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**EFFECT OF TASK-TYPE AND GROUP SIZE ON FOREIGN
LANGUAGE LEARNER OUTPUT IN SYNCHRONOUS
COMPUTER-MEDIATED COMMUNICATION**

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by

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Dedication

To my husband, Kelly Jason Lally, for his unwavering support and innumerable sacrifices, without which this dissertation would not have been possible.

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**EFFECT OF TASK-TYPE AND GROUP SIZE ON FOREIGN
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This quasi-experimental study of task-based learning aimed to determine to what extent task-type (jigsaw, decision-making and opinion exchange) and group size (partner and small group) impact both the quantity and quality of learner discourse in synchronous computer-mediated communication (SCMC).

SCMC is a tool used increasingly in foreign language instruction for creating environments that encourage interaction between learners (Salaberry, 1996). According to Nobuyoshi and Ellis (1993), using content-based tasks in interaction develops learners' communicative strategies and contributes to learners' language development, by allowing them to apply linguistic knowledge in spontaneous speech and providing them with exposure to new linguistic forms.

In the current study, 62 students in third-semester German completed six 30-minute online discussion tasks designed to stimulate use of new vocabulary. Task-group configurations (e.g., jigsaw-partner) were counterbalanced among the five sections of the

course. Transcripts were coded for foreign language, non-target language and off-task communication-units, holistically scored language quality and task completion, grammatical accuracy, lexical targets, negotiated interactions, and restricted lexical and grammatical composite collocations. Students also completed an initial survey designed to collect demographic data and initial reactions to SCMC use and a follow-up survey including questions regarding the use and usefulness of SCMC and its structure, use of German, task preference and resulting attitudes. 10 students completed a 30-minute interview conducted to elicit more information about their responses on the follow-up survey.

Results of this study indicate that: 1) decision-making-partner tasks elicited a significantly higher amount of foreign language output and quality in language than the other task-group configurations; 2) the patterns of negotiated interactions differed in some ways from Smith's (2001, 2003a) model; 3) there was no significant effect for task-group configuration for increasing the quantity or promoting a higher quality of negotiated interactions; 4) opinion exchange-partner tasks elicited the largest amount and most appropriate use of both lexical and grammatical composite collocations; and 5) learner reactions to task-based SCMC were largely similar to previous findings. Participants overwhelmingly preferred the open-ended and least constrained opinion exchange task. These results demonstrate that task-group configurations in SCMC have important implications for meeting pedagogical objectives.

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Chapter 1: Introduction

GENERAL INTRODUCTION TO THE STUDY

This dissertation reports on an investigation of the use of task-based, synchronous computer-mediated communication (SCMC) and the effects of task-type and group size on the amount and quality of discourse and interaction among learners of German as a foreign language. SCMC has been used with increasing frequency in foreign language (FL) instruction, and results from previous studies of its use in learning activities have been promising. As with any technology, it is important to consider how the use of that technology is substantially more effective for meeting instructional objectives than traditional classroom activities. SCMC has unique qualities that distinguish it from other forms of technology and modes of discussion such as its ability to: transcend distance and provide access to a larger language community; allow learners to formulate, edit and review their utterances before submitting entries in a discussion; provide visual reinforcement of what is being “said” and the opportunity to re-read entries to facilitate comprehension; and archive discussions during partner and small group work and give instructors a means to monitor all language use (essentially allowing the instructor to be in all places at one time unlike in face-to-face instruction).

Task-based Learning

The focus of the current study was on *task-based learning* in the SCMC environment. Task-based instruction has been promoted as a means to encourage completion of classroom activities not for the sake of language practice, but rather for using the FL to achieving specific goals. Nobuyoshi and Ellis (1993) argued that by

contextualizing language use in communication to complete a task, learners are more likely to notice forms or lexical items they lack for successfully executing discourse functions. They are also focused on the communication of ideas, but at the same time on form, and they develop linguistic, communicative, strategic and discourse competencies (Long, 1985b; Ellis, 2003).

According to Pica, Kanagy and Falodun (1993), different types of communication tasks have clear differences in their effectiveness in providing learners with opportunities to work toward comprehension, feedback and interlanguage modification. Their task typology describes these different tasks according to the interactant relationship and communication goals for each type. This typology is used in defining the tasks selected in the current study.

Previous research of the use of tasks in both face-to-face (FTF) and SCMC modes of FL instruction has shown that task-based activities encourage learner interaction and meaning negotiation. Researchers have found that task-type has an effect on the amount of learner output (e.g., Blake, 2000; Doughty & Pica, 1986; Nobuyoshi & Ellis, 1993) and on modified interaction (e.g., Duff, 1986; Pica, Holliday, Lewis & Morgenthaler, 1989; Smith, 2001).

Computer-mediated Communication

Computer-mediated communication (CMC) has increasingly been used in FL instruction for creating environments that encourage learner-learner interaction. According to Berge and Collins (1995), CMC is changing instruction by providing tools for interactive methodologies (e.g., SCMC) and by focusing teachers on appropriate learner-centered task design.

Previous research has shown that SCMC in particular has proven very effective in increasing learner-learner interaction (e.g., Kern, 1995), increasing language output (e.g., Beauvois, 1995) and facilitating negotiation of meaning (e.g., Fidalgo-Eick, 2001). Some additional benefits that have been established are: reduced anxiety (e.g., M. Arnold, 2002; Kelm, 1992), more open communication (e.g., Beauvois, 1995), more equal participation in discussions (e.g., Warschauer, 1996), and increased experimentation with the FL (e.g., Belz & Reinhardt, 2004).

Theoretical Foundation

This study was situated within the framework of second language acquisition (SLA) theories. The most relevant theories for the current study include: interactionist theories, the output hypothesis and sociocultural theory. Interactionist theories (Hatch, 1978; Long, 1980) suggest that learner interaction and interactionally modified input provide the opportunity for exposure to comprehensible input and stimulate language learning. According to Doughty and Long (2005), interactional modification assists acquisition by focusing the learner's attention to noticing linguistic forms within the learner's processing capacity, and by spurring students to modify their output to be more comprehensible.

Swain's output hypothesis (1985, 1995) proposes that comprehensible output is also required in order for learners to notice their linguistic deficiencies and test out hypotheses about language. By requiring learners to produce the language, their attention is drawn to comprehensibly formulating their ideas by means of syntactic processing (as opposed to the semantic processing involved with input).

Originating in the work of Vygotsky (1978), sociocultural theory posits that learning can only occur through collaboration and that scaffolding of interactants'

collective prior knowledge allows a group to achieve more than what could be attained by an individual. Interaction is considered a constructivist social practice which shapes learning.

The present study aimed to determine to what extent task-based SCMC may be beneficial in providing FL learners with the valued elements considered essential for language learning and outlined by these theories: exposure to comprehensible input, the opportunity to produce meaningful output facilitated by feedback in interaction, and learner collaboration.

Contributions of the Current Study

Though earlier studies of the SCMC environment focused predominately on describing the general form of non-native speaker (NNS) discourse and implementation of SCMC in the language classroom (e.g., Chun, 1994; Kelm, 1992), recently, there have been a number of studies (Blake, 2000; Lee, 2002a, 2002b; Pellettieri, 1999; Smith 2003b) to determine the amount of interaction between NNSs and whether previously established patterns of discourse (such as negotiation of meaning) in FTF interaction hold true in the SCMC environment. Prior research has focused primarily on describing the differences between language produced in the classroom and in SCMC contexts and in the amount of learner output while completing varied tasks. However, few studies have considered the quality of language output when making conclusions about optimal task configurations for stimulating interaction in SCMC.

The present study adds to previous research on learner-learner interaction in SCMC by investigating the interaction of task-type and group size configurations to determine to what extent these variables may influence not only the *amount* of FL output, but also the form and *quality* of learner discourse in general, and negotiated meaning and

collocations more specifically. It adds to existing research that has primarily focused on one or two specified task-types, by investigating a sampling of three task forms that span the full spectrum of task configuration (as outlined by Pica et al., 1993) and by investigating how outcomes within these task forms may be affected by group size. Many previous studies have examined tasks within the context of only one group configuration (e.g., Blake, 2000; Cottam, 1999; Warschauer, 1996). In contrast, this study sought to compare partner (also referred to as paired or dyadic) and small-group interactions, to determine the most effective task-group configuration for achieving specific outcomes and for promoting a higher quality of student discourse.

Another component of the present study includes the investigation of learner reactions to the use of varying task-types and group configurations and their perceptions about their utility in learning German, in order to better understand what students experience or perceive about SCMC activities. It is imperative to involve the learner's experience in the equation of determining the most efficient use of tasks in classroom instruction, because student preferences and perceptions can significantly influence how successful a given technique may be in language instruction.

Finally, this study examined the implications of the results for FL teachers making decisions about techniques for practical application in their classrooms. In other words, this study attempts to clarify to what extent integrating specific types of tasks conducted in varied group configurations in the SCMC environment can assist FL educators in meeting specific objectives in the classroom.

RESEARCH QUESTIONS

In order to assess the extent to which the SCMC environment provides comprehensible input, meaningful interaction between non-native speakers, and

opportunities for creating meaningful output, eight research questions were established for the current study of task-based, learner-learner interaction and discourse. Research Questions 1 and 2 were formulated to determine to what extent task and group configurations and their interaction affected the quantity and quality of FL production.

Research Question 1: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the amount of foreign language output of American learners of German?

Research Question 2: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the general quality of language output of American learners of German?

To investigate the utility of task-group configurations in stimulating negotiated interaction, Research Questions 3, 4 and 5 were established to determine the form, frequency and quality of negotiation of meaning.

Research Question 3: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the form of negotiation of meaning in the discourse of American learners of German?

Research Question 4: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the frequency of negotiation of meaning in the discourse of American learners of German?

Research Question 5: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the quality of negotiation of meaning in the discourse of American learners of German?

Restricted lexical and grammatical composite collocations were another factor assessed in the current study, because there is an increasing focus on the role of collocations as a unit of measure of language proficiency and on their ability to facilitate language acquisition. The researcher, therefore, wished to determine to what extent task-based SCMC would stimulate collocation use.

Research Question 6: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the frequency of collocations in the discourse of American learners of German?

Research Question 7: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the quality of collocations in the discourse of American learners of German?

The final Research Question intended to gain information from the participants about their experiences, reactions to and perceptions of task-based SCMC use in the current study.

Research Question 8: What are foreign language learner reactions to the use of partner and small-group task-based discussions via SCMC?

In order to answer these research questions, the following methodology, procedures, and analyses were used.

METHODS AND PROCEDURES

Participants

Participants of the current quasi-experimental study were 62 FL students (males=36; females=26) enrolled in five sections of a third-semester German course (GER312K) at the University of Texas at Austin. Students were almost exclusively ($n=61$) native language speakers of English. All participants reported having had at least 1 year of experience with computers, and 86% of the participants ($n=53$) had had at least 6 months prior experience with online chats. Although 80 students were enrolled, the data analyzed was limited to the 62 participants who consented to participate in the study and completed all online SCMC discussions and the entrance and follow-up surveys.

