages of agreements for both groups are between 2.73 and 3.86.

Table 4-20 The percentages of the agreement of the under average and above average participants' questionnaires (items 35-42) after the experiment

No.	Method and facility	Level of agreement \bar{X}	
		Under Average	Above Average
35	The SCMC method provides me more time to practice speaking.	4.13	4.20
36	I like practicing oral language communication through SCMC because it is convenient and saves time and the cost of traveling.	3.53	3.93
37	The software and programs of SCMC are useful for developing oral communication.	3.40	4.33
38	SCMC is easy to use with both computers and mobile phones.	2.80	3.80
39	It was a useful listening activity. I could understand better, so I felt improvement.	3.27	3.93
40	I like practicing oral communication in English through SCMC because it was a good experience.	3.13	4.13
41	There were no interruptions when I practice English speaking through SCMC with my speaking partner.	3.47	4.07
42	I felt less strange talking to my task partner face-to-face.	3.27	3.80
\bar{X}		3.38	4.03

Table 4-20 shows the percentages of the agreement of the under average and above average participants' questionnaires are between 3.80 and 4.13. The percentages of agreement represent the whole group's answer calculated by using the mean of the answer for each question or statement. Statement nos. 35-42 asked students about their opinions toward the SCMC method and facility. The average of

agreement represents the whole group's answer calculated by using the mean of the answer for each question or statement. Statement nos. 28-34 were asked to find out if the SCMC motivated students to learn oral language communication in English.

Table 4-21 The percentages of the agreement of the under average and above average participants' questionnaires (items 43-50) after the experiment

No.	Attitude	Level of agreement \bar{X}	
		Under Average	Above Average
43	I enjoyed talking to my task partner through SCMC because I wanted to understand what he or she was trying to say.	3.33	3.33
44	I adapt to the individuals with whom I am interacting.	2.53	4.00
45	SCMC makes my speak English better.	3.07	4.33
46	I felt very good when my speaking partner understood what I was trying to tell her or him.	3.47	4.27
47	I prefer talking to other English speaking people through SCMC, in order to encourage me to talk face-to-face.	3.00	4.07
48	I learn a lot of new vocabulary words every time I practice speaking with my task partner.	3.07	4.27

Table 4-21 (Continued)

No.	Attitude	Level of agreement \bar{X}	
		Under	Above

		Average	Average
49	It was good to practice my speaking through SCMC. I felt it became easier to speak English.	3.20	4.00
50	After I practiced speaking with my partner through SCMC, I feel I could speak more fluently.	3.47	3.87
	\bar{X}	3.14	4.02

Table 4-21 shows that the percentages of the agreement of the under average and above average participants' questionnaires (items 43-50) after the experiment. The level of agreement from both groups are between 2.53 and 3.47. In addition, the answers show the details of every category for each question if the student or the participant of this study strongly agreed, was neutral, was average, disagreed or strongly disagreed to the questionnaire given. The data is shown in percentages for the answer of each question. The percentages of agreement represent the whole group's answer calculated by using the mean of the answer for each question or statement. Statement nos. 43-50 asked students about their attitudes toward the SCMC technique.

4.2 Field notes and observation

The researcher recorded field notes during the pretest interviews, the classes that used SCMC technique and the posttest. The aim of using field notes with observation was to find out the changes of the participants from the beginning of treatment to the end of the treatment. The observation was made and all the notes were written down in the field note record concerning the behavior of the participants toward each task and procedures. In addition, the participants were asked informally after the class in order to get the all information from the participants randomly. The ideas of asking informal questions or talking informally after the tasks were that the researcher wanted to get the ideas and explanations of the participant and tried to avoid or reduce anxiety for the participant.

4.2.1 Results of field note observation from the 1st to the 4th week

In the first week when both under average and above average students did the interview as a pretest, the researcher found that they were not sure how to answer the questions. Their speaking was quite low in fluency and they often used a mixture of Thai and English to answer questions. The participants were hesitant to ask the interviewer to repeat questions; instead they asked another participant next to them. After they finished the interview conducted by a native English-speaking teacher, the researcher asked the participants to explain their feelings and thoughts. Researchers asked the participants after class and found that one of the participants from the above average group said he could not put all his words in the proper order, and he was very nervous when talking face-to-face with an English teacher.

After the first week of the SCMC class the researcher found that Participant (a) from the below average group said he preferred talking to the English native speaker when he had his friends next to him so that he could ask his friends to explain in Thai. At the first face-to-face interview, students would prefer to ask their friends rather than the interviewer to repeat or explain the questions.

“When the teacher asked me, I sometimes don’t know the answer or I know the answer in Thai but I cannot explain it in English well, so I asked my friends next to me”¹ 1. Confident

The findings from Participant (a) revealed that the participant was not confident in using English for communication at the beginning of the study.

The researcher asked one of the randomly selected participants, “What did you say to the interviewer?”

Participant (B) said:

“I was asked to introduce myself so I did that with a little excitement. I turned to my friends very often when unclear and unsure of the question asked. I also

stated that the accent of the interviewer was different from the other teachers ². I could understand the interviewer but could not answer properly ¹ because I was worried ¹ about making mistakes and losing face¹ among friends.” ¹

2. Communication

1. Confident

Throughout the eight-week task of speaking practice employing the SCMC technique, the researcher recorded the events that happened in the classroom. The video media used in this study was Skype. The researcher observed the behavior of the participants and wrote them down in the field note record.

The procedures of using SCMC for the class to practice oral language communication required the participants to mix the under average speakers and the above average students. Students were not informed of the group they were in.

The following occurred after the 4th week of practicing oral language communication using the SCMC technique.

4.2.2 Results of field note observation from the 4th to the 5th week

The students got familiar with the interviewer and more sentences were asked and answered. Students took turns to answer the interviewer. Students were asked to support their members when he or she could not think of the correct word to use. There were periods of silence for some students during the time when other students were trying to answer the questions or explain things.

Participant (C) said that:

“It was the first time that I had the chance to talk to a native English teacher properly. It is a good chance for me to talk to an English teacher.” ^{5, 6, 7}

5. Support

6. Method & facility

7. Attitude

I tried to communicate even though the sentences were not grammatically correct and pronunciation was flawed. The accent of the participant was not a big deal for this task but I often tried to speak ¹ out and copy the accent of the interviewer. The teacher helped me make my sentences better ⁵. The other good thing is I can talk to the teacher from any place at any time ^{5, 6}”

1. Communication ability
5. Support
5. Support
6. Method & Facility

Participant (D) said:

“I would love to talk to the interviewer through Skype or any other video call at home or anywhere else when I have free time ⁵. I think I can talk to English teachers outside the classroom or whenever I meet the teacher.”

5. Support

Participant (E) said:

“When I talk to a teacher through Skype I feel like I am talking with a friend ³. It made me get to know the interviewer better. The SCMC technique eased my worry ² and uncertainty of speaking. I talked freely as if I was talking with my friends.”

3. Relationship
2. Confident

Participant (F) said:

“I am now brave enough to talk to the teacher face-to-face, even outside of the classroom ⁵. I think practicing conversations that occurred within the classroom were assigned tasks and did not give a natural feeling. I prefer talking and discussing real life situations outside the classroom ⁴.”

5. Support
4. Motivation

During weeks 5-6 the students were set up to practice oral language communication in groups of 2 (2 students for 1 teacher)

4.2.3 Results of field note observation from the 5th to the 6th week

During week 6 students used more sentences than at the beginning of the study. The participants used English for communication more naturally and used more complex sentences. The conversations between two students and one teacher through Skype and other video calls found that students used oral language in a more relaxed environment. The participants were asked for the meaning of new vocabulary words which the teacher tried to explain in English and Thai. The pronunciation of the participants was developed to be closer to English speakers which was mentioned by the interviewers.

Participant (G) said:

“I was worried about grammar and sentence structure at the beginning, but after practicing oral communication using SCMC technique I felt better^{1, 4, 7} because she could make the other party understand what she said^{1, 2, 7}. She knew that her sentences were not grammatically correct and my pronunciation was still different from the native speakers, but I felt great that I learned a lot more vocabulary words to use.”¹

1. Communication ability,
4. Motivation, 7. Attitude
1. Communication ability,
2. Confident, 7. Attitude

1. Communication
ability

Participant (H) said:

“Skype was easy to use. I also downloaded the Skype application on my smart phone. I think the good thing about using Skype⁷ is I can practice communication in English and I can ask the teacher about any topic even if it is not about the lesson^{3, 5}. I think one period (50 minutes per class) was too short for practice; introducing me to Skype provided me more time to learn and practice speaking.”^{6, 7}

7. Attitude

3. Relationship, 5. Support

6. Method & Facility,
7. Attitude

Participant (I) said:

“Using Skype for practicing oral communication in real time occurred similar to face-to-face talking.

The SCMC technique helped me⁵ overcome my shyness² and worry of making mistakes. In addition, I discovered that even with face-to-face conversation people also make mistakes. I learn new words every time I practice speaking via SCMC. Furthermore, I learn correct pronunciation and sentence structure.”¹

5. Support
2. Confident
1. Communication ability

During weeks 7-8 the students were asked to practice oral language communication individually (1 student for 1 teacher).