Data of the Study

The data consisted of online discussion transcripts, initial and follow-up surveys and transcripts from learner interviews. During the semester, students completed six 30-minute online discussion tasks designed to reinforce course content and stimulate use of new vocabulary. Task-group configurations (task-type = jigsaw, decision-making, opinion exchange; group = partner or small group) were counterbalanced among the five sections of the course. Participants completed a brief survey at the beginning of the semester designed to collect demographic data and initial reactions to SCMC use. At the end of the semester, students completed a follow-up survey consisting of open-ended and Likert-scale questions regarding the use and usefulness of SCMC and its structure, use of

German, task preference and resulting attitudes. 10 students also complete a 30-minute semi-guided interview to elicit more in-depth information about their responses on the follow-up survey.

Analyses

Coding of transcripts was limited to 30-minutes of each discussion in order to analyze accurately learners' output across configurations. To compare the amount of learner discourse by task-group configuration, the SCMC transcripts were coded for FL communication units (c-units). To assess the general quality of learner discourse by task-group configuration, transcripts were also coded for holistically scored language quality and task completion, non-target language and off-task c-units, lexical targets, grammatical accuracy, the off-task discussion ratio and assignment completion. These linguistic features for frequency and quality in learner discourse were then analyzed statistically by means of repeated-measures ANOVA to determine any significant differences.

Patterns of negotiation were recorded and the form of negotiated interactions was compared qualitatively to Smith's (2001, 2003a) modified model of negotiation in SCMC to determine any deviations in the patterns in the current study from the model. To calculate the frequency of negotiation, each negotiation and negotiation component (e.g., Lexical Trigger) was recorded by section and task-group configuration. To assess quality of negotiations, each negotiation was coded as either remediated or not remediated and as either remediated in German or English. Frequency and quality of negotiations were analyzed statistically by means of Poisson Regression.

The coding of collocations was limited to restricted lexical and grammatical composites. To determine frequency, each instance was recorded by individual. To

determine quality, collocations were coded as used either correctly or incorrectly, used appropriately (where using lexical simplification strategies such as synonymy, paraphrasing, avoidance, or repetition was not possible), or non-attempted (where a collocation was necessary, but did not occur). Frequency and quality were statistically analyzed by means of repeated-measures ANOVA.

For the results from the initial and follow-up surveys and the learner interviews, the mean averages for Likert-scale questions were calculated. Responses to open-ended questions and in the comments section of each Likert-scale question were examined qualitatively to gain further insights into learner reactions and perceptions of task-based SCMC.

RESULTS

This study contributes to the research on task-based SCMC in a number of ways. First, results indicate that both amount and quality of FL output can be significantly influenced by task-group configuration. In this study, the decision-making-partner configuration stimulated not only the most FL output, but also generally elicited a higher quality of language use than the other task-group configurations.

Second, the patterns of negotiated interactions differed in some ways from Smith's (2001, 2003a) modified model. These differences were found primarily within the small group configuration. The researcher was able to update the existing model to account for these differences.

Third, in contrast to previous studies (e.g., Blake, 2000; Fidalgo-Eick, 2001; Smith, 2003a), no significant difference was found in the current study in the likelihood for task or group configurations to increase the amount or elicit a higher quality of negotiated interactions.

Fourth, the results indicate that the opinion exchange-partner configuration elicits the highest amount of both lexical and grammatical composite collocations. In the quality of collocation use, the two types diverge. Lexical composites were used more correctly in decision-making-partner configurations, and grammatical composites were used more correctly in jigsaw-partner configurations. Whereas the opinion exchange-small group configuration elicited the most appropriate use of lexical composites, the opinion exchange-partner configuration produced the highest appropriate use in grammatical composites. In addition, the jigsaw-small group configuration produced the least amount of non-attempted lexical composites, and the decision-making-partner configuration elicited the least non-attempts for grammatical composites. Depending on the linguistic focus of the task, the configuration should therefore be selected carefully to mirror the most important factors of quality to encourage.

Finally, with regard to learner reactions to and perceptions of task-based SCMC, the results largely supported what had been established in previous research (e.g., positive experience, useful in language learning). However, unlike in Cottam's (1999) study in which students preferred more constrained tasks, the participants of this study overwhelmingly preferred the open-ended and least constrained opinion exchange task.

ORGANIZATION OF THIS DISSERTATION

Chapter 2 of this dissertation contains a detailed summary of the theoretical foundation for this study, namely, interactionist theories, the output hypothesis, and sociocultural theory, followed by a discussion of task-based learning, computer-mediated communication, assessment of quality in learner discourse, negotiation of meaning, collocations and learner reactions to the use of SCMC and the previous studies in Applied Linguistics that have contributed to each of these areas.

A brief description of the goals of the current study is included in Chapter 3. The established research questions are described in more detail, and the methodology and procedures for each phase of the study – the pilot study, the initial survey, the SCMC discussions, the follow-up survey and learner interviews - are discussed. Lastly, the approach to data analyses is described for each research question.

Chapter 4 includes examples of how the data were coded in this investigation and the results are presented by research question. Each result is followed by a thorough explanation of factors that may have influenced the findings and a discussion of how the results in this investigation relate to previous research in task-based SCMC.

Finally, Chapter 5 provides a general summary of the potential of task-based SCMC use in FL instruction, a review of the contributions and relevant findings of the current study, pedagogical implications of the findings, general recommendations for implementing SCMC in instruction, limitations of the current study and directions for future research.

Chapter 2: Review of the Literature

INTRODUCTION

The current project is an investigation of the use of task-based, SCMC in the FL learning environment. Several theories of SLA inform this study and need to be discussed to frame the findings presented in later chapters. Interactionist theories of SLA are appropriate, because they reason that interaction is pivotal in language learning, and because SCMC discussions are inherently interactive. The output hypothesis is necessary, because it posits that language production is as important in learning as comprehensible input, giving further justification for the SCMC discussions, which provide learners with the opportunity to produce language and experiment with linguistic structures. Sociocultural theory provides the justification for encouraging the learner collaboration achieved by means of task-based discussions.

What follows is first a review of these theories. Then, in order to contextualize the present study and relate it to previous research, I present a review of the relevant literature on task-based learning, computer-mediated communication, assessment of quality in learner discourse, negotiation of meaning, collocations and learner reactions to the use of SCMC.

THEORETICAL FOUNDATIONS

Second Language Acquisition Theories

A theory is an attempt to synthesize formally and explicitly what is known or hypothesized about a particular phenomenon and generally attempts to explain or summarize our understanding about that phenomenon. According to Larsen-Freeman

and Long (1991), the three main existing classes of SLA theories include environmentalist, nativist and interactionist theories.

Environmentalist theories posit that the learner's experience is of more importance than innate biological faculties. Examples in this category include behaviorist theories (e.g., the stimulus-response learning of Skinner, 1957) and connectionist models on general cognition such as McClelland and Rumelhart's (1986) Parallel Distributed Processing, which proposes that learning is achieved through external stimuli that strengthen and weaken connections between neural networks in the brain.

In contrast, nativist theories propose that language acquisition is facilitated by innate biological faculties. Some nativist theories posit language-specific endowments (e.g., Chomsky, 1965; Pinker, 1984) which equip the learner with universal tools for language acquisition (e.g., syntactic categories, phonological features, linguistic parameters), whereas other nativist theories propose general cognitive mechanisms that facilitate all kinds of learning (O'Grady, 1987).

Interactionist theories of SLA (e.g., Hatch, 1978; Long, 1980, 1996) often consider both biological and environmental factors in their attempts to explain language learning and hypothesize that learning is enhanced through social interaction. Because the current study investigates the interaction (as opposed to psycholinguistic faculties or learner cognition) of FL learners as they collaborate to complete task-based SCMC discussions, these theories of SLA are very applicable.

Interactionist Theories in SLA

According to the interaction hypothesis (IH), language can be learned through the process of interpersonal interaction, by triggering the mental processes involved in language acquisition (and perhaps by extension in FL learning). In accordance with the

IH, negotiation of meaning is one form of interaction, which facilitates language acquisition when difficulties in communicating meaning arise (Ellis, 1999; Pica, 1994). Two early researchers contribute to a methodological approach for determining and understanding how interaction leads to acquisition.

Hatch (1978) applied methodologies for analyzing native language discourse to the SLA context and argued for the importance of examining whole conversations to establish 1) how interaction determines the frequency of certain forms and 2) how language functions evolve. She urged researchers to turn their attention from investigation of specific linguistic structures to a focus on communicative interaction. Her view was innovative in that she established the notion that interaction was not just a means for investigating linguistic and cognitive features of the language learning process, but also a social process (Pica, 1994).

Long (1980, 1983) then emphasized the importance of interactionally modified input in both function and form, for providing learners with feedback regarding problematic linguistic forms. Interactional modifications may be defined as “changes [during interaction] to the structure of a conversation to accommodate potential or actual problems of understanding” (Ellis, 1999, p. 4). Long (1980) set such modifications apart from examples of pre-modified input such as foreigner talk (initial changes made to an utterance to accommodate non-native speaker comprehension), which may not necessarily provide the language learner with correct grammatical or syntactic input. According to Long, the difference between pre-modified and interactionally modified input is crucial. Although pre-modified input might be highly effective in promoting comprehension (Chaudron, 1988), Long argued that for language acquisition to occur, learners must actively attend to linguistic form in the input and compare these forms to their own interlanguage to make necessary modifications.

In a recent revision of the IH, Long (1996) specified that interactionally modified input assisted acquisition in three significant ways. First, the learner must focus attention to noticing linguistic forms (by means such as *negative evidence* – noticing the discrepancy between what the learner knows or can do and what data from expert sources such as native speakers reveal).¹ Long defines negative evidence as input that provides “direct or indirect evidence of what is grammatical” (p. 413). During interaction, negative evidence focuses learner attention by providing the learners with feedback on their own second language (L2) or FL output. This often occurs by means of *recasts* or the rephrasing of learner utterances “by changing one or more sentence components (subject, verb or object) while still referring to the central meanings” (p. 435), which provide the opportunity for learners to compare their L2 production with grammatically correct input. Second, consciously noticed forms are those within the range of the learner’s processing capacity (e.g., the learner is cognitively ready to notice subjunctive forms). Third, the role of meaning negotiation, *modified output*, is essential for conscious noticing. With regard to modified output (discussed in more detail in the “Output Hypothesis” section below), interaction is considered particularly effective when negotiation of meaning occurs. When linguistic breakdowns² in communication arise, conditions are created for fostering the internal processes responsible for interlanguage development by drawing the learner’s attention to linguistic limitations (Gass, 1997) and encouraging refinement of utterances to attain mutual understanding. According to Ellis (1999), IH illuminates how interaction functions as a connection between input, internal capacities of the learner and output.

¹ See also Robinson (1995) for this notion that linguistic characteristics of the L2 must be noticed in order for learners to acquire them.

² Not all communication breakdowns in SLA are due to linguistic factors. Breakdowns may be related to other factors such as content or task.