4.2.4 Results of field note observation from the 7th to the 8th week

The observations made by the researcher found that the participants were set to talk to the teacher through Skype individually. One of the students said,

“Even though I did not have to read and write a lot I am happy with my improved listening and speaking skills. I would love to study more grammar and writing afterwards. When I meet the teachers in the campus face-to face, I think I am able to interact more naturally”^{1, 2, 4, 7}

1. Communication ability,
2. Confident, 4. Motivation,
7. Attitude

After finishing all the tasks in week eight most students from both the below average and above average groups were more confident using oral language for communication in English. For proof, the researcher randomly selected and asked students to summarize the entire experience throughout the eight weeks.

New topics were discussed and it was found that participants tried to explain and give their opinions by using oral language with new words and longer sentences.

4.3 Overall record of observation during the post-test interview

The observation during the final post-test interview found that the participants improved in oral communication focusing on the following five aspects.

4.3.1 Comprehension

The participants were able to understand the questions that teachers asked and were able to give ideas or answer questions correctly.

4.3.2 Fluency

The participants' fluency in oral speaking improved. After practicing with SCMC technique the participants were able to speak more smoothly and at a better pace. Most of the participants answered the questions quicker than previously, depending on the topic of conversation.

4.3.3 Vocabulary

Students obviously learned more vocabulary words which supported their oral language communication skill. The researcher found that students were able to talk to the interviewer by using sentences with many new words. One of the participants said he corrected his sentences and vocabulary many times during the speaking tasks which increased his vocabulary and he could remember all the new words.

4.3.4 Pronunciation

According to the observations by the researcher, participants learned and tried to pronounce English like the native speakers. The participants needed to have practice speaking and listening more in order to develop their pronunciation. The participants found that they repeated the sentences by speaking after the teacher corrected their pronunciation. The correct pronunciation of words made them confident in speaking complete sentences.

4.3.5 Grammar

The grammar and writing skills for the participants in this study improved slightly because the tasks in this study mainly focused on oral communication. The participants believed that good oral language communication was the skill that would support their grammar and writing afterwards.

4.4 The results of the structural question interview

Question 1. How did the SCMC technique help you learn to speak English?

The participant said:

“The SCMC technique was different ⁶ from a traditional classroom. The technique made participants more interested ² in the learning activities. It was convenient ⁵ for participants to practice speaking and listening English. The technique made the participants ask and answer questions more ¹ than in a tradition classroom.”

6. Method and facility
2. Confident
5. Support
1. Communication ability

Question 2. What do you like about learning to speak English using the SCMC technique?

The participants said:

“There were many good things about the SCMC technique, for instance it made studying easier ⁵. It is similar to talking with friends through an online video call which is usually made up of mostly students⁶.

5. Support

We like learning to speak with foreign teachers using the SCMC technique because they felt less shy^{4, 5}. They said they could say the sentences whether they were wrong grammatically or without perfect pronunciation but the teacher tried to understand what we said.”

6. Method and facility
4. Motivation,
5. Support

Question 3. What are the advantages of the SCMC technique to your language learning?

The researcher found that most of the participants at the in-depth interview step were satisfied with the technique and stated that they not only practiced speaking but also listening, thinking, and problem solving. Besides learning to construct and order sentences correctly, they learned a lot of new vocabulary words, some of which

cannot normally be found in text books because they do not usually cater to the cultural aspects of second language learners of English. The other advantage to learning was concentration and focusing. The participants said that the SCMC technique gave those more chances to speak than in a traditional class.

Question 4. How often do you prefer to study speaking English through the SCMC technique?

The participants stated that:

“We prefer practicing and learning to speak using the SCMC about 2-3 times a week. The contents must not be too difficult but not too easy⁵ because they would like to learn some new things as well.”

5. Support

Question 5. What difficulties did you have in learning to speak English through SCMC technique?

The participants said,

“In the beginning they were afraid and shy to speak with native speakers, but it was better than speaking face-to-face⁵. The other difficulties reported by some of the participants were the accent of native English teachers, but after practice with the SCMC technique we were familiar with the sound and reaction of the teachers.^{3,5,7}”

5. Support

3. Relationship,

5. Support,

7. Attitude

Question 6. What do you think about practicing to speak English with native speakers through the SCMC technique?

The participants said,

“We now fell more confident² after practicing speaking through the SCMC technique.

2. Confident

The technique⁶ made us more prepared to speak English in a real situation. I had learned speaking in a natural way, the same as people talking to each other in daily life.”

6. Method & facility

Question 7. What topic do you like to talk about with your teachers?

The participants said that they preferred talking about any topic that involved themselves and they know basic vocabulary or some basic information about the topic. The topics that were found to be interesting to most participants were movies, music, sports and free time activities. The topic that most boys and girls were interested in was “love and romance.” They could ask and answer about their boyfriends and girlfriends and other teenage problems. They said the things that really happened in their real life are totally different from the topics written in a textbook.

Question 8. In your free time, do you talk to anybody over an online video call?

The participants said that normally they video call their friends. That was the first time that they were given the chance to video call with teachers and practice speaking English.

Question 9. What other programs or applications do you use to make a video call?

The participants said nowadays there are many ways to make video calls, for instance Facebook, Line, and many smart phones and tablets. Some are used over an internet connection and others are used over the service of mobile phone data.

Question 10. What are the other skills that you learned by using the SCMC technique?

The participants said,

“We have learned more vocabulary and pronunciation including the cultures of English native speakers and manners of speaking ⁵, for example when we asked for help we had to speak in a polite way. The teaching technique prepared us to be a better learner with better thinking skills. ^{4,7} The technique did not require written grammar but we had to remember the sentences, vocabulary, meanings, etc. ⁵”

5. Support

4. Motivation,

7. Attitude

5. Support

4.5 Summary

The SCMC is an effective technique in terms of developing oral communication in English for Thai secondary school students, which was evident by the records of the observations and interviews of students toward using the technique. Many aspects of developments occurred. Most of the findings resulted in confidence, positive attitude towards English and motivation to learn the subject. The technique was useful because it not only developed oral communication but also developed other aspects of English learning, for instance, vocabulary, grammar, and motivating students in learning a language. The SCMC technique was effective in terms of support, motivation, increased confidence, and provided more methods and facilities to practice oral language communication. The results from using SOLOM show the improvement of the participants after employing the SCMC technique. Further, the results from the questionnaire reveal that the participants had positive attitudes toward the SCMC technique in terms of oral language development. The evidence from the structural interview emphasized that there were positives of the SCMC toward English oral language practice. Finally, the hypothesis of this study was accepted.

CHAPTER 5

CONCLUSION AND DISCUSSION

This research studied the effectiveness of the SCMC technique in terms of developing oral language communication for Thai secondary school students.

There were two purposes to the study: 1) to examine the effects of using the SCMC technique in terms of developing oral language communication while studying oral language communication in English among a group of learners with different English competency, and 2) to study the attitudes of both the above and under average oral language communication skill students toward the SCMC teaching technique.

According to the hypothesis of this study “Secondary school students will improve oral communication skills and attitudes in learning English after practicing English communication by using the SCMC technique” the discussion concerns the quantitative and qualitative data analysis.

5.1 The discussion of quantitative data of the study

The research hypothesis was confirmed by the end of the experiment when the participants were asked to fill in the questionnaire. The questionnaire contained fifty questions with 5 rating levels for the answer of each question. The five levels of ratings for the answers were 1-5 where 5 means strongly agree, 4 means agree, 3 means neutral, 2 means disagree and 1 means strongly disagree. After completing the questionnaire, the data was revealed in percentages about their attitudes of learning to improve English oral communication by employing the SCMC technique.

The participants (above average and under average students) completed the questionnaire after the research procedures; the purpose of this questionnaire was to gather information concerning the students’ attitudes toward using the SCMC technique to develop oral language communication.

The findings from comparing the pretest and post-test scores collected from the participants with under average English proficiency showed that the average scores of the post-tests in this group of participants were higher than the pretest scores after using the SCMC method. The findings of the test scores also showed that the

participants with under average English proficiency, using the same procedures as the participant with above average English proficiency, could also improve their oral language communication by learning employed through the SCMC technique.

The results of the study showed that the mean scores of the under average group on the pre-test and post-test. The average of SOLOM scores were of the participants. The average score of the pre-test was 11.20. On the other hand, the average score of the post-test was 16.00. The data from the study also indicates that the post-test is higher than the pre-test score. The *S.D.* of the pre-test and post-test are 0.01. Furthermore, the table shows that the SOLOM scores of the under average students showed an average increase of 4.80 after using the SCMC technique to develop students skill in oral language communication in English.

The researcher could say that there was progress of students' proficiency of language learning. The first research question focused on the effect of SCMC on the development of English oral language communication. By using the observation, pre-test and post-test, the researcher was able to obtain evidence of the students' development in using language by employing the SCMC technique.

Thus, the researcher could say that the SCMC tasks had a positive impact on the development of L2 oral communication, indicating the participants' preference in practicing communication by using the SCMC.

The change of proficiency scores compared the results of the pre-test and post -test scores rated by using the student's oral language observation matrix (SOLOM). The increase of test scores demonstrated that SCMC may be effective for L2 learning. It got the learners' attention and provided chances to practice oral language communication thus increased the important aspects of language learning (comprehension, fluency, vocabulary, pronunciation and grammar). The SCMC tasks also supported the face-to-face tasks; the students focused on meaning because they all had to achieve a communicative goal. However, with its visual saliency, SCMC helped amplify the linguistic details, for instance, pronunciation correction, sentence structure, vocabulary and meanings including fluency issues. The processing time allowed more time to focus on meaning and negotiation; SCMC may help learners to notice more complex problems with pronunciation and sentence structures. The SCMC allowed more time for students to correct their pronunciation and

accuracy problems. Further, there was confirmation of the advantage of SCMC in getting learners' attention (Kim, 2014) to form in comparison with face-to-face interactions. According to the study, the positive characteristics for SCMC apparently helped to enhance learners' oral proficiency skills. Similar to Ziegler (2013), who stated that the SCMC had positive impact on L2 learning.

The results on the change of proficiency scores by using SOLOM showed that the SCMC had significant improvement on communication skill from the pre-test to the posttest. The SOLOM mean score of the under average group increased from 11.20 to 16.00. Furthermore, the SOLOM mean score of the above average group increased from 14.53 to 18.00. The results were, to some degree, expected because the tasks carried out in SCMC are communication focused tasks, and therefore aim to encourage the students to express their own ideas and explore others' perspectives. As a result, the tasks would help the students generate ideas and encode the ideas using oral language for communication. Li (2012) found the same benefit, that SCMC seems to have more advantage probably because the participants had more opportunities in SCMC to speak and the exposure to more ideas. The results show that SCMC tasks had statistically significant benefits for the development of L2 communication, and they were as the means for developing comprehension, vocabulary, fluency, pronunciation and grammar.

The findings of the study also show some connections between the learning processes employing SCMC and the learning outcomes. To illustrate, the SCMC showed a large proportion of turns involving opportunities for L2 learning and the development of the ability to incorporate others' views in building one's own arguments. The participants were more engaged in responding to native English teachers through questions and answers in SCMC tasks. Participants in both the under average and above average groups showed the clue of improvement, suggesting that the participants may engage in exchanges of ideas in SCMC tasks because of various reasons. First, the students may feel more comfortable to frequently confront their members and challenge their points of view. Second, SCMC discussion, together with the requirement of a spoken to express their ideas, encourages the students to focus on comprehension and interaction. Hence, it seems to benefit students from the discussions in SCMC in terms of the use of oral communication development. This is

confirmed by Hung (2012) that there were changes in terms of comprehension in different SCMC sessions. It seemed that the balance of using different types of language communication skills would be effectively learned by collaborative work in SCMC technique.

Furthermore, at the end of the experiment the participants were asked to complete a questionnaire. The questionnaire contained fifty questions with 5 rating levels for the answer of each question. The five rating levels of scores for the answers were 1-5, with 5 meaning strongly agree, 4 meaning agree, 3 meaning neutral, 2 meaning disagree, and 1 meaning strongly disagree. After completing the questionnaire, the data revealed the percentages of their attitudes of learning to improve English oral communication by employing SCMC technique.

The participants (above average and under average students) filled in the questionnaire after the research procedures; the purpose of this questionnaire was to gather information concerning the students' attitudes toward using the SCMC technique to develop oral language communication. The results of the questionnaires indicated that both under average and above average groups of students had positive attitudes toward using the SCMC technique

The researcher can say because of the discussion concerning the results of the questionnaire that there was a positive attitude for most of the participants toward the method while there were some limitations found during the study. The positive issues are as follows. First, the method was flexible and convenient. They could login from different places on their own computer and other mobile devices. And online the SCMC technique is free. Second, unlike face-to-face, the participants stated that the method reduced the pressure in speaking to a foreign teacher. They felt free and at ease. They were not afraid to speak English and they could freely express what they thought (Gao, 2012).

5.2 The discussion of qualitative data of the study

The discussion of qualitative data follows three steps: organization, description, and interpretation. Once the data have been organized and described, the final and most critical phase of the analysis-process-interpretation begins.

Quantitative data are directly derived and drawn from statistical analysis (Best & Kahn, 1995, pp. 204-205).

5.2.1 Content for the discussion

According to the purposes of the research study stated earlier, the results of this analysis will provide information on the effectiveness of the SCMC teaching technique in terms of developing oral language communication in English among Thai secondary school students. The results of the study confirmed for teachers or learners who had additional ideas to arrange the teaching and learning style, which was suitable for them.

The SCMC technique increased opportunities for communication, and made a global classroom possible. When combined, employing the SCMC in the classroom became a powerful tool for language teaching and learning. They facilitate cross-cultural and global communication as well as interactions among people from different linguistic and cultural backgrounds. Using SCMC technique in the classroom is a way to not only engage students in language learning, but also encourage them to focus on their own learning interests. Pellettieri (2000) stated that SCMC offers clear advantages over oral interaction. All of these factors should enrich language teaching and learning experiences, and promote lifelong language learning. Tahriri, Hassaskhah, and Mozafarian Pour (2015) stated that SCMC can solve the students' psychological barrier of shyness, fear of embarrassment or receiving negative feedback from others.

5.2.2 Qualitative data

The qualitative data of the study proved the hypothesis of the study as stated earlier about how the SCMC technique developed secondary school students' oral language communication. Qualitative data was retrieved from observation and structure interview by the researcher. The data and observation made before and after the participants studied English communication via using SCMC technique.

1) Organization of data

The organization of the qualitative data for this study was in the form of records and notes of using the SCMC technique both during and after class. The data was coded after the interview. The structure interview questions were used as a tool to get the data from the participants.

2) Description of data

The description of the data for this study focused on the attitudes of the participants toward developing oral communication through the SCMC technique.

The qualitative data focused on the following aspects.

2.1) Communication ability

The SCMC showed the usefulness toward teaching oral communication for secondary school students. It encouraged students in using language for communication in daily situations. The classroom situation may set up by the teachers but the SCMC technique can support the students to develop their communication ability as well.

2.2) Confidence

The SCMC technique also helped students to improve their confidence in using oral English language. The technique is very similar to face-to-face but it helped secondary school students to speak English confidently. There are always some errors in speaking but the SCMC technique reduced the anxiety of students and encouraged them to speak English naturally.

2.3) Relationship

The study also found out the effect of the technique to the relationship between the participants and the native English speaking teachers. It is believed that successful communication depends on the relationship between the partners.

2.4) Motivation

The findings of the present study also show that students preferred the SCMC mode of instruction because it provided them with additional facilities for learning as well as being faster, place-constrained, less confrontational, and most importantly for being less stressful. The researcher intended to state the effect of SCMC on the students' motivation for learning English. An attitude/motivation questionnaire was administered after the experiment to see the degree of motivation in both the under average and above average groups of participants. SCMC provided the participants with the possibility of being in touch with their teachers all the time, indicating that they were continuously in touch with the whole learning process and the language that they were trying to learn. Moreover, the fact that they preferred to

use English as their language of communication with the video call and online communication was further proof that online communication was more encouraging for them to engage in for the target language use.

2.5) Support

The findings resulting from this study made some contributions to the educational and institutional aspects of online education. Tahriri et al. (2015) confirmed the capability of an online learning system to enhance EFL students' motivation at an academic level. It was also proved that new technology, and specifically SCMC, with its wide variety of facilities is a good source for both teachers and institutions to benefit from. Employing SCMC into the language classroom can make language learning an enjoyable experience. Overall, the findings demonstrate the potential for interaction in SCMC to facilitate and support learners' development in a diverse range of skills, as well as the medium's potential to promote lower levels of anxiety and more equal learner participation. This suggests that SCMC need not be restricted to distance learning contexts, but could be integrated successfully with the participants with different language proficiency. Mehr, Zoghi, M., and Assadi (2013) stated that the SCMC method is based on the belief that students can learn more effectively when the learning environment is comfortable for them; the SCMC environment is comfortable, cooperative, and non-threatening. The environment's condition is one of the great differences between face-to-face interaction and SCMC.

2.6) Method and facility

The researcher and participants found that the SCMC method was a useful method in teaching L2 oral communication but the instructor needs to be well organized and have good time management. The method was found to be available and easy to use during the study. All participants were familiar with the method and techniques necessary to facilitate learning.

2.7) Attitude

As the data analysis indicated, the pretest and post-test scores of the participants with above average of English proficiency were compared. The results indicated that the average scores of the post-tests are higher than the pretest scores. The findings of the test scores indicate that the participants with above average

English proficiency can learn better using the SCMC technique, according to the results of testing using SOLOM to rate and compare the level of students' oral language before and after employing the SCMC technique. The preference of the participants showed the positive attitude toward the SCMC method.

The discussion of this part of the study includes the use of multiple perspectives in exploring the effectiveness of SCMC for the development of L2 and academic literacy, and the use of mixed research methodology to provide both context and details to confirm how SCMC may affect learning outcomes and processes. By using different methods of the perspectives in the investigation of the effectiveness of SCMC, the study shows that different perspectives could help bring a more complete picture of the effect of SCMC on L2 development in oral language communication.

More importantly, the use of the SCMC functional approach has helped examine learners' perceptions of the factors that have affected their choice of language use in SCMC and the potential of SCMC for the development of oral language communication.

5.3 Conclusions

From the findings of the study, the researcher suggests that SCMC is an important medium for L2 development because SCMC provided the students with opportunities to use oral language for communication. Students are more likely to pay attention to create meanings in oral communication tasks. The study also revealed the positive attitudes of the students toward the SCMC technique in terms of oral language communication practice. As the researcher previously suggested, SCMC language by its nature does not need to always be grammatically accurate. This study suggests the grounds for the use of SCMC for second language communicative learning.