Since the early 1980s, studies in SLA have analyzed modifications in interaction in order to determine how they related to the process of language acquisition. A number of terms have been used to describe modifications to language in production. Some terms emphasize the role of interaction in modifications (interactional modification, conversational modification or adjustments), while other terms stress the role of negotiation between interlocutors in modified language (negotiated interaction, negotiation of meaning). For the current study, the term negotiation of meaning is used and operationalized as the modification of interaction that occurs when learners and their interlocutors anticipate, perceive or experience difficulties in message comprehension (Pica, 1994). Research has focused on both *learner-* and *language-oriented conditions* (term used by Pica, 1994) that contribute to SLA. The conditions summarized below provide the theoretical foundation for SLA investigation in research on negotiation of meaning:

Learner-oriented conditions

- input must be comprehensible and the message must be comprehended in order to internalize language structure and assist acquisition (Krashen, 1980, 1985; Long, 1980, 1983, 1985a, 1985b);
- opportunities to produce comprehensible output must be provided in order for learners to attend to and modify the grammar of their interlanguage by noticing discrepancies that may inhibit communication (Swain, 1985); and
- learner attention must be focused on form (achieved by successful communication of a message) in processing meaningful input (Long, 1990).

Language-oriented conditions

- learners draw upon positive language input (defined by Gass, 1997 as a set of well-formed sentences to which learners are exposed) as data for their learning. Attention is focused on what forms can and cannot occur (Pica, 1994); and
- negative input (defined by Gass, 1997 as information that is provided to learners concerning the incorrectness of an utterance) provides metalinguistic information on the comprehensibility of their interlanguage (Schachter, 1984, 1986, 1991). Non-target-like forms in learner interlanguage may not be detected in positive input alone (Lightbown & Spada, 1990).

As these conditions suggest, exposure to input made comprehensible by negotiation of meaning is important for language acquisition to occur, but the opportunity to produce and modify language to achieve comprehension is also considered a key element in learning a language. The output hypothesis, therefore, becomes an additional theoretical component which informs the present study.

Output Hypothesis

Swain's output hypothesis (1985, 1995) proposes that language *production* plays a key role in the acquisition of a second language. Swain (1995) states that output provides an opportunity for the use of linguistic resources, allows the learner to test hypotheses about the L2, and encourages the learner to move from semantic to syntactic processing. The ability to decode language (understanding meaning) is different from code breaking (determining linguistic systems that carry meaning) for producing meaning

(Cook, 1991). By being “forced” to produce, the learner is required to pay attention to syntax in order to formulate precise, meaningful and appropriate utterances. Acquisition of correct forms is, of course, a long-term process, requiring repeated exposure to input and multiple opportunities to experiment with linguistic structures. The learner is “pushed” to process language more deeply than during input processing and the learner retains control, thereby playing a more active and responsible role in his or her learning. Output also provides learners with the opportunity to build fluency in forms over which they possess partial control. By doing so, learners increase their automaticity of processing such syntactic forms and can, therefore, devote more attention to the message (De Bot, 1996).

According to Swain (1995), L2 acquisition is served by the output hypothesis in a number of ways by:

- Promoting “noticing;” a process during which learners may notice a gap between what they want and are able to say in production. This can lead to generating either new linguistic knowledge, or reinforcing existing knowledge.
- Promoting hypothesis testing; learners may test a hypothesis about comprehensibility or correct formation. This output may invoke feedback which can lead learners to modify their output (Selinker 1972).
- Encouraging a metalinguistic function by enabling learners to control and internalize linguistic knowledge.

Noticing Function

According to Schmidt and Froto (1986), acquisition of target forms occurs only if it is both presented in comprehensible input and consciously noticed by the learner. In their study of eighth grade French-immersion students, Swain and Lapkin (1994) investigated whether output did in fact give rise to noticing by examining cognitive processing by means of the think aloud protocols of students completing a writing task. They confirmed that learners did notice gaps in their linguistic knowledge as they produced language, and that they implemented cognitive processes that may play a role in learning such as extending native language (L1) knowledge to use of the L2 and by extending their L2 knowledge then to new contexts. With spoken language or online output, this may be different, because there is typically less emphasis on form than in more formal written discourse.

Hypothesis-testing Function

It can be argued that errors in learner production might reveal hypothesis testing in the target language. Research suggests (Pica et al., 1989; Iwashita, 1993) that negotiation of meaning stimulates modifications to learner output in response to clarification requests or confirmation checks. Pica's (1988) research has shown that learners are likely to modify their output when confronted by a request for clarification. Such modifications suggest that learners may test hypotheses about the construction of utterances that will lead to the accurate comprehension of their message. Thus, these modifications in output may be considered to represent the status of acquisition in learners' interlanguage.

Metalinguistic Function

In some cases, learners use the language to reflect on their language use, allowing learners to hypothesize explicitly about the L2. According to Swain (1995), the use of tasks in general is particularly effective to encourage learners to reflect simultaneously on form and meaning.

Interactionist theories and the output hypothesis emphasize the importance of comprehensible input and production of language made possible by interaction. Such interaction is supported as well by sociocultural theory, which as a general learning theory focuses on the importance of collaboration for cognitive development.

Sociocultural Theory

Sociocultural theory originated in the works of Vygotsky (1978), who proposed that all learning is situated in interaction or mediation between humans, and although humans are equipped with the biological faculties for classifying cultural artifacts, objects, and the like, the particular schemata an individual deploys is culturally constructed and developed through interaction (Lantolf, 2000). Therefore, the tools with which an individual approaches human activity in the world are shaped by the society and culture in which the individual develops.

Interaction is acknowledged in sociocultural theory as both an internal psychological component and an external social dimension in learning. Interaction, therefore takes two forms – interpersonal interaction (social interaction with others) and intrapersonal private speech (interaction with oneself). Private speech becomes particularly important when a learner is faced with a cognitively complex task, because it is used to self-regulate and control efforts of the learner to successfully complete a task

and may constitute a larger portion of the learner's "communication" than interpersonal interaction. Herein lies one of the four primary differences between IH and sociocultural theory (summarized from Van Lier, 2000):

- 1) whereas IH is limited to social interaction, sociocultural theory concerns itself with both social and private interaction;
- 2) IH is limited to negotiation of meaning in interaction, whereas sociocultural theory concerns interaction in general;
- 3) IH interaction serves the purpose of meeting learner's data needs for acquisition, whereas the interaction in sociocultural theory is a constructivist social practice which shapes learning; and
- 4) IH interaction assists learning, but in sociocultural theory interaction *is* learning.

Vygotsky (1978) specifies the Zone of Proximal Development (ZPD) as the site where learning of appropriate social mediation is internalized. The ZPD consists of the difference between what an individual can achieve on his or her own and what can be achieved with the support of and in collaboration with others. Collaboration provides the optimal scaffolding for developing the learner's abilities (Lantolf, 2000) by providing assistance in completing a task that the individual could not perform alone (Van Lier, 2000). Ellis (1985) found that such scaffolding assisted SLA by helping learners produce new grammatical structures first in the context of support in interaction and then with regularity in unassisted speech. In its application in SLA, the ZPD resembles in some respects Krashen's (1985) concept of "i+1," but whereas Krashen places language acquisition in a relatively fixed, linear and predictable order, Vygotsky saw development

as an unfixed path and social event dependent on the interactional experiences of the individual (Van Lier, 2000).

Sociocultural theory has been recently applied to studies in SLA (e.g., Lantolf, 2000). Many researchers believe that activities in which learners and their interlocutors interact to exchange information and ideas provide the richest opportunity for internalizing the FL (Pica et al., 1993). For SLA, the issue becomes the attainment of sociocultural competence in the target language (TL), or in other words, how well has a learner gained the necessary linguistic and related tools for mediating relationships within a specific target culture community, and to what extent can the learner control his or her psychological and social activity through that language. Frawley and Lantolf (1985) propose three stages through which individuals move with regard to linguistic control: 1) *object-regulation* (controlled by objects in the environment); 2) *other-regulation* (controlled by others in the environment); and 3) *self-regulation* (control over the speaker's own social and cognitive activities), with the goal for language learning being to achieve self-regulation to the largest extent possible.

According to Leontiev's (1978) activity theory, socially appropriate mediation takes the form of human activity, which must be investigated at the concrete level of observable actions, but which is actually defined by the needs and motives that drive such activity. Even though participants might display the same overt behaviors during completion of a task, the activities in which they are engaged (e.g., completing the task to obtain a good grade versus to learn how to function in a particular social context) might be quite different based on the differences in motives or goals of the learners. What this means for the classroom context is that task-based instruction may yield positive learning outcomes (the learners may in fact meet the objectives of the task), but the individual learners are the ultimate decision-makers with regard to the actual activity in which they

engage when completing a task: completing the task for an assigned grade versus completing the task in order to learn the language or content (Lantolf, 2000).

In contrast to the input-output approach to language acquisition (emphasized by interactionist theories and the output hypothesis), Van Lier (2000) advocates an ecological perspective of language learning and teaching that is grounded in the principles of sociocultural theory. A primary objective of pedagogies that adhere to this perspective is that students develop the ability to engage and participate in a particular discourse context with learners taking control of their own participation and activities.³ Van Lier also emphasizes the need to conduct research and develop teaching methodologies that appropriately apply to such ecosystems rather than to rely on existing input-output methodologies. This echoes Firth and Wagner's (1997) call for treatment of SLA as a social phenomenon and for research that examines how L2s are used interactively in a variety of social contexts and for different purposes. Such a perspective also supports the holistic approach to analyzing learner discourse (advocated long before by Hatch, 1978), which includes qualitative methods of analysis that might prove more sensitive to determining the ways interactions are constructed and negotiated and participant role relationships and construction of identities within a specific social context.

In a Vygotskian framework, in which cognitive development originates in the interpersonal interaction and activity that occurs through shared dialogues, we must examine the co-construction of knowledge and how this process results in linguistic change during joint activities (Donato, 1994). Negotiation of meaning is, therefore, an important component of the current task-based investigation, because it allows the

³ See also Lantolf (1996), who stresses the need in SLA to give greater agency to learners and situate acquisition in active participation within the external social context rather than in the individual internal context.

researcher to observe both the process of constructing knowledge and linguistic change that might occur in order to facilitate comprehension of message. The second recommendation comes from Donato and Lantolf (1990) who state that if developmental processes are derived from dialogue and interaction, using problem-solving tasks specifically will give researchers access not only to linguistic interactions, but also often to meta-discussion among speakers as they reflect on language use to complete the task.

To summarize, in order to build our understanding of SLA and FL learning, it is necessary to research and test the value of such theories for determining how language learning actually occurs. Therefore, research studies must establish the theory that provides the foundation upon which they are designed. The current study is rooted in interactionist theories, the output hypothesis and sociocultural theory. These theories are most applicable in the trend toward preserving a communicative approach to learning that fosters experimentation with the language and focuses on the conveyance of meaning and toward a return to encouraging a focus on form to use the language effectively and correctly. Task-based instruction appears to promote such a co-constructivist environment that focuses learner attention not only on completion of the task, but also on any gaps in linguistic knowledge that hinder effective communication to complete the task. Having established the relevant theories, I now turn to a discussion of the background literature on task-based learning and the components analyzed in the current study (e.g., negotiation of meaning and collocations).