Most participants liked the SCMC method, but there were a few participants who were not interested in IT, computers and technology and did not pay much attention to the study through the technique. In general, most of the participants who were able to talk via Skype had good experiences and they were likely to do it again in another language course in the future. Besides, some students still talk to their Skype partners through other social media networks such as Facebook or Twitter.

Some students talk face-to-face with partners in daily life. Finally, as synchronous communication plays an important role of secondary school students' lives, it can be stated that the study of SCMC helped participants to experience real-life situations that involved daily topics of conversations of secondary school students.

However, this study has limitations. This study was designed within an experimental setting; the results may not be directly applicable to practical environments. Long-term investigation in classroom settings will need to extend the examination of the effectiveness of SCMC.

5.4 Recommendations for further studies

5.4.1 For school teachers

For the teachers and educators who are interested in using or applying the SCMC technique to second language classes, there are many aspects to be concerned in terms of the effectiveness of the technique.

The other issues of concern were the settings, frequency of SCMC activities in the classroom, teacher control, and technologies. The researcher believes that we should carry out the study in a classroom setting in which the affective filter would resemble future practices. The setting and teaching plans also became issues of concern. The language teachers should provide activities which are suitable for specific areas of language development.

On the teaching level, the findings indicate that through the new technology, teachers can be more creative in their teaching and also the techniques that they use to teach every aspect of the language can be tailored to be more engaging as well as more appealing for the students. In fact, teachers can even monitor the process of learning every moment by keeping in touch with the students over the Internet.

A possible solution may be for school districts to consider setting up local area networks where the school computers could "chat" with each other while being blocked from "chatting" with unknown computers outside of the school. In this way, learners could reap the potential social and cognitive benefits of such synchronous interaction, while eliminating any potential threats.

It is recommended that this method be used in extracurricular activities since Thai classes are very big. There are about 40-50 students per class in many Thai government schools.

Despite the difficulties found in setting up meetings and the technological issues in some sessions, it can be stated that the SCMC method made the learning process more meaningful and engaging. Participants expressed their preference to participate in the class with the SCMC method. Many of the participants thought it made them feel more interested in the course as it was a more modern and interesting way to learn a language.

1) The learners

The teacher who is interested in applying the SCMC technique in L2 class has to know the level of language proficiency of students. Most of the levels of students could be learned by using the SCMC technique but teachers must conduct the practice activities that scaffold the learners. In the classroom of language learning there are differences of students, for instance, gender and the personal background of knowledge. The outcome of the study may vary.

2) The area of language development

The goal of the language developing area or skills of L2 must be set and teaching activities designed which are best for each skill. One of the important implications is probably the purpose of using the SCMC method. Although the findings suggest that SCMC had positive effects on oral communication development, it may not necessarily mean that it is effective for learners in developing all aspects of language learning. The results of the study revealed the effectiveness of using SCMC for the participants to exchange ideas and learn to construct communication matters. Furthermore, the purpose of an SCMC task is to help learners acquire certain communication skills, the meanings, vocabulary, pronunciation, fluency and grammar. The learning language components of the study focused on five aspects (comprehension, fluency, vocabulary, pronunciation and grammar). The participants achieved high scores and indicated the development of using SCMC by using SOLOM. Not all of the areas of language learning achieved at a high level. The grammar and written language were developed after the oral communication had been achieved.

3) Technology concerned

The technology in the study was used at a specific time and experimental setting. It could be changed in the future as the development of technology. The availability of technology provides educators and researchers with unique opportunities to apply the technology into the second language classroom. Instructors seeking to integrate SCMC technology into their classrooms have many options, including video, audio, and text-chat, that are likely to appeal to a range of students. The method requires adequate internet and online connections. The software and hardware may change according to the development of information technologies.

4) Class size and time management

The number of students and time for conducting the study must be taken into consideration because these could affect the outcomes of the study. The method provides the learners and teachers with no limit of time and location but the setting of the classroom which employed the SCMC method must be done with good organization and time management. The classroom which employ the SCMC method should not contain more than 20 students at a time and speaking practice seems to be more effective when conducted in pairs or individually.

5) For further research

The researcher further recommends the study of using the SCMC to develop other areas of second language skills. The effectiveness of the SCMC toward second language learning still needs to be discovered for other groups of learners with different purposes.

This study has several limitations. The number of participants was small; it is possible that greater differences in the amount of language and interaction generated in either mode may have been found among a larger number of learners. This study also focused on a group of learners at the secondary school level. It is possible that a more diverse group of EFL learners at different proficiency levels would interact differently in each aspect of communication, and such differences may be of consequence for L2 development. To conclude, there is indeed much more that needs to be studied in this area.

The qualitative study of the research investigated the attitudes of the students toward the SCMC technique by using structured interviews. It was found that

the more effective way to discover the attitudes of students is using an in-depth interview with their first language. The structured interviews were set up and the answers were limited while the in-depth interviews could retrieve more information and the questions could be made from the answers of the informants.

Another suggestion for further research is the effect of on-line instruction on other learning issues, such as learner differences, culture and community, or behavioral limitations. Finally, further research might be suggested for the investigation of the impact of SCMC on more specific aspects of motivation, such as student's preferences, areas of language development, etc.

REFERENCES

- Abdulezer, L., Abdulezer, S., & Dammond, H. (2007). *Skype for dummies*. Hoboken, NJ: Wiley.
- Abuseileek, A. (2007). Cooperative vs. individual learning of oral skills in a CALL environment. *Computer Assisted Language Learning*, 20(5), 493-514.
- Alahmadi, B. H. (2009). How can synchronous computer-mediated communication SCMC be exploited to help develop the speaking skills of the Saudi English language learner? In *the International Conference on Information and Multimedia Technology, December 16-18, 2009* (pp. 279-283). Danvers, MA: The Institute of Electrical and Electronics Engineers.
- Alam, Q. (2014). Improving English oral communication skills of Pakistani public school students. In *Proceeding of international conference, in search of relevance and sustainability of educational change, November 1-3, 2012* (pp. 77-83). Karachi: Aga Khan University, Institute for Educational Development.
- Babu, R. (2010). *Teaching spoken English for non-native students: Problems, solutions and techniques*. Retrieved from <http://www.elweekly.com/elt-newsletter/2010/06/60-article-teaching-spoken-english-for-non-native-students-problems-solutions-and-techniques-by-a-ramesh-babu/>
- Barzaq, M. (2009). *Integrating sequential thinking thought teaching stories in the curriculum action research*. Gaza: Qattan Center for Educational Research and Development (QCERD).
- Best, J. W., & Kahn, J. V. (1995). *Research in education*. New Delhi: Prentice Hall of India.
- Blake, R. (2000). Computer mediated communication: A window on L2 Spanish interlanguage. *Language Learning & Technology*, 4(1), 120-136.
- Broughton, M. M. (1999). The importance of the teaching of English in the Thai educational system. In M. Newbrook (Ed.), *English is an Asian language: The Thai context* (pp. 71-79). Sydney: Macquarie University.
- Brudhiprabha, P. (1992). A fresh look at R & D. *Srinakharinwirot R & D Journal, special issue*, 52-53.

- Brudhiprabha, P. (2013). Opening speech & Brief remarks on the conference. In *Proceeding of the 2013 International conference on English Language Education in Global Context, The Tide Resort, Chon Buri, March 30, 2013* (pp. 7-12). Chon Buri: International Graduate Studies Human Resource Development Center (IGHRD), Faculty of Education, Burapha University.
- Chapple, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to film. *System*, 28(3), 419-433.
- Chen, Z., & Cordier, D. (2008). New audio: Voice over internet protocol services. In T. Erben, & I. Sarieva (Eds.), *Calling all foreign language teachers: Computer-assisted language learning in the classroom* (pp. 135-145). Larchmont, NY: Eye on Education.
- Chun, D. M. (1994). Using computer networking to facilitate the acquisition of interactive competence. *System*, 22(1), 17-31.
- Compton, L. K. L. (2002). *From chatting to confidence: A case study of the impact of online chatting on international teaching assistants' willingness to communicate, confidence level and fluency in oral communication*. Masters' thesis, Iowa State University.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2014). *Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Davies, G. (2008). How effective is the use of ICT in language learning and teaching? A small-scale investigation by Graham Davies. In G. Davies (Ed.) *Information and communications technology for language teachers (ICT4LT)*, Slough, Thames Valley University. Retrieved from http://www.ict4lt.org/en/ICT_Effectiveness.doc
- Davies, G. (2012). ICT4LT Homepage. In G. Davies (Ed.) *Information and communications technology for language teachers (ICT4LT)*. Retrieved from http://www.ict4lt.org/en/en_home.htm
- Donato, R., & Tucker, R. (2010). *A tale of two schools: Developing sustainable early foreign language programs*. Clevedon: Multilingual Matters.