TASKS IN SECOND AND FOREIGN LANGUAGE INSTRUCTION

Defining and Classifying Tasks

Nunan (1989) defines communication tasks as activities that “involve the learner in comprehending, manipulating, producing, or interacting in the target language while their [*sic*] attention is principally focused on meaning rather than form” (p. 10). Pica et al. (1993) further define tasks as goal-oriented activities, in which learners must take the initiative to comprehend and produce language.

According to Ellis (2003) there have been many attempts at classifying tasks to include: pedagogical classifications such as listing and problem-solving (Gardner & Miller, 1996; Willis, 1996); rhetorical classification such as genre and narrative (Swales, 1990); cognitive classification such as information- or reasoning-gap activities (Prabhu, 1987); and psycholinguistic classifications such as interactant relationship and outcome options (Pica et al., 1993). There is no current consensus on a single typology of tasks. The current study utilizes the task typology of Pica et al., because it most reasonably suits the interactional focus of the present study.

Pica et al. (1993) state that communication tasks in which learners and their interlocutors interact to exchange information and ideas provide the richest opportunity for internalizing the target language. They formulated a task typology in which tasks are broken down into two components, interactant relationship and communication goals, to differentiate their contributions to language learning. The *interactant relationship* involves the responsibility of each participant in completion of the task. *Communication goals* are further broken down into two components (goal orientation and outcome options). The *goal orientation* includes the degree to which participants must collaborate or achieve convergence (coming to agreement), retain independence or diverge to meet

task goals. The *outcome options* involve the range of acceptable task outcomes available to interactants (one single answer versus the possibility for many different outcomes). The resulting task typology is reproduced here in Illustration 1 from Pica et al. (1993).

TABLE 2 *Communication task types for L2 research and pedagogy analysis based on: Interactant (X/Y) relationships and requirements in communicating information (INF) to achieve task goals*

	<i>INF holder</i>	<i>INF requester</i>	<i>INF supplier</i>	<i>INF requester-supplier relationship</i>	<i>Interaction requirement</i>	<i>Goal orientation</i>	<i>Outcome options</i>
<i>Task Type:</i>							
Jigsaw	X & Y	X & Y	X & Y	2 way (X to Y & Y to X)	+ required	+ convergent	1
Information gap	X or Y	Y or X	X or Y	1 way > 2 way (X to Y/Y to X)	+ required	+ convergent	1
Problem-solving	X = Y	X = Y	X = Y	2 way > 1 way (X to Y & Y to X)	- required	+ convergent	1
Decision-making	X = Y	X = Y	X = Y	2 way > 1 way (X to Y & Y to X)	- required	+ convergent	1+
Opinion exchange	X = Y	X = Y	X = Y	2 way > 1 way (X to Y & Y to X)	- required	- convergent	1+/-

Ill. 1: Task Typology of Pica, Kanagy & Falodun (1993)

As the typology illustrates, Pica et al. (1993) hypothesize that tasks promoting the greatest opportunities for learner exposure to comprehension of input, feedback on production, negotiated meaning and interlanguage modification are those in which the following four conditions are present:

- “Each interactant holds a different portion of information which must be exchanged and manipulated in order to reach the task outcome;”
- “Both interactants are required to request and supply this information to each other;”

- “Interactants have the same or convergent goals;” and
- “Only one acceptable outcome is possible from their attempts to meet this goal” (p. 17).

According to Pica et al. (1993), the different types of communication tasks have clear differences in their effectiveness as a means of providing learners with opportunities to work toward comprehension, feedback and interlanguage modification. They propose that the most effective task-types for promoting interaction are jigsaw and information gap tasks, whereas the least effective would be the opinion exchange task.

Why Use Tasks? Studies in Classroom-Based Research

Ellis (2003) states that task-based instruction allows for teaching *through* communication rather than *for* communication and proposes a task-based approach to course design (for a more integrative approach to form-focused learning by means of content) as an alternative to linguistic and notional/functional syllabuses. He argues that to promote explicit development of L2 knowledge effectively, integrated consciousness-raising tasks related to form-focused development should be threaded throughout coursework in the form of content-based tasks. He cites Long (1985b), who argues that tasks should be designed in ways that place the primary focus on meaning but allow for incidental attention to form.

According to Nobuyoshi and Ellis (1993), the rationale for using communication tasks is dependent on the claim that they help develop learners’ communicative strategies and contribute to learners’ linguistic development. Such tasks are proposed to aid fluency by allowing learners to activate their linguistic knowledge for use in spontaneous language and to develop the strategic competence defined by Canale (1983) as verbal and

non-verbal strategies used to compensate for breakdowns in communication or to enhance the effectiveness of communication. They contribute to linguistic accuracy by enabling learners to discover new linguistic forms during communication, and also by increasing learner control over already-acquired forms. As summarized by Nobuyoshi and Ellis (1993, p. 204), communication tasks must have:

- a communicative purpose (as opposed to focusing solely on grammar);
- a focus on the message rather than the linguistic code;
- some kind of information or opinion gap;
- opportunity for negotiation; and
- participant choice of the verbal and non-verbal resources required for performing the task.

In addition, Nobuyoshi and Ellis (1993) draw a further distinction between *unfocused communication tasks*, in which no effort is made in the design of a task to target a particular linguistic feature, and *focused communication task*, in which some linguistic feature is targeted in a way that does not draw the learner's attention to form over meaning. Such targeting can be gained through *design* or *methodology*. In *design*, production is focused on a linguistic form only to the extent that a particular grammatical structure is useful or natural. It is however possible that the targeted form may not actually be used in completion of the task (Loschky & Bley-Vroman, 1990). Through *methodology*, the teacher deliberately requests clarification of any utterance the learner produces containing an error even if the instructor has understood the utterance. The use of that structure becomes a focus of the task while at the same time maintaining the learner's focus on communication rather than strictly form (Nobuyoshi & Ellis).

Nobuyoshi and Ellis advocate the use of focused communication tasks achieved methodologically, because they offer the instructor a means of teaching grammar communicatively – an opportunity to focus on both form and meaning.

A number of studies of the use of face-to-face (FTF) tasks in FL instruction have shown that task-based activities can be a fruitful means for encouraging learner interaction and meaning negotiation. Researchers have found that task-type not only can invoke an increase in the amount of learner output (Doughty & Pica, 1986; Nobuyoshi & Ellis, 1993), but also in modified interaction (interaction which is altered either linguistically or conversationally to facilitate comprehension of the intended message meaning; or negotiation of meaning). While the research designs of most task-based studies vary greatly, definite preferences for information gap activities seem to emerge. Open-ended discussions are generally considered the least productive in terms of promoting interactional modifications in meaning negotiation, and information gap tasks are apparently the most productive.

Doughty and Pica (1986) compared teacher-fronted activities, group work, and student dyads as intermediate-level ESL students completed information exchange tasks. Tasks were carried out in each of the three interactional patterns (teacher-fronted, small group, and dyad). Results showed that 1) requirement for information exchange generated more modification of interaction than did a task with no such requirement; 2) modification of interaction was higher in the small and dyadic groups than in the teacher-fronted participation pattern; 3) task-type was more significant for the amount of modification than the participation pattern;⁴ and 4) teacher-fronted interaction (possibly because their fluency increased amount) on a required information exchange task

⁴ The small number of modifications occurring during teacher-fronted tasks suggests that students may have been reluctant to indicate lack of understanding in front of their teacher or peers, or they understood their more accurate teacher better than their peers.

generated the most total interaction (conversely, group interaction on the optional exchange task generated the least). The authors conclude that information exchange tasks in small groups would produce the most *modified* interaction (to make input comprehensible to learners and to lead ultimately to successful L2 acquisition).

Similar results were found in Duff's (1986) study conducted to determine any quantitative or qualitative differences in FTF input and interaction during problem-solving (decision-making) and debate (opinion exchange) tasks. Eight native speakers of Mandarin Chinese (4) and Japanese (4) enrolled in ESL courses completed the tasks in dyads. Quantity of input was assessed based on the number of words and communication units. Quality of input was assessed based on total turns, types of questions and syntactic complexity. Duff determined that decision-making tasks (a more constrained task like the information exchange task) were more effective than opinion exchange tasks in stimulating modified interaction, because they provided a greater number of turns for each learner and generated more questions which helped the learners to modify their utterances.

Pica et al. (1989) lend further supporting evidence for the ability of information gap tasks to increase modified interaction. In their study of the interaction of 10 native speakers (NSs) and 10 intermediate-level non-native speakers (NNSs) of English, Pica et al. investigated how L2 learners reacted when NSs signaled difficulty in understanding them, and compared the types and frequencies of NNS responses in different communication tasks (jigsaw, information gap and discussion). They found greater opportunity for learners to produce the target language and to signal their need to understand native speaker descriptions in information gap tasks. Open-ended clarification requests resulted in learners modifying their interlanguage significantly more

often than in confirmation checks, which resulted in learners repeating what they said with rising intonation or which required only a yes or no from the learners.

The usefulness of stimulating modified interaction was investigated by Pica, Doughty and Young (1987). In their study of information gap tasks, they assessed the comprehension level of 16 NNSs of English in understanding task directions given under two input conditions - premodified input (decreased complexity and increased redundancy) and interactionally modified input (no premodification of the input but opportunities for interaction with the direction giver). Results revealed that students completing information gap tasks under the interactionally modified input condition scored higher on comprehension than under the premodified input condition. This suggests that interactionally modified input can lead to greater student comprehension than providing premodified input.

Further support for the ability to use modified interaction to achieve linguistic gains was found in Nobuyoshi and Ellis (1993), who investigated whether methodologically focused communication tasks lead to more accurate learner production sustained over time. Though their study was very small (six adult learners of English), Nobuyoshi and Ellis concluded that the results provided some support for the claim that 'pushing' learners (by means of requests for clarification) to improve the accuracy of their production results in immediate improved performance and also gains in accuracy over time. Nobuyoshi and Ellis also conclude that, although targeting specific linguistic features during tasks may be difficult, methodologically focused tasks (using clarification requests) are a means for preserving the communicative nature of a task and at the same time maintaining the learners focus on form.

Finally, Pica et al. (1993) reviewed existing research focusing on task use in FTF exchanges and concluded that jigsaw and information gap tasks would provide the

greatest opportunity for students to interact in seeking comprehensible input and modifying their output for communication. In addition, they recommended that tasks be completed in pairs or small groups of students to maximize the amount of time each student had for language production and to create authentic situations in tasks in which language is used for communication to reach a common goal. With regard to research into task use, Long and Sato (1984) caution researchers to approach the issue of task rigorously by 1) controlling for task within studies; 2) gathering data on a range of tasks; and 3) ensuring the data are comparable across studies. Since the current study focuses on the use of tasks in computer-mediated communication (CMC), I now turn to a discussion of the general use of CMC in FL instruction, followed by a summary of previous research of task-based SCMC specifically.

COMPUTER-MEDIATED COMMUNICATION (CMC)

As Salaberry (2000) notes, when designing classroom activities the pedagogical objectives should be the driving force behind decisions of what medium is most efficient in implementing a task. Teachers should ask themselves whether there are differential outcomes in learning effects brought about by a particular medium and choose the most appropriate medium accordingly. Meunier (1998) cautioned that there is a danger of technology becoming a panacea in the FL classroom, leading teachers to sacrifice sound classroom practices for the sake of using technology. We then must ask ourselves in what instances the use of technology is most beneficial and conduct research designed to determine what specific media and task designs are most instrumental in meeting the goals we have outlined for a particular activity.

CMC Use in Language Instruction

CMC is increasingly used in FL instruction for creating environments that encourage learner-learner interaction. CMC can take a variety of forms: information retrieval (one-alone); electronic mail (one-to-one); bulletin boards (one-to-many); and computer conferencing (many-to-many). Salaberry (1996, 2000) proposes that this technology is unique in a number of ways and lists a variety of characteristics to consider when designing pedagogical activities. He states that CMC:

- provides a medium of communication that introduces new types of literacies (e.g., email correspondence);
- introduces new discursive environments (e.g., lengthened discussions brought about by delays in response; absence of non-verbal cues);
- provides for relaying text without location or time constraints;
- addresses a specific audience for communicative purposes;
- expands the network of peers;
- increases access to cross-cultural information;
- increases access to expert guidance (e.g., contact with native speakers);
- increases motivation;
- provides limitless access to information databases; and
- provides a less anxiety provoking environment in which learners can experiment with the language.

Berge and Collins (1995) add that CMC is changing instruction in two distinct ways: 1) by providing tools for a full range of interactive methodologies (e.g., asynchronous and synchronous communication); and 2) by focusing teachers on appropriate learner-

centered task design. Meunier (1998) offers a number of pedagogical recommendations for fully integrating SCMC discussions in to FL instruction, many of which (when applicable) were integrated in the current study (see Appendix A).

Previous Research on Task-based SCMC Discussions

SCMC is the targeted mode of CMC in the current study and is defined here as real-time communication of learners via computer. SCMC has proven particularly effective in increasing student-to-student interaction (Blake, 2000; Cottam, 1999; Kern, 1995); increasing learner output (Beauvois, 1995; Kern, 1995); and facilitating negotiation of meaning (Blake, 2000; Fidalgo-Eick, 2001; Smith, 2003a, 2003b) in the classroom setting.

Additional benefits and perceived disadvantages determined from prior studies of the use of SCMC as compared to FTF interaction in the L2 or FL classroom are included in Table 1 below.

Benefits
<ol style="list-style-type: none"> 1) more opportunities for language production (Beauvois, 1995; Kern, 1995) 2) decreased reliance on the instructor for guidance and correction (Kern, 1995; Warschauer, 1997) 3) more student control of the conversation (Beauvois, 1995; Kelm, 1992) 4) reduced anxiety (Beauvois, 1995; Kelm, 1992; Kern, 1995) 5) more time to formulate responses (Beauvois, 1995; Blake & Zyzik, 2003; Kelm, 1992) 6) little L1 use (Chun, 1994; Darhower, 2002) 7) more lexically and syntactically complex output (Warschauer, 1996) 8) a deeper and more open level of communication (Beauvois, 1995; Kelm, 1992) 9) an increased willingness to express opinions (Kelm, 1992; Thorne, 1999) 10) a focus on reading for meaning (Kelm, 1992) 11) positive response of L2 learners to SCMC use (Beauvois, 1995; Blake, 2000; Kelm, 1992; Kern, 1995; Lee, 2002b; Pellettieri, 1999; Smith, 2001) 12) increased participation in discussions (Abrams, 2001; Sullivan & Pratt, 1996) 13) more equal participation in discussions (Kelm, 1992; Warschauer, 1996) 14) increased experimentation, creativity or risk-taking with the FL (Beauvois, 1995; Belz & Reinhardt, 2004; Chun, 1994; Kelm, 1992; Kern, 1995) 15) enhanced group cohesion in the classroom (Beauvois, 1995; Chun, 1994; Kern, 1995)
Perceived Disadvantages (by students and teachers)
<ol style="list-style-type: none"> 1) reduced teacher control (Kern, 1995; Sotillo, 2000) 2) a tax on student reading ability (Kern, 1995) 3) difficulty keeping up with the discussion (Beauvois, 1995) 4) a decrease in grammatical accuracy compared to other L2 writing tasks (Kelm, 1992; Kern, 1995; Lee, 2002b; Sotillo, 2000) 5) exposure to 'defective' language (Kern, 1995) 6) reduced coherence in the discussion (Kern, 1995) 7) exposure to <i>flaming</i> (offensive comments) (Kelm, 1992; Warschauer, 1996) 8) logistical difficulties (i.e. scheduling lab, technical difficulties) (Blake, 2000)
Table 1: Benefits and Disadvantages of Using SCMC in L2 Instruction

In the more specific context of task-based SCMC use, different task-types (e.g., information gap, decision-making or jigsaw) have been found to affect the amount and type of discourse features (Blake, 2000; Chun, 1994; Cottam, 1999; Lee, 2002a, 2002b; Pellettieri, 1999; Smith, 2003b) and the amount of negotiation of meaning learners use in the SCMC environment (Blake, 2000; Fidalgo-Eick, 2001; Pellettieri, 2000; Smith, 2003a). Before moving to a discussion of the background literature on the specific

discourse investigated (e.g., negotiation of meaning and collocation), I will first summarize earlier task-based research that focused primarily on the general use of SCMC in instruction and learner reactions to its integration in FL courses.

Early general use of SCMC in FL instruction was explored by Kelm (1992), who conducted a study of 15 fourth-semester NNSs of Portuguese completing open-ended SCMC discussions of assigned texts. Their production was compared to FTF in class discussions. He observed that SCMC discussions appeared to be conversation-like (often utterances ended with requests or questions), increased participation from all members of the group (equalizing effect), allowed students to speak without interruption and at their own pace, gave students the opportunity to review their utterances before sending them, reduced anxiety, promoted honest and candid expression, and provided a salient means for identification of language errors and using interlanguage creatively. He also noted that flaming (the use of inflammatory or derogatory language) was used more often in the SCMC environment than in FTF conversation. Results from a questionnaire completed by students to elicit their perceptions of SCMC use in instruction showed that students felt less pressured and found it easier to communicate via this medium. They reported feeling more secure with the instructor present to answer language-related questions, and with instructor supervision, were less likely to resort to English when experiencing linguistic difficulties. Students also reported paying closer attention to the assigned texts, knowing that they would need preparation to participate in the discussions. Linguistically, Kelm found that students attempted many structures that they otherwise avoided in FTF discussions and that they gained an increased capacity to read larger portions of language for meaning.

Kern (1995) also compared FTF and SCMC discussions in his study to determine 1) whether qualitative or quantitative differences in student participation existed, and 2)

what advantages and disadvantages students and teachers perceived in networked computer communication in a foreign language. 40 second-semester students of French participated in seven opinion exchange SCMC discussions (with prompt questions provided by the researcher), which preceded FTF classroom discussions on the same topics. Kern analyzed the discourse functions, syntactic features, length of turns, and use of English in his learners' output. He concluded that the results supported previous studies concerning the benefits of using networked computers for class discussions. Students had 1) more opportunities for expression; 2) more language production at a generally greater level of sophistication (e.g., all tenses and moods present – not the case in the FTF interaction); and 3) more student-to-student interaction, which stimulated more interest in one another, more peer learning and decreased reliance on the instructor. Kern found that most students enjoyed InterChange (the online discussion software used in Kern's study), with some evidence of reduced anxiety. Some drawbacks he noted were 1) reduced teacher control; 2) the tax on student reading ability; 3) a decrease in grammatical accuracy; 4) learner exposure to "defective" French; and 5) reduced coherence in the discussion.

An additional comparison of FTF and SCMC discussions conducted by Sullivan and Pratt (1996) involved 38 students in two ESL writing environments: a networked computer-assisted classroom and a traditional oral classroom. This study examined attitudes toward writing with computers, writing apprehension, and writing quality, and the nature of the participation and discourse in the two modes of communication. Students completed both large group discussions on readings related to composition assignments and small group peer-response groups in which they discussed their peers' essays. Quantitative analyses showed a lack of strong evidence weighing one learning environment over the other (writing quality did improve in the computer-assisted

classroom at the .08 probability level). However, qualitative analyses revealed that more students actively participated in the computer-assisted class (100% participation in SCMC, 50% for the FTF discussions), students were more focused on the task at hand, and the teacher's role was assumed by the students.

Whereas the above studies compared learner discourse in SCMC versus FTF discussions, Cottam (1999) investigated the effect of different task-types and of instructor participation on student output and interaction within the SCMC context itself. 54 third-semester Spanish FL students participated in four small group, SCMC sessions. Task-types utilized in the discussions were 1) discussion of a reading (opinion exchange) and 2) information gap. Instructors entered the small groups to participate in a portion of each online discussion. The number of words, t-units and entries were calculated from discussion transcripts. In addition, students completed a questionnaire designed to draw insight into student attitudes toward the task-types and instructor participation. Cottam found that information gap tasks elicited much more output than reading discussions via SCMC and that the presence of the instructor elicited greater output and interaction than the task-type. Questionnaire results indicated that students preferred the information gap task and the participation of the instructor and felt that the presence of the instructor kept students on task.

These studies have primarily considered an increased *amount* of input and output as better. However, to determine the most effective use of SCMC in the FL learning context, the *quality* of learner discourse must also be considered.

ASSESSING QUALITY IN LEARNER CMC DISCOURSE

Studies of task-based CMC discourse have largely focused on the amount of language learners produce with little attention given to the quality of learner output.

Slimani-Rolls (2005) calls into question the effectiveness of using particular task-types alone for increasing learner output and argues for research that considers the actual *quality* of production as well. This suggestion stems from results of her research of conversational adjustments (CA) in a classroom study of 10 dyads of FL learners (20 students enrolled in a French for Business Purposes course) completing a one-way information task, a two-way information task and a decision-making task. Quantitative analyses revealed a significantly higher use of CAs in two-way information tasks than either one-way or decision-making tasks (also supported in previous research). However *qualitative* analyses revealed that learner use of CAs differed widely within and across task-types. She argues that this puts into question the desirability of investigating the amount of learner output alone in task-based research, because learner characteristics and perception of the task may thwart predictability of general outcomes.