- Doughty, C J., & Long, M. H. (2003). Optimal psycholinguistic environments for distance foreign language learning. *Language Learning*, 7(3), 50-80.
- Eaton, S. E. (2010). *Using Skype in ESL and literacy programs: Webinar follow up*. Retrieved from <http://drsaraheaton.wordpress.com/2010/05/18/using-skype-in-esl-and-literacy-programs-webinar-follow-up/>
- Fotos, S., & Browne, C. (2004). *New perspectives on CALL for second and foreign language classrooms*. Mahwah: NJ: Lawrence Erlbaum Associates.
- Gao, Q. (2012) *The use synchronous computer-mediated communication to improve university students' oral English proficiency*. Masters' thesis, English Language Studies, Institute of Social Technology, Suranaree University of Technology.
- Gottlieb, M. (1999). *The language proficiency handbook: A practitioner's guide to instruction assessment*. Springfield: Illinois State Board Education of Education, Assessment Division.
- Graz. (2009). *A new series of VOLL workshop*. Retrieved from http://archive.ecml.at/projects/voll/evolution/graz_2009/index.htm
- Gruba, P. (2006). Playing the videotext: A media literacy perspective on video-mediated L2 listening. *Language Learning and Technology*, 10(2), 77-92.
- Harasim, L. (2007). Assessing online collaborative learning: A theory, methodology, and toolset. In B. H. Khan (Ed.), *Flexible learning in an information society* (pp. 282-293). Hershey: Idea Group.
- Hellman, A. B., & Goswick, J. A. (2010). Getting to know your learners during intake assessment. Webb City, MO: Southwest Center for Educational Excellence.
- Hoven, D. L. (2006). Designing for disruption: Remodelling a blended course in technology in (language) teacher education. In *Proceeding of the 23rd Annual Conference: Whose learning? Whose technology?* (pp. 339-349). Sydney: The University of Sydney.
- Huang, H., & Hung, S. (2010). Implementing electronic speaking portfolios: Perceptions of EFL students. *British Journal of Educational Technology*, 41(5), 84-88.

- Hung, S. (2011). Pedagogical applications of Vlogs: An investigation into ESP learners' perceptions. *British Journal of Educational Technology*, 42(5), 736-746.
- Hung, Y. (2012). *The use of communication strategies by learners of English and learners of Chinese in text-based and video-based synchronous computer-mediated communication (SCMC)*. Doctoral dissertation, Faculty of Social Sciences and Health, Durham University.
- Ingram, A. L., Hathorn, L. G., & Evans, A. (2000). Beyond chat on the internet. *Computers & Education*, 35(1), 21-35.
- James, N. P. (2013). Exploring the benefits of ACMC for speaking development. *The International Association for Language Learning Technology Journal*, 43(1), 25-63.
- Jauregi, K., de Graaff, R., van den Bergh, H. & Kriz, M. (2012). Native/non-native speaker interactions through video-web communication: A clue for enhancing motivation? *Computer Assisted Language Learning*, 25(1), 1-19.
- Jonassen, D. H. (2004). *Handbook of research on educational communications and technology*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kervin, L., & Derewianka, B. (2011). New technologies to support language learning. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 328-351). Cambridge: Cambridge University Press.
- Kern, R. G. (1995). Restructuring classroom interaction with network computers: Effects on quantity and characteristics of language production. *The Modern Language Journal*, 79, 457-476.
- Khamkhien, A. (2010). *Teaching English speaking and English speaking test in Thai context: A reflection from Thai perspective*. Bangkok: Department of Liberal Arts, Faculty of Liberal Arts and Science, Kasetsart University.
- Khan, B. H. (2005). *Managing e-learning: Design, delivery, implementation, and evaluation*. Hershey, PA: Information Science.
- Kim, H. Y. (2014). Revisiting synchronous computer-mediated communication: Learner perception and the meaning of corrective feedback. *English Language Teaching*, 7(9), 64-73.

- Kitade, K. (2000). L2 learners discourse and SLA theories in CMC: Collaborative interaction in Internet chats. *Computer Assisted Language Learning*, 13(2), 143-166.
- Kost, C. R. (2004). *An investigation of the effects of synchronous computer-mediated communication (CMC) on interlanguage development in beginning learners of German: Accuracy, proficiency and communication strategies*. Doctoral dissertation, Second Language Acquisition and Teaching, Graduate College, University of Arizona.
- Lambert, J. (2007). *Digital storytelling cookbook*. San Francisco: Digital Diner Press.
- Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer assisted language learning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Li, J. (2012). *The effects of synchronous text-based computer-mediated communication tasks on the development of L2 and academic literacy: A mixed methods study*. Doctoral dissertation, Applied Linguistics and Technology, Iowa State University.
- Lingu@net. (n.d.). *Language resources from around the world*. Retrieved from <http://www.linguanet-worldwide.org/lnetrest/#/?tl=English>
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie, & T. K. Bhatia (Eds.), *Handbook of language acquisition* (pp. 413-468). London: Academic Press.
- Long, M. H., & Doughty, C. J. (2009). *The handbook of language teaching*. Chichester: Wiley-Blackwell.
- Lyth, A. (2008). *Monkseaton primary complete MFL language course*. Field study, Centre for Evaluation and Monitoring, Durham University.
- Maynard, B. (2005). *The importance of story*. Retrieved from <http://subversiveinfluence.com/2005/01/the-importance-of-story/>
- Mehr, H. S., Zoghi, M., & Assadi, N. (2013). Effects of synchronous computer-mediated communication and face-to-face Interaction on speaking skill development of Iranian EFL learners. *International Journal of Applied Linguistics & English Literature*, 2(5), 36-41.

- Morozova, Y. (2013). Methods of enhancing speaking skills of elementary level students. *Translation Journal*, 17(1), Retrieved from <http://translationjournal.net/journal/63learning.htm>
- Murphey, T. (1992). *Music and song*. Oxford: Oxford University Press.
- Nunan, D. (1999). *Second language teaching & learning*. Boston: Heinle & Heinle.
- Pasfield-Neofitou, S. E. (2007). Textual features of intercultural internet chat between learners of Japanese and English. *Computer-Assisted Language Learning Electronic Journal*, 9(1), 1-16.
- Payne, J. S., & Whitney, P. J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory, and interlanguage development. *Computer-Assisted Language Instruction Consortium Journal*, 20(1), 7-32.
- Pellettieri, J. (2000). Negotiation in cyberspace: The role of chatting in the development of grammatical competence in the virtual foreign language classroom. In M. Warschauer, & R. Kern, (Eds.), *Network-based language teaching: Concepts and practice* (pp. 59-86). Cambridge: Cambridge University Press.
- Pellettieri, J. (2010). Online chat in the foreign language classroom: From research to pedagogy. *MEXTESOL Journal*, 34(1), 41-57.
- Qing, X. (2011). Role-play an effective approach to developing overall communicative competence. *Cross-Cultural Communication*, 7(4), 36-39.
- Rahman, M. M. (2010). *Teaching oral communication skills: A task-based approach*. Dhanbad: Department of Humanities and Social Sciences Indian School of Mines University.
- Richard, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge: Cambridge Press University.
- Ryobe, I. (2008). The effects of Skype-based video chats with volunteer Filipino English teachers (II): Discovering the superiority of video chat. In *Proceedings of the WorldCALL 2008 Conference: CALL bridges the world* (pp. 120-123). Fukuoka: The Japan Association for Language Education and Technology (LET).

- Samantaray, S. (2014). Use of storytelling method to develop spoken English skill. *International Journal of Language & Linguistics*, 1(1), 40-44.
- Satar, H. M., & Özdener, N. (2008). The effects of synchronous CMC on speaking proficiency and anxiety: Text versus voice chat. *The Modern Language Journal*, 92(4), 595-613.
- Seferoglu, G. (2007). The effects of synchronous computer mediated communication (SCMC) on English language learners' oral proficiency development. In *the Proceedings of 6th World Scientific and Engineering Academy and Society International Conference on E-ACTIVITIES, Tenerife, Spain, December 14-16, 2007* (pp. 371-375). Greece: World Scientific and Engineering Academy and Society.
- Sequeira, C. A. (2009). *Synchronous computer mediated communication and second language proficiency*. Doctoral dissertation, Department of Educational Leadership, Graduate School, University of Oregon.
- Sheppard, A. (2006). *The complete idiot's guide to Skype for PCs*. New York, NY: Alpha.
- Sinwongsawat, K. (2012). Rethinking assessment of Thai EFL learners' speaking skill: Language testing in Asia. *Language Testing in Asia*, 2(4), 75-85.
- Sleesongsom, W., & Suppasetsee, S. (2012). The use of online chatting for improving English speaking skill in Thai context. *Foreign Language Learning and Teaching Journal*, 1(2), 106-123.
- Smith, B. (2003). Computer-mediated negotiated interaction: An expanded model. *The Modern Language Journal*, 87(1), 38-57.
- Smith, B. (2005). The relationship between negotiated interaction, learner uptake, and lexical acquisition in task-based computer-mediated communication. *TESOL Quarterly*, 39, 33-58.
- Songsiri, M. (2007). *An action research study of promoting students' confidence in speaking English*. Doctoral dissertation, School of Education, Faculty of Arts, Education, and Human Development, Victoria University.
- Sullivan, N., & Pratt, E. (1996). A comparative study of two ESL writing environments: A computer-assisted classroom and a traditional oral classroom. *System*, 29, 491-501.

- Sun, Y. C. (2009). Voice blog: An exploratory study of language learning. *Language Learning & Technology*, 13(2), 88-103.
- Sykes, J. M. (2005). Synchronous CMC and pragmatic development: Effects of oral and written chat. *CALICO Journal*, 22(3), 399-341.
- Tahriri, A., Hassaskhah, J., & Mozafarian Pour, A. (2015). The impact of synchronous computer-mediated communication on EFL learners' motivation. *International Journal of Research Studies in Educational Technology*, 4(2), 3-17.
- Toolsiri, T. (2005). *A survey study of problems in learning to speak English of second-year students, business English program of North Bangkok College*. Master's thesis, Thammasart University.
- Underhill, N. (1998). *Testing spoken language*. Cambridge: Cambridge University Press.
- Usher, T. (2011). *Linguistically diverse assessment handbook, student oral observation matrix*. Retrieved from <https://sites.google.com/site/Ideassessmenthelp/instrument-analysis/student-oral-observation-matrix>
- Volle, L. M. (2005). Analyzing oral skills in voice e-mail and online interviews. *Language Learning & Technology*, 9(3), 146-163.
- Wanthanasut, L. (2008). *The problems of English speaking of Mathayomsuksa 1 students at Phosai Pittayakom School, Ubonrachathani Educational Service Area 2*. Master's independent study, Ubonrachathani Rajabhat University.
- Warschauer, M. (1996). *Computer assisted language learning: An introduction*. Retrieved from <http://www.ict4lt.org/en/warschauer.htm>
- Waxman, O. (2012). *How teacher use Skype in classroom*. Retrieved from <http://techland.time.com/2012/11/28/how-teachers-use-skype-in-the-classroom/>
- Weir, C. J. (1993). *Understanding and developing language tests*. New York, NY: Prentice Hall.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning* (3rd. ed.). Cambridge: Cambridge University Press.

- Xuan, T. (2010). *Negotiation of meaning in synchronous computer mediated communication (CMC): The role of online chat in second language vocabulary development*. Master's thesis, Department of English, Teaching English as a Second Language/Applied Linguistics (Computer-Assisted Language Learning), Iowa State University.
- Zamorshchikova, L., Egorova, O., & Popova, M. (2011). Internet technology-based projects in learning and teaching English as a foreign language at Yakutsk State University. *International Review of Research in Open and Distance Learning*, 12(4), 72-76.
- Ziegler, N. (2013). *Synchronous computer mediated communication and interaction*. Doctoral dissertation, Linguistics, Graduate School of Arts and Sciences, Georgetown University.
- Zoom. (2014, November 14). Hae ha pa tee. *Thairath*, p. 5.

APPENDICES

APPENDIX A

Details of the activities during the eight week course

Guidelines for the eight weeks of teaching

Week 1 Introducing myself

Week 2 Daily routine

Week 3 Friends and family

Week 4 Sports and free time activities

Week 5 Things I love and things I hate

Week 6 My future plans

Week 7 The story of my life

Week 8 The story of my life and free talking.

Example lesson plan

Lesson overview

Name of lesson plan activity: “Introducing myself”

Skill focus: Speaking

Teacher’s name:

Organization's/school's name: students: (secondary school students)

Materials used in class: Computer and online connection to the internet,

Skype

Lesson plan

1. Objective of the lesson:

The lesson aims to help learners introduce themselves in English.

2. Instructions for teaching the lesson:

Step 1: Introduce yourself to the class, pausing after each phrase.

For example: I am Shawn Casey. I am a teacher. I am 41 years old. I am from Canada.
I love playing the guitar.

Step 2: Encourage the students to introduce themselves. They can use the phrases or examples given by the teacher.

Step 3: Once they have all introduced themselves, they can change details like name, age, nationality, etc. and then introduce themselves as fictional characters.

They may make up these details as they wish. Encourage them to be funny.

For example: I am Cinderella. I am 16 years old. I love fairy godmothers.

3. Stages and timing:

Stage 1 (5 minutes): Teacher introduces himself/herself.

Stage 2 (10 minutes): Learners introduce themselves.

Stage 3 (10 minutes): Learners create fake identities for themselves and then introduce themselves.

Lesson overview

Name of lesson plan activity: “Things/people I love and Things/people I hate”

Skill focus: Speaking

Teacher’s name:

Organization's/school's name: students: (secondary school students)

Materials used in class: Computer and online program connection to the internet, Skype and online video call

Lesson plan

1. Objective of the lesson:

To give students a chance to speak about things they like and things they hate using as much English as they can. This lesson plan is designed to minimize Teacher Talking Time (TTT) and maximize Student Talking Time (STT). This leads to a student-centered class.

2. Instructions for teaching the lesson:

First, randomly select students to talk with the teacher through online video about a given topic.

Warm up the class

Ask the students general questions for a smooth transition to the topic. Since the topic is about things/people they like and things/people they hate, you can ask questions like these:

- What is the thing that you can do best?
- What is the thing you don’t like? Why?
- What kind of people do you like?
- What kind of people don’t you like?

Personalize the lesson

This step makes the lesson more interesting. Since the topic involves students’ interests, the students could find it awkward in the beginning.

The teacher informs students that there is no recording during the talking, so students can talk about anything they want.

Gossiping

For the topic someone I don't like, students may do a little gossiping.

Pre-teach new vocabulary

Since the conversation is about 'people I like or dislike,' there could be words, phrases and customs that the students might not know. Here is a good way for pre-teaching vocabulary:

- Please give an example of the characteristics of a person that you like or don't like.
- Tell teacher what kind of person you are.

APPENDIX B

**Item-Objective Congruence Index (IOC) of
The survey questionnaire on the students' opinions toward practicing
oral communication in English through Synchronous Computer
Mediated Communication (SCMC)**

The purposes of this questionnaire are to find out the students' opinions toward practicing oral communication in English through Synchronous Computer Mediated Communication (SCMC).

Date; Student's name..... Class.....

Directions:

Check the box that shows your most appropriate answer for each question.

5 means strongly agree, 4 means neutral, 3 means average, 2 means disagree, and 1 means strongly disagree.

No	Questions	5	4	3	2	1	Experts			Result
							1	2	3	
Communication ability										
1	After practicing speaking through Synchronous Computer Mediated Communication (SCMC), I can speak English more confidently and naturally than before.						+1	+1	+1	1.00
2	After practicing speaking through SCMC, I can speak longer with more sentences than previously.						+1	+1	+1	1.00

No	Questions	5	4	3	2	1	Experts			Result
							1	2	3	
3	I understand the task partner's idea better.						+1	+1	+1	1.00
4	After practicing oral communication through SCMC, I found that it has helped me improve my oral language communication skill.						+1	+1	+1	1.00
5	I told my friends about what I have discussed with my partner and I understood most of the talking.						+1	+1	0	0.67
6	Before practicing oral communication through SCMC, I found difficulties to understand all sentences and questions and questions at the first time, but I am better now.						+1	+1	+1	1.00
7	I understand most of the conversation with my task partner and I was able to express my own ideas after I have practiced oral communication through SCMC technique.						+1	0	+1	0.67
8	When I answer my task partner questions correctly, I felt my conversation skill improved.						+1	+1	+1	1.00

No	Questions	5	4	3	2	1	Experts			Result
							1	2	3	
Confidence										
9	I can speak longer and with more sentences in different situations than before I studied through SCMC and I could speak to my task partner both online and offline.						0	+1	+1	0.67
10	After I have practicing oral communication through SCMC, I can speak to any foreigner in English feeling less nervous now.						+1	+1	+1	1.00
11	I am more confident to talk to any foreigner in English after practiced oral communication through SCMC.						+1	+1	+1	1.00
12	Practicing speaking through SCMC helped me a lot to improve speaking English.						+1	+1	+1	1.00
13	I am able to talk to my task partner face-to-face after I have talked to him or her through SCMC for several times.						+1	+1	+1	1.00
14	I was not afraid of making mistakes when I practiced oral communication with my task partner through SCMC.						+1	+1	+1	1.00

No	Questions	5	4	3	2	1	Experts			Result
							1	2	3	
15	I can tell my task partner about myself by using longer sentences.						+1	+1	0	0.67
Relationship										
16	When I talk to my task partner through SCMC, I feel more comfortable and not shy.						+1	+1	+1	1.00
17	Talking with my speaking task partner through SCMC, I did not feel stressed when I couldn't get the right answer.						+1	+1	+1	1.00
18	Every time I talk to my task partner I know him or her more.						+1	+1	0	0.67
19	After practicing speaking English through SCMC, I can speak English face-to-face with English teachers.						+1	+1	0	0.67
20	After practicing speaking English through SCMC, I trust my task partner and could talk to him or her anything.						+1	+1	+1	1.00
21	After practicing speaking English through SCMC, I trust my task partner and could talk to him or her about anything.						+1	+1	+1	1.00

No	Questions	5	4	3	2	1	Experts			Result
							1	2	3	
Motivation										
22	I am interested to talk more about the same topic with my partner in a real situation or out of the classroom.						+1	+1	+1	1.00
23	After practicing speaking through SCMC, I pay more attention to English classes.						0	+1	+1	0.67
24	Choosing a talking partner by myself made me confident in speaking.						0	+1	+1	0.67
25	I would love to talk to foreign friends in English in my free time.						+1	+1	+1	1.00
26	With SCMC, I accept suggestions and corrections from my task partner with no embarrassing.						+1	+1	+1	1.00
27	I feel confident speaking English after I have practiced communication through SCMC.						+1	+1	+1	1.00
Support										
28	The SCMC method made me feel relaxed when talking.						+1	+1	+1	1.00