A few studies have attempted to identify quality in learner SCMC output, but the results remain inconclusive (Abrams, 2003; Kern, 1995; Sotillo, 2000; Warschauer, 1996). In Kern's (1995) study (described in more detail in the above section), the data were coded and analyzed for discourse functions (greetings, assertions, questions, commands, self-corrections), syntactic features (coordination, subordination, negation, comparative and superlative structures, relative pronouns), length of turns, and use of English to determine the quality of learner output. Kern found a wider variety of discourse functions in the SCMC environment, with students producing more and more varied speech working in peer groups rather than in teacher-centered activities. With regard to morphosyntactic features, students produced all basic verb tenses and moods in SCMC, whereas no instances of present perfect or subjunctive occurred in FTF communication. In addition, simple sentences and the use of interjections were higher in SCMC.

Research to compare the lexical and syntactic complexity in SCMC versus FTF discussions was also conducted by Warschauer (1996). 16 participants enrolled in an advanced ESL composition course participated in both FTF and SCMC discussions in small groups. The number of words per participant, type-token ratios (TTRs) (lexical complexity), and clause coordinations and subordinations (coordination index (CI)) (syntactic complexity) were used for analyzing the discussion transcripts of both modes.⁵ Transcripts were also examined for qualitative differences in language use and interaction. Warschauer found a tendency toward use of more lexically and syntactically complex language in the SCMC mode than in FTF discussion. In particular, far more coordination occurred in FTF speech, whereas subordination was more prevalent in SCMC. Additionally, whereas FTF elicited short turns, SCMC exchanges were longer, and learners used more formal expressions (e.g., *in my opinion*), which were virtually absent from FTF exchanges. The author concluded that the more complex and formal language in electronic discussions may be beneficial for acquiring sophisticated communicative skills. He suggested that SCMC discussions might be used most effectively as a prelude to oral discussion or a pre-writing activity.

Whereas Kern (1995) and Warschauer (1996) compared FTF with SCMC discourse, Sotillo (2000) compared the asynchronous (ACMC) and synchronous (SCMC) modes of CMC. In Sotillo's study, two instructors and 25 students from advanced ESL writing classes completed four synchronous discussions and posted 105 messages to an asynchronous threaded discussion about reading assignments. Sotillo analyzed discourse functions and syntactic complexity in learner output for quantitative or qualitative

⁵ The TTR was calculated by dividing the total number of different words by the total number of words. The higher TTR was considered evidence of greater complexity in language use. The CI was calculated by dividing the number of independent clause coordinations by the total number of combined clauses (independent clauses with dependent subordination). A lower CI was considered evidence of more syntactically complex language use.

differences between the two modes. The results showed SCMC data included more greetings, imperatives, requests for clarification and information, and adversarial moves, while ACMC data included primarily topic initiation moves, questions, student responses to questions and comments about postings. For syntactic complexity, t-units, error-free t-units, total number of words, subordinate clauses, total embedded subordinate clauses and t-unit length were used as measurements. For synchronous discussions, Sotillo concluded that teacher domination of discussion was significantly decreased in SCMC, and that students most often focused their attention on specific topics of interest embedded in the multiple threads of SCMC discussion. More attention was given to fluency than to grammatical accuracy and the conversations were more informal. In asynchronous discussions, student output was lengthier and more syntactically complex and seemed to facilitate both a focus on form and meaning. Sotillo concluded that both modes could be exploited for different pedagogical purposes to enhance the language acquisition process.

Unlike the above-mentioned studies, Abrams (2003) investigated whether the use of CMC in instruction led to improvement in learners' oral proficiency. Learner oral discourse following three modes of discussion (FTF, SCMC, ACMC) was compared. 96 students enrolled in third-semester German were divided into a control group ($n=33$; classroom oral discussions; no CMC), and two treatment groups (Group A - $n=32$; large-group SCMC in computer lab day preceding classroom oral discussions; Group B - $n=31$; large-group week-long ACMC discussions preceding classroom oral discussions) to complete three whole-group discussion tasks. The number of communication units (c-units) and words, lexical richness (TTR) and density,⁶ and syntactic complexity (CI) of

⁶ Lexical density was measured by dividing the total number of nouns, verbs, adjectives and adverbs in the sample of each learner's output by 12 (the shortest number of German words produced in the oral discussions of Abrams' study).

learner language served as dependent variables. Learner gain scores for each of these variables were calculated based on a pretest and final oral discussion. Abrams reported that the FTF and SCMC groups significantly outperformed the ACMC group in total number of words, and that SCMC elicited more c-units than ACMC. Though the ACMC group produced more subordination and relative and infinitive clauses, this did not transfer to learners' oral exchanges. She found no statistically significant differences in lexical richness, lexical density or syntactic complexity between the three groups in their oral production. She concluded, therefore, that although the findings reconfirmed that SCMC could increase the amount of output, the quality of language produced was unaffected by the use of SCMC or ACMC in subsequent oral production.

These studies have all explored some means for assessing quality of learner output. The variables for each of these studies are summarized in Table 2 below.

Researcher	Participants	Mode	Quality Measures	Findings
Kern (1995)	40 second-semester French students	SCMC vs. FTF discussions	-unit of analysis = clause/sentence (SCMC); t-unit (FTF) -discourse functions -syntactic features -length of turn -use of English	-more variety of discourse functions in SCMC -more and more varied speech in peer groups rather than teacher-centered discussions -all verb tenses and moods present in SCMC -present perfect and subjunctive absent in FTF -more simple sentences and interjections in SCMC
Warschauer (1996)	16 advanced ESL students in composition course	SCMC vs. FTF	-# of words per participant -type-token ratio (TTR) -coordination index (CI) + qualitative analysis of differences in language use and interaction	-tendency toward more lexically and syntactically complex language in SCMC -more coordination in FTF -shorter turns in FTF -use of more formal expressions in SCMC
Sotillo (2000)	25 advanced ESL students in writing classes; 2 instructors	SCMC vs. ACMC	-discourse functions (14) -units of analysis = clause and t-unit -error-free t-units -# of words -subordinate clauses -embedded sub. clauses -t-unit length	-more greetings, imperatives, requests for clarification and information, & adversarial moves in SCMC -more topic initiation moves, questions, student responses and comments in ACMC -more student control of discussion in SCMC -students focus on specific topics within the various threads in SCMC -conversations more informal in SCMC -fluency prevails over grammatical accuracy -output lengthier in ACMC -more syntactic complexity in ACMC
Abrams (2003)	96 intermediate students of German	SCMC, ACMC & FTF	-total c-units -# of words -lexical richness (TTR) -lexical density -syntactic complexity (CI) -gain scores in oral proficiency	-total words higher in FTF and SCMC -more c-units in SCMC than ACMC -more subordination and relative and infinitive clauses in ACMC (no transfer to oral production) -no statistically significant difference in lexical richness or density or syntactic complexity between these groups in oral production

Table 2: Studies Investigating Quality of Output in SCMC

As the table shows, thus far no effective means for assessing quality has been established. Previous studies have included both global and very specific measures, but no systematic criteria have been applied. The present study attempts to refine such assessment for research in SCMC task-based learning by including additional measures (holistic scoring, grammatical accuracy, off-task discussion, lexical targets, and completion of the task) for analyzing the quality of learner output both quantitatively and qualitatively. Part of the qualitative analyses entail examining the way negotiation of meaning is used by students for communication.

NEGOTIATION OF MEANING

Negotiation of meaning is generally considered to be a means by which learners can make input and output comprehensible, and through which learners may improve their linguistic skills. Pica (1994) feels it is important to look not only at what negotiation *can* do, but also to bear in mind what it *cannot* do and summarizes issues that must be considered in research design:

- In negotiated interaction, comprehension of the message is primary and form is only attended to insofar as it contributes to this goal. Interlocutors may find a way to communicate with non-target-like forms;
- Negotiation is most effective with lexical items and broader syntax than with morphology;
- Negotiation is a component within social discourse that is balanced to promote an even exchange. As Aston (1986) argued, too many communicative impasses can hinder the flow of exchange and cause an uncomfortable relationship between the interlocutors.

Gass (1997) cautions that the main reason few studies have established a link between negotiation and actual learning (a very crucial point to investigating negotiation at all) is that it is very difficult to get reliable data. In order to establish the point of change in the learner's interlanguage, the researcher would, for example, have to record all input to which the learner is exposed, every negotiation in which the learner was engaged, and all subsequent output the learner produces. To a limited degree, studies in FTF interaction have attempted to link negotiation and acquisition, however most research has focused primarily on describing the form negotiation of meaning takes and determining whether the amount of negotiation of meaning can be influenced by task-type or group configuration.

Face-to-Face Negotiation of Meaning

Empirical studies (e.g., Varonis & Gass, 1985) have suggested that NNSs do indeed use interactional adjustments to create comprehensible input. In general, the results of these studies indicate that negotiation of meaning is more likely to occur in groups of NNSs than in teacher-led classes, and that tasks which require learners to exchange information result in increased incidences of negotiation (Doughty & Pica, 1986). Previous studies have also explored the relationship between negotiation and acquisition (Doughty, 1996; Gass & Varonis, 1994; Loschky, 1994; Mackey & Philp, 1998). These studies have, however, shown at best mixed results concerning the influence of negotiated interactions on actual language acquisition. Therefore, we can only claim at this point that negotiation may *facilitate* noticing and acquisition, but does not necessarily lead to acquisition (Nakahama, Tyler, & Van Lier, 2001).

Varonis and Gass (1985) compared negotiation of meaning in the discourse of 14 dyads of NNSs, four dyads of NSs and four dyads of native-speakers with non-native

speakers (NSs-NNSs) to determine how they managed non-understanding: “exchanges in which there is some overt indication that understanding between participants has not been complete” (p. 73). The authors concluded that 1) NNS-NNS discourse included more negotiation of meaning and greater opportunity for negotiation than NS-NNS interactions; 2) negotiation of meaning in NNS-NNS interaction differed from NS-NNS interaction; and 3) negotiation of meaning between NNSs was beneficial for language acquisition in that it allowed a non-threatening opportunity to practice the L2 and allowed NNSs to receive input, which they made comprehensible through negotiation. Based on their findings, Varonis and Gass developed a model for negotiation of meaning in NNS discourse,⁷ which follows the pattern of

- 1) T = Triggers
- 2) [CC = Comprehension Check – Optional]
- 3) I = Indicators
- 4) [CC = Comprehension Check – Optional]
- 5) R = Responses
- 6) [CC = Comprehension Check – Optional]
- 7) [RR = Reactions to Response – Optional]
- 8) [CC = Comprehension Check – Optional]

such as in the following example (Varonis & Gass, 1985; p. 78):

- 140J: And your what is your mm father’s job?
T 140S: My father now is retire.

⁷ A more detailed description of the components and their functions is included in Chapter 3.

I 140J: retire?
R 140S: yes
RR 140J: oh yeah

Varonis and Gass suggested that negotiation of meaning existed within but also separate from the primary discourse and ‘dropped out’ of the normal flow of the primary discourse in order to resolve non-understanding.

Other early studies focused primarily on describing how NSs made adjustments in order to make the FL more accessible to NNSs (Wagner, 1996). Pica et al. (1987), for example, looked at the direct relationship between negotiation and comprehension in NS-NNS interactions. 12 intermediate learners completed two listening comprehension exercises in which the researchers first modified directions given to learners by reducing syntactic complexity and including repetition and rephrasing (first exercise) and in the second exercise provided directions that were not premodified and encouraged the learners to request clarification when necessary. In both instances Pica et al. found that learners’ comprehension was enhanced (based on the number of directions carried out accurately), but they found that negotiated input was significantly better at aiding successful direction comprehension. These results were supported by the findings of Holliday (1993), who determined that input modifications (both lexical and structural) occurred more frequently during negotiation than in other interaction – providing evidence that negotiation helps learners comprehend meaning. In addition, that modifications were found in 47% of the learners’ interlanguage suggests that learners were at the same time focused on form and remediating forms that inhibited communication.

Still other studies of FTF interaction have investigated how task configuration can affect negotiation. In general, the majority of such studies have argued that open-ended unstructured activities provide fewer opportunities for negotiation and interlanguage development in comparison with more controlled, goal-convergent interactions (Doughty, 1996; Long, 1980, 1996; Pica et al., 1993; Sato, 1988) (this is, however, in contrast to the finding of Nakahama et al., 2001). They hypothesize that controlled tasks (especially information gap tasks) have more constrained outcomes and consequently require more precise production, whereas more open-ended and unstructured tasks permit learners to switch topics when difficulties in communication arise or avoid certain topics altogether – allowing learners to forego negotiation of meaning (Nakahama et al., 2001).

Foster (1998) investigated language produced by 21 intermediate EFL students completing required and optional information exchange tasks in dyadic and small group configurations. Results of her investigation showed no clear overall effect for task-type or grouping, although there was a tendency for dyads completing two-way information gap tasks to negotiate meaning more. In some cases, students in small group configurations did not interact at all and many in both group configurations did not initiate any negotiated interactions. Few modified utterances were produced. The results suggest that language learners are not necessarily predisposed to negotiate meaning when comprehension fails, and as Murphy (1986) states, if teachers wish for students to resolve breakdowns in communication, it may be necessary to explicitly train them in how to do this and why.

In a similar vein, Nakahama et al. (2001) examined how meaning was negotiated in three NS-NNS dyads completing two different types of interactions: an unstructured conversation and a two-way information gap task. However, the results contrasted those of Foster. Negotiation, lexical and syntactic complexity, and pragmatic issues were

compared. The results suggested that unstructured conversational interaction had the potential to provide learning opportunities at multiple levels of interaction (e.g. discourse management, interpersonal dynamics, topic continuity) even though there were fewer instances of meaning negotiation than in the information gap activity. In subsequent interviews, the non-native speakers reported that they found the unstructured conversation to be more challenging, because they had to attend to the entire discourse during such a task as opposed to mainly focusing on lexical items during the information gap task. The researchers concluded that such learner perceptions raised important questions about the claim that conversational interactions do not provide learners with as much challenging language practice as do more structured interactional activities, such as information gap tasks.

The investigation of meaning negotiation in FL learning must be tempered with a few caveats and a discussion of recommendations and limitations. Ellis (1999) states that social constraints can influence the extent to which learners are willing to negotiate. Therefore, he cautions that the mere amount of negotiations that occur in a given task may be less important than the quality of negotiations. Ellis also recommends that learner discourse be treated holistically in analysis (echoing the recommendation of Hatch, 1978). Nakahama et al. (2001) argue that when researchers analyze negotiations alone, they overlook other features of interaction such as those studied in discourse and conversation analysis (e.g., discourse markers, contextualization cues, discourse management, textuality, and contingency). In addition, Pica (1996) suggests that negotiation may function best with intermediate learners, because beginners lack the resources to negotiate effectively and advanced learners tend to focus more on opinions or interpretations rather than linguistic clarity.

An additional recommendation came from Polio and Gass (1998), who found that in some cases NSs tended to adopt a 'leading' role when engaged in NS-NSS interaction, but that learners comprehended better in instances where they controlled the content and the discourse. Polio and Gass suggest that NNS-NNS discussions may provide more opportunity for the learners to take control of discussions – leading to increased comprehension.

Finally, Foster (1998) argues strenuously for the need to conduct *classroom* research. She states that because setting can influence student performance, SLA research must not be limited to a laboratory and rigorously controlled conditions. To gain a better understanding for how learners react in the classroom environment, research must move into the classroom.

Negotiation of Meaning in SCMC

In general, previous studies on negotiation of meaning in SCMC task-based discussions have involved learners at the intermediate and advanced levels (Blake & Zyzik, 2003; Fidalgo-Eick, 2001; Lee, 2002a, 2002b; Pellettieri, 2000; Smith, 2003a, 2003b) and have typically involved small groups or dyads of learners (Blake, 2000; Cottam, 1999; Fernández-García & Martínez-Arbelniz, 2002; Fidalgo-Eick, 2001; Knierim, 2001; Lee, 2002a, 2002b; Pellettieri, 1999, 2000; Smith, 2003a, 2003b; Warschauer, 1996) while large group SCMC has received only limited attention (Beauvois, 1995; Chun, 1994; Kern, 1995). This may be due to the perceived advantages of small group and dyadic configurations. According to Long (1977), in FTF interaction small group work is seen as beneficial, because 1) it can increase the opportunity and amount of time individual students produce the target language; 2) it decreases the time students spend listening to teacher-student interactions; 3) it may reduce the level of

anxiety and self-consciousness of the learner which prevents them from speaking in front of the whole class; and 4) it can create a positive and more relaxed learning environment. Additional benefits cited have been the increased language production of students (Pica & Doughty, 1985) and the opportunity to practice a larger variety of speech acts (Long, Adams, McClean, & Castanos, 1976). This line of reasoning has been transferred by researchers into the SCMC context as well. Differences between the two modes of discussion must however be considered. Though use of small group or dyad activities arguably increases the opportunity for interaction during FTF discussion, one advantage of SCMC is that learners may contribute when and at what pace they prefer, without having to conform to the conventional turn-taking present in FTF discussion. For this reason, large group (8-10) or whole group discussions may be more beneficial for beginning levels of instruction, because of their linguistic limitations.

Numerous studies have examined negotiation in the SCMC context. For example, Blake (2000) investigated 1) whether synchronous networked L2 discussions in Spanish produce language modifications like those in FTF interactions and how the modifications were characterized linguistically; and 2) whether jigsaw and information gap tasks promoted more interaction in CMC. Fifty NSs of English enrolled in intermediate Spanish courses worked in dyads for 1 hour a week to solve jigsaw, information gap or decision-making tasks. Chat transcripts were analyzed for types of negotiation and the manner of resolving miscommunication. Frequency of turns taken, the number of negotiations, and the percentage of negotiations per total of turns for each task were calculated. Blake concluded that jigsaw tasks provided the richest context for increased negotiation.

Pellettieri (2000) researched the potential of task-based networked communication to foster negotiation of meaning and form-focused interaction. She

investigated 1) whether negotiation occurred in task-based SCMC; 2) whether negotiations lead to mutual comprehension; 3) whether such negotiations spurred learners to meaning- and form-focused modifications; and 4) whether negotiation provided corrective feedback incorporated in subsequent turns. In her study, 20 intermediate-level Spanish language learners completed 5 online discussions in dyads. Task-types for the discussions included: focused open conversation, jigsaw activities and collaborative writing exercises. Transcripts were analyzed to determine negotiation routines and linguistic modifications based on the model of Varonis and Gass (1985) and implicit and explicit feedback from discussion partners. Pellettieri concluded that negotiation of meaning resulting in linguistic modifications did exist in task-based SCMC, and that implicit and explicit corrective feedback was integrated in subsequent turns. She suggested that task design should 1) be goal-oriented with a minimum of possible outcomes (more constrained tasks); 2) require obtaining information from other participants (jigsaw tasks); and 3) be designed at a level of difficulty just beyond the learner's ability in order to increase negotiation and promote focus on grammatical form.

In contrast to the above studies that analyzed NNS-NNS interaction exclusively, Fidalgo-Eick (2001) investigated negotiation of meaning in the discourse of 30 intermediate students of Spanish and 10 NSs of Spanish in SCMC interactions. She examined 1) negotiation in SCMC as compared to the model of Varonis and Gass (1985); 2) differences in negotiation between NNS-NNS discourse and that of NS-NNS discourse in SCMC; and 3) differences between negotiation during jigsaw and decision-making tasks. A total of 20 transcripts were analyzed to determine the quantity and quality of negotiation in the SCMC discussions. Fidalgo-Eick found that 1) the model of Varonis and Gass was adequate for describing the interactions present in the SCMC environment; 2) Triggers were lexical or global in nature; and 3) task-type influenced the amount of

negotiation in SCMC communication, where jigsaw tasks allowed for more circumlocution and decision-making tasks forced students to seek clarification of specific lexical items.

Fernández-García and Martínez-Arbelniz (2002) also investigated whether learners negotiated meaning in SCMC. 28 third-year, college-level Spanish language learners enrolled in a grammar and composition course were divided into four groups for 20-minute online discussions of content questions about reading assignments completed as homework prior to the chat. After the SCMC discussions, students were allotted 15 minutes to complete a written summary of the same assignment. Negotiation was coded according to the functional categories established by Varonis and Gass (1985). Transcript analysis determined that negotiation did occur in SCMC. The majority of Indicators were explicit statements of non-understanding, which may be explained by the absence of suprasegmental and paralinguistic features in online versus FTF discussion.

The types of modification devices that NNSs employed during negotiations in open-ended discussion topics (opinion exchange) were investigated by Lee (2002b). 34 students enrolled in third-year Spanish classes were assigned to small groups (2-3 participants) to complete weekly 50-minute discussions outside of class. A total of 96 online discussion transcripts were analyzed and coded according to the negotiation model of Varonis and Gass (1985). The results showed that requests for help, clarification checks and self-correction were used most often for negotiation, and that CMC allowed for extended negotiation to resolve communication problems. This study also confirmed a tendency toward the use of simple sentence structure and an emphasis on semantic comprehension over form-based comprehension.

Smith (2003a) also examined task-based SCMC to determine 1) whether learners used negotiation when encountering new lexical items; 2) whether the task-type

influenced the amount of negotiation that occurred; and 3) how negotiation in CMC compared with FTF negotiations. Twenty-eight intermediate-level ESL students collaborated in dyads via SCMC to complete four tasks (two jigsaw and two decision-making). Transcripts were coded for negotiated interactions based on the model of Gass and Varonis (1985). The ratio of total turns to negotiated turns was calculated for comparison between dyads. Transcript analysis revealed that negotiation for meaning did occur in the SCMC environment and that learners collaborating on decision-making tasks employed a significantly higher amount of negotiation turns than in jigsaw tasks. Smith concluded that although negotiation was roughly the same in SCMC as that found in FTF interaction, the differences were significant enough to warrant the development of an expanded model of computer-mediated negotiation to accommodate elements unique to CMC negotiation such as long delays between the initial Trigger (because of the lack of strict adjacency) and subsequent Indicator and multiple Confirmations and Reconfirmations. Smith's expanded model for CMC negotiation of meaning is as follows:⁸

⁸ A more detailed description of the components and their functions is included in Chapter 3.

1. T = Triggers
2. [Delay]
3. I = Indicators
4. R = Responses
5. [RR = Reactions to Responses – Optional; negative or positive]
 - a. TD = Test Deductions
 - b. TAR = Task Appropriate Responses – [only in RR+]
6. [C = Confirmation – Optional; simple or reaffirmation]
7. [RC = Reconfirmation – Optional]

such as in the following example (Smith, 2003a, p. 51):

Excerpt 6 (from Smith's data)

- | | |
|-------------------|---|
| I | A: what is comb? |
| R | B: after shower, I get my hair straight by this |
| RR-; TD- | A: it's like hair drier? |
| C- | B: no |
| | A: oh, I see |
| R ² | B: like fish bone |
| RR ² + | A: ok |

In summary, the background literature for CMC itself reveals that in SCMC 1) negotiation of meaning does occur (Fernández-García & Martínez-Arbelniz, 2002; Pellettieri, 2000; Smith, 2003a); 2) certain components of negotiation are used more often in open-ended discussion (e.g., requests for help, clarification checks and self-correction)

(Lee, 2002b); 3) the difference in functional components used in FTF versus SCMC negotiation are substantial enough to warrant an expanded model of negotiation (Smith, 2003a); and 4) task-type influences the amount of negotiation of meaning (albeit the results in some cases are contradictory) (Blake, 2000; Fidalgo-Eick, 2001; Smith, 2003a). Each of these studies and their findings are summarized in Table 3 below.

Researcher	Participants	Task-type	Group Size	Findings
Blake (2000)	50 intermediate-level Spanish language learners	jigsaw, information-gap & decision-making	dyadic	-Jigsaw tasks invoke the most negotiations
Pellettieri (2000)	20 intermediate-level Spanish language learners	opinion exchange, jigsaw, & collaborative writing exercises	dyadic	-Negotiations present in SCMC -Both implicit and explicit corrective feedback present
Fidalgo-Eick (2001)	30 intermediate Spanish learners & 10 Spanish NSs	jigsaw & decision-making	small group	-Model of Varonis & Gass (1985) adequate for SCMC -Triggers lexical or global -Jigsaw tasks = more circumlocution -Decision-making tasks = increased lexical clarification requests
Fernández-García & Martínez-Arbelniz (2002)	28 third-year Spanish language learners	opinion exchange	small group	-Negotiation occurs in SCMC discussions
Lee (2002b)	34 third-year Spanish language learners	opinion exchange	dyadic or small group (2-3 participants)	-Requests for help, clarification checks and self-correction most prevalent -Extended negotiations present -Tendency toward use of simple sentence structure -Emphasis on message over form
Smith (2003a)	28 intermediate-level ESL students	jigsaw & decision-making	dyadic	-Negotiations present in SCMC -Decision-making tasks = more negotiations than jigsaw -Established expanded model of negotiation for SCMC

Table 3: Studies Investigating Negotiation of Meaning in Task-Based SCMC

Based on the findings of these studies, it may be hypothesized that in comparison with open-ended (opinion exchange) tasks, more constrained tasks (jigsaw, information gap, decision-making) which require an exchange of information and consensus for completion will promote increased learner interaction and influence the types of discourse features (in particular more discourse management features) used by learners.

Negotiation of meaning in NNS-NNS interaction is one component investigated in the current study to describe differential outcomes based on specific task-group configurations in SCMC. Collocations are an additional component analyzed to investigate how different configurations in SCMC can promote the use of this particularly problematic aspect of SLA.

COLLOCATIONS

Collocations have been an area of interest in second and foreign language research (primarily ESL and EFL) since the late 1960s. They typically refer to formulaic speech or language, formulas, routine formulae, chunks, strings, lexical phrases, multi-word units, fixed or semi-fixed expressions, wholes, and unanalyzed, prefabricated or ready-made language. Weinert (1995) defines collocations as “multi-word (*How do you do?*) or multi-form strings (*rain-ed; can-'t*) which are produced or recalled as a whole chunk, much like an individual lexical item, rather than being generated from individual lexical items/forms with linguistic rules” (p. 182). They differ from idiomatic expressions in that one of the constituent elements of a collocational unit permits substitution (Cowie, 1981) (e.g. *sehr gut/sehr warm* ‘*very good/very warm*’). In contrast, idioms are unproductive in terms of substitution, transposition, or expansion (Mitchell, 1971) (e.g., *to put one’s foot in one’s mouth*) and have been described by Prodromou

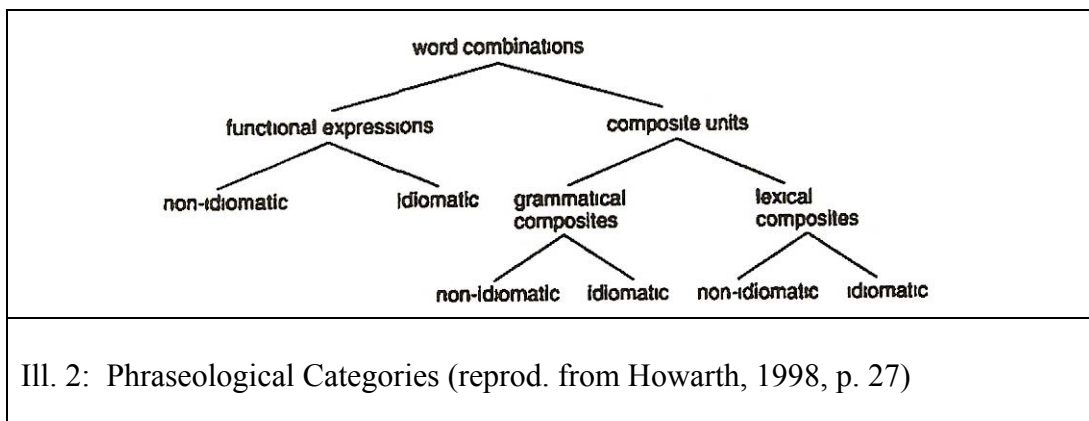
(2003) as largely “opaque, often metaphorical, and the lexico-grammar is severely restricted” (p. 43).

There is no coherent overall theoretical framework for formulaic language (including collocations) in SLA research (Yorio, 1989), which has proven problematic in establishing consensus on its extent and role in the development of language proficiency. Two branches exist in the previous research on formulaic language – 1) one that examines the nature of target language and L2 development (generally in terms of idiomaticity), and 2) another that relates to learner use of target and interlanguage formulaic speech and their role in L2 development (generally with regard to acquisition/learning of target language rules) (Weinert, 1995). It is this second branch which is most relevant to the current study.

Researchers have argued that the role of collocations in L1 and L2 development has been underestimated (Nattinger & DeCarrico, 1992; Peters, 1983) and that we fail to provide enough instruction about collocations, because the field has traditionally been focused more on syntactic and grammatical accuracy – a product of Chomsky’s (1957) generative grammar approach which prevails in SLA research. Farghal and Obiedat (1995) argue that the teaching of lexis is often subordinate to practice and production of structural and functional patterns, although as asserted by Pawley and Syder (1983), lexical phrases and sentence stems form the bulwark of fluent connected speech. Evidence has been found suggesting that there may exist a closer link between ready-made forms and usage than is accommodated in a system of generative rules (Pawley & Syder, 1983; Williams, 1988; Kennedy, 1989). Oftentimes, particular functions are realized only by very particular forms (Weinert, 1995) (e.g., *fast food* versus **quick food*). Neurological evidence also supports that rote memorization and rule processes may interact (Danesi, 1988; Wray, 1992). In other words, fixed phrases or collocations

may supercede or co-exist with rule-governed formulations. Researchers have, therefore, suggested that such evidence necessitates viewing language as a formulaic-creative continuum moving from fixed formulas to general rules (Bolinger & Sears, 1981; Langacker, 1987; Nattinger & DeCarrico, 1992; Pawley & Syder, 1983; Wood, 1981).

Howarth (1998) provides a summary of phraseological categories taken from several widely accepted models (I. Arnold, 1986; Cowie, 1988; Glaser, 1988) that prove useful for labeling language phrases for analysis. His summary is reproduced in Illustration 2 below, and descriptions and examples of each are included in Table 4.



Term	Description	Examples
Functional Expressions* <i>Non-idiomatic</i> <i>Idiomatic</i>	identified by their discursive role (e.g., discourse-structuring devices)	Gambits (<i>For starters...</i>) Proverbs Catchphrases (<i>What's cookin'?</i>) Slogans (<i>Be all that you can be</i>)
Composite Units	"have a syntactic function in the clause or sentence" (Howarth, 1998, p. 27)	Prepositional phrases Noun phrases
<i>Grammatical Composites**</i> <i>(Non-idiomatic or Idiomatic)</i>	Dependant on the word class of constituents	One open, one closed class word: Prep. + Noun (<i>in conclusion</i>) Adj. + Prep. (<i>smitten with</i>)
<i>Lexical Composites</i> <i>(Non-idiomatic or Idiomatic)</i>		Two open class words: Verb + Noun (<i>state a fact</i>) Adj. + Noun (<i>troubled times</i>)
*category and examples taken originally from Alexander (1984) **originally proposed by Benson (1985)		
Table 4: Phraseological Categories (summarized from Howarth, 1998)		

Howarth (1998) further subcategorizes composites from least to most constrained along a continuum (exemplified in Illustration 3) of free combinations, restricted collocations, figurative idioms, and pure idioms.

	free combinations	restricted collocations	figurative idioms	pure idioms
lexical composites verb + noun	<i>blow a trumpet</i>	<i>blow a fuse</i>	<i>blow your own trumpet</i>	<i>blow the gaff</i>
grammatical composites preposition + noun	<i>under the table</i>	<i>under attack</i>	<i>under the microscope</i>	<i>under the weather</i>

Ill. 3: Collocational Continuum (reprod. from Howarth, 1998, p. 28)

In general, three separate functions have been identified in learner use of collocations: communication, production, and learning strategies (Yorio, 1989). In the communication function, learners use formulaic utterances as a means to get their point

across when knowledge of target language rules may be limited (Krashen & Scarcella, 1978; Krashen, 1980; Bohn, 1986). The function of production is viewed as a psycholinguistic process for language planning, in which fluency and faster processing play a roll (Raupach, 1984). Both in native and FL use, collocations are viewed as automatic sequences which free up processing time to plan for creative speech. Collocations can also function as a learning strategy in which learners analyze units to derive rules for productive use elsewhere (Wong-Fillmore, 1976).

Few researchers have directly investigated the use of formulaic language in classroom SLA or FL learning and still fewer target collocations specifically. For purposes of the current study, I have included both naturalistic studies and studies of formulaic language in general in the review, because they provide information on collocation acquisition and production.

Wong-Fillmore (1976) observed five native Spanish-speaking children (ages 5.5 to 8) in their efforts to acquire English in a naturalistic setting (no explicit language instruction; classroom and playground input only). Each of the participants was paired with an English-speaking friend. The observational data consisted