No	Questions	5	4	3	2	1	Experts			Result
							1	2	3	
29	SCMC provides me more chances to practice oral communication outside of the classroom.						+1	+1	+1	1.00
30	I can make appointments with my task partner anytime and anywhere.						+1	+1	+1	1.00
31	I am encouraged by SCMC in terms of oral language communication.						+1	+1	+1	1.00
32	It was interesting to have practiced speaking with my task partner through SCMC. I could ask him or her questions and ask to repeat what I did not understand.						+1	+1	+1	1.00
33	English became more important and I got more chances to practice speaking.						+1	+1	+1	1.00
34	Through SCMC, I could speak out any ideas, not just follow the textbooks.						+1	+1	+1	1.00
Method and facility										
35	The SCMC method provides me more time to practice speaking.						+1	+1	+1	1.00

No	Questions	5	4	3	2	1	Experts			Result
							1	2	3	
36	I like practicing oral language communication through SCMC because it is convenient and saves time and the cost of traveling.						0	+1	+1	0.67
37	The software and programs of SCMC are useful for developing oral communication.						+1	0	+1	0.67
38	SCMC is easy to use both with computer and mobile phones.						+1	+1	+1	1.00
39	It was useful listening activity. I could understand better, so I felt improvement.						+1	+1	+1	1.00
40	I like practicing oral communication in English through SCMC because it was a good experience.						+1	+1	+1	1.00
41	There were no interruptions when I practice English speaking through SCMC with my speaking partner.						+1	+1	+1	1.00
42	I felt less strange talking to my task partner face-to-face.						+1	+1	+1	1.00

No	Questions	5	4	3	2	1	Experts			Result
							1	2	3	
Attitude										
43	I enjoyed talking to my task partner through SCMC because I wanted to understand what he or she was trying to say.						+1	+1	+1	1.00
44	I adapt to the individuals with whom I am interacting.						+1	+1	+1	1.00
45	SCMC makes my speak English better.						+1	+1	+1	1.00
46	I felt very good when my speaking partner understood what I was trying to tell her or him.						+1	+1	+1	1.00
47	I prefer talking to other English speaking people through SCMC, in order to encourage me to talk face-to-face.						+1	+1	+1	1.00
48	I learn a lot of new vocabulary words every time I practice speaking with my task partner.						+1	+1	+1	1.00
49	It was good to practice my speaking through SCMC. I felt it became easier to speak English.						+1	+1	+1	1.00
50	After I have practiced speaking with my partner through SCMC,						+1	+1	+1	1.00

No	Questions	5	4	3	2	1	Experts			Result
							1	2	3	
	I feel I could speak more fluently.									
	Total						46	48	46	✓

Additional comments toward practicing English oral communication through SCMC

.....

.....

.....

.....

To ascertain the validity of the questionnaire, the researcher asked three experts to check the language and content for validity. The experts checked the questionnaire with an Index of Item Objective Congruence (IOC).

$$\text{IOC} = (\sum R / N) / \text{No}$$

$$\text{Number of items (No)} = 50$$

$$R = 46 + 48 + 46 = 140$$

$$N = 3 \text{ (Number of Experts)}$$

$$\text{IOC} = (140/3) / 50 = 0.93$$

$$\text{Percentage: } 0.93 \times 100\% = 93\%$$

The survey questionnaire on the students' opinions toward practicing oral communication in English through Synchronous Computer Mediated Communication (SCMC)

The purposes of this questionnaire are to find out the students' opinions toward practicing oral communication in English through Synchronous Computer Mediated Communication (SCMC).

Date: Student's name..... Class.....

Directions:

Check ✓ the box that shows your most appropriate answer for each question. 5 means strongly agree, 4 means neutral, 3 means average, 2 means disagree, and 1 means strongly disagree.

No	Questions	5	4	3	2	1
Communication ability						
1	After practicing speaking through Synchronous Computer Mediated Communication (SCMC), I can speak English more confidently and naturally than before.					
2	After practicing speaking through SCMC, I can speak longer with more numbers of sentences than previously.					
3	I understand the task partner's idea better.					
4	After practicing oral communication through SCMC, I found that it has helped me improve my oral language communication skill.					
5	I told my friends about what I have discussed with my partner and I understood most of the talking.					

No	Questions	5	4	3	2	1
6	Before practicing oral communication through SCMC, I found difficulties to understand all sentences and questions at the first time, but I am better now.					
7	I understand most of the conversation with my task partner and I was able to express my own ideas after I have practiced oral communication through SCMC technique.					
8	When I answer my task partner questions correctly, I felt my conversation skill improved.					
Confident						
9	I can speak longer and more sentences in different situation than before I have studied through SCMC and I could speak to my task partner both online and offline.					
10	After I have practicing oral communication through SCMC, I can speak to any foreigner in English feeling less nervous now.					
11	I am more confident to talk to any foreigner in English after practiced oral communication through SCMC.					
12	Practicing speaking through SCMC help me a lot in improve speaking English.					
13	I am able to talk to my task partner face-to-face after I have talked to him or her through SCMC for several times.					
14	I was not afraid of making mistake when I have practiced speaking oral communication with my task partner through SCMC.					

No	Questions	5	4	3	2	1
15	I can tell my task partner about myself by using longer sentences.					
Relationship						
16	When I talk to my task partner through SCMC, I feel more comfortable and not shy.					
17	Talking with my speaking task partner through SCMC, I did not feel stressed when I couldn't get the right answer.					
18	Every time I talk to my task partner I know him or her more.					
19	After practicing speaking English through SCMC, I can speak English face-to-face with English teachers.					
20	After practicing speaking English through SCMC, I trust my task partner and could talk to him or her anything.					
21	After practicing speaking English through SCMC, I knew my task partner better.					
Motivation						
22	I am interested to talk more about the same topic that my partner does even the real situation or out the classroom.					
23	After practice speaking through SMC, I pay more attention to English classes.					
24	Choosing a talking partner by my own make me confidence in speaking.					

No	Questions	5	4	3	2	1
25	I would love to talk to foreign friends in English in my free time.					
26	With SCMC, I accept suggestions and corrections from my task partner with no embarrassing.					
27	I feel brave to speak in English after I have practiced communication through SCMC.					
Support						
28	SCMC technique provides me a relaxing feeling of talking.					
29	SCMC technique provides me more chances to practice oral communication in English outside classroom.					
30	I can make appointment with my task partner anytime and anywhere.					
31	I am encouraged by SCMC in terms of oral language communication.					
32	It was interesting to have practiced speaking with my task partner through SCMC. I could ask him or her questions and ask to repeat what I did not understand.					
33	English became more important and I got more chances to practice speaking.					
34	Through SCMC, I could speak out any ideas, not just follow the textbooks.					
Method and facility						
35	SCMC method provides me more time to practice speaking communication.					

No	Questions	5	4	3	2	1
36	I like practicing oral language communication through SCMC because it is convenient and saves time and cost of traveling.					
37	The software and programs of SCMC are useful for developing oral communication.					
38	SCMC is easy to use both with computer and mobile phones.					
39	It was useful listening activity. I could understand better, so I felt improvement.					
40	I like practicing oral communication in English through SCMC because it brings me good experience. There was no interruption when I practice English speaking through SCMC with my speaking partner.					
41	I felt less strange talking to my task partner face-to-face.					
42	I like practicing speaking through SCMC because it convenience.					
Attitude						
43	I enjoyed talking to my task partner through SCMC because I wanted to understand what he or she was trying to say.					
44	I adapt myself to the individuals with whom I am interacting.					
45	SCMC makes my speaking English better.					
46	I felt very good when my speaking partner understood what I was trying to tell her or him.					

No	Questions	5	4	3	2	1
47	I prefer talking to other English speaking people through SCMC, in order to encourage me to talk the others face-to-face.					
48	I have learnt a lot of new vocabularies every time I practice speaking with my task partner.					
49	It was good to practice my speaking through SCMC. I felt it became easier to speak English.					
50	After I have practiced speaking with my partner through SCMC, I feel I could speak more fluently.					

Additional comments toward practicing English oral communication through SCMC

.....

.....

.....

.....

To ascertain the validity of the questionnaire, the researcher asked three experts to check the language and content for validity. The experts checked the questionnaire with an Index of Item Objective Congruence (IOC).

APPENDIX C

Student Oral Language Observation Matrix (SOLOM)

(to measure proficiency achievement)

Direction for administering the SOLOM:

Based on your observations of the student, indicate with an “X” across the category which best describes the student's abilities.

The SOLOM should only be administered by persons who themselves scored at level “4” or above in all categories in the language being assessed. Students scoring at level “1” in all categories can be said to have no proficiency in the language.

Student's Name _____ (Date) _____

School _____ Teacher _____

Total Score* _____ Proficiency Level _____

	1	2	3	4	5	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation even when spoken slowly with frequent repetitions.	Understands most of what is said at slower than normal speed with repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion without difficulty.	
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Everyday conversation and classroom discussion generally fluent with occasional lapses while the student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless is approximating that of a native speaker.	

	1	2	3	4	5	Score
Vocabulary	Vocabulary limitations so extreme that conversation is virtually impossible.	Difficult to understand due to misuse of words and very limited vocabulary.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	Occasionally uses inappropriate terms and/or must rephrase ideas due to limited vocabulary	Use of vocabulary and idioms approximately that of a native speaker	
Pronunciation	Pronunciation problems are so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.	
Grammar	Errors in grammar and word order so severe that speech is virtually Unintelligible.	Errors in grammar and word order; must often rephrase and/or restrict speech to basic patterns.	Frequent errors in grammar and word order occasionally obscure meaning.	Occasional errors in grammar and/or word order do not obscure meaning.	Grammar and word order approximate that of a native speaker.	
					Total scores	
* <i>Total Score</i> is figured by adding the scores for each category. Scores for each category are listed in the far right-hand column. ** <i>Proficiency Level</i> is figured by converting the total score to a level as follows;						
<i>Total Score Range</i>	5-9	10-14	15-18	19-22	23-25	
<i>Proficiency Level</i>	1	2	3	4	5	

Source: SOLOM and instruction adopted from Gottlieb (1999)

In this study the SOLOM scores were marked by native speakers who gave the interview to the participant. Students scoring at level “1” in all categories can be said to have no proficiency in the language. And students scoring at level “2” can be said to have a low average, level “3” can be considered fair or average, level “4” can be considered upper average or good and level “5” means proficient in the language.

**Item-Objective Congruence Index (IOC) of
Student Oral Language Observation Matrix (SOLOM)**

		Expert 1	Expert 2	Expert 3	Result
1	Comprehension	+1	+1	+1	1
2	Fluency	+1	+1	+1	1
3	Vocabulary	+1	+1	+1	1
4	Pronunciation	+1	+1	+1	1
5	Grammar	+1	+1	+1	1
Total		5	5	5	✓

IOC	= $(\Sigma R / N) / \text{No}$
Number of items (No)	= 5
R	= 5+5+5=15
N	= 3 (Number of Experts)
IOC	= $(15/3) / 5 = 1.0$
Percentage: $1.0 \times 100\%$	= 100 %

Student Oral Language Observation Matrix (SOLOM)

(to measure proficiency achievement)

Direction for administering the SOLOM:

Based on your observations of the student, indicate with an “X” across the category which best describes the student's abilities.

The SOLOM should only be administered by persons who themselves scored at level “4” or above in all categories in the language being assessed. Students scoring at level “1” in all categories can be said to have no proficiency in the language.

Student’s Name _____ (Date) _____

School _____ Teacher _____

Total Score* _____ Proficiency Level _____

	1	2	3	4	5	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation even when spoken slowly with frequent repetitions.	Understands most of what is said at slower than normal speed with repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary	Understands everyday conversation and normal classroom discussion without difficulty.	
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Everyday conversation and classroom discussion generally fluent with occasional lapses while the student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless is approximating that of a native speaker.	

	1	2	3	4	5	Score
Vocabulary	Vocabulary limitations so extreme that conversation is virtually impossible.	Difficult to understand due to misuse of words and very limited vocabulary.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	Occasionally uses inappropriate terms and/or must rephrase ideas due to limited vocabulary	Use of vocabulary and idioms approximately that of a native speaker	
Pronunciation	Pronunciation problems are so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.	
Grammar	Errors in grammar and word order so severe that speech is virtually Unintelligible.	Errors in grammar and word order; must often rephrase and/or restrict speech to basic patterns.	Frequent errors in grammar and word order occasionally obscure meaning.	Occasional errors in grammar and/or word order do not obscure meaning.	Grammar and word order approximate that of a native speaker.	
					Total scores	
* <i>Total Score</i> is figured by adding the scores for each category. Scores for each category are listed in the far right-hand column.						
** <i>Proficiency Level</i> is figured by converting the total score to a level as follows;						
<i>Total Score Range</i>	5-9	10-14	15-18	19-22	23-25	
<i>Proficiency Level</i>	1	2	3	4	5	

Source: SOLOM and instruction adopted from Gottlieb (1999)

In this study the SOLOM scores were marked by native speakers who gave the interview to the participant. Students scoring at level “1” in all categories can be said to have no proficiency in the language. And students scoring at level “2” can be said to have a low average, level “3” can be considered fair or average, level “4” can be considered upper average or good and level “5” means proficient in the language.

APPENDIX D

Structured interview questions

No.	Questions	Expert	Expert	Expert	Result
		1	2	3	
1	How does the SCMC technique help you learn to speak English?	+1	+1	+1	1.00
2	What do you like about learning speaking English using the SCMC technique?	+1	+1	+1	1.00
3	What are the advantages of the SCMC technique to your language learning?	+1	+1	+1	1.00
4	How often do you prefer to study speaking English through the SCMC technique?	+1	+1	+1	1.00
5	What are the difficulties you have in learning to speak English through the SCMC technique?	+1	+1	+1	1.00
6	What makes you feel like talking to other people in English?	+1	+1	+1	1.00
7	What topic do you like to talk about with your teachers?	+1	+1	+1	1.00
8	In your free time, do you talk to anybody through Skype?	+1	+1	+1	1.00
9	What other programs or applications do you use to make a video call?	+1	0	+1	0.67
10	What other skills did you learn by using the SCMC technique?	+1	+1	+1	1.00
11	What are the benefits about learning English through the SCMC technique?	+1	0	+1	0.67
12	What are the things that need to be developed for learning through the SCMC technique?	+1	+1	+1	1.00
Total		12	10	12	✓

$$\begin{aligned} \text{IOC} &= (\Sigma R / N) / \text{No} \\ \text{Number of items (No)} &= 12 \\ R &= 12+10+12=34 \\ N &= 3 \text{ (Number of Experts)} \\ \text{IOC} &= (34/3) / 12= 0.95 \\ \text{Percentage: } 0.95 \times 100\% &= 95 \% \end{aligned}$$

APPENDIX E

**Pre-test Interview questions with the
Item-Objective Congruence Index (IOC)**

No.	Questions	Expert 1	Expert 2	Expert 3	Result
1	Tell me about yourself.	+1	+1	+1	1.00
2	What are your favorite subjects?	+1	+1	+1	1.00
3	Do you like your high school?	+1	+1	+1	1.00
4	Why do you want to come to this school?	+1	+1	+1	1.00
5	What most interests you about this school?	+1	+1	+1	1.00
7	Are you involved in any extracurricular activities?	+1	+1	+1	1.00
8	If your teachers were here, what would they say about you?	0	+1	+1	0.67
9	Does the school have classes you are interested in?	+1	+1	+1	1.00
10	How much homework do you have?	+1	+1	+1	1.00
11	Is there a dress code?	+1	0	+1	0.67
12	Do they have Saturday classes?	0	+1	+1	0.67
13	What are the requirements for graduation?	0	+1	+1	0.67
14	Do students get involved with community service?	+1	+1	+1	1.00
15	What clubs do they offer?	+1	+1	+1	1.00
16	What art, music and sports are offered? Are there extra costs?	+1	+1	+1	1.00
17	Are there scholarships? How do you get one?	0	+1	+1	0.67
18	How large or small are the classes?	+1	+1	+1	1.00
19	Can you go off campus during the day?	+1	+1	+1	1.00
20	Do students have advisors? How often do you meet with them?	+1	+1	+1	1.00
21	What time does the day begin? What time does it end?	+1	+1	+1	1.00

(Continued)

No.	Questions	Expert 1	Expert 2	Expert 3	Result
22	Are athletics required after school? If so, how often?	0	+1	+1	1.00
23	What are you looking for in a school?	+1	+1	+1	1.00
24	If you could meet one person from history, who would that be and why?	+1	+1	+1	1.00
25	Do you hold a leadership position at your school? Do you want to in the future?	0	+1	+1	0.67
26	Are you involved with sports? Which teams? What position?	+1	+1	+1	1.00
27	Do you play an instrument? Are you involved with acting? Do you want to continue with these interests?	+1	+1	+1	1.00
28	Do you keep an art journal or writing journal that you add to at your leisure?	+1	+1	+1	1.00
29	Do you read outside of school? If so, what types of books do you like? Why?	+1	+1	+1	1.00
30	If not, what books that you have read in school do you like? And why?	+1	+1	+1	1.00
31	Do you like to go to the movies? What types of films are of interest to you?	+1	+1	+1	1.00
32	What do you like to do with your friends after school?	+1	+1	+1	1.00
33	How organized are you and what types of methods do you use to keep yourself organized?	+1	+1	+1	1.00
34	When you are faced with a problem, how do you go about solving it?	+1	0	+1	0.67
35	Do you spend a lot of time on the computer? Doing what?	+1	+1	+1	1.00

(Continued)

No.	Questions	Expert 1	Expert 2	Expert 3	Result
36	What activities do you like to do with your family?	+1	+1	+1	1
37	Do you work on the weekends either at home or for someone? What have you learned from this experience?	+1	+1	+1	1
Total		31	35	37	✓

$$\begin{aligned} \text{IOC} &= (\Sigma R / N) / \text{No} \\ \text{Number of items (No)} &= 37 \\ R &= 31+35+37=103 \\ N &= 3 \text{ (Number of Experts)} \\ \text{IOC} &= (103/3) / 37 = 0.93 \\ \text{Percentage: } 0.93 \times 100\% &= 93 \% \end{aligned}$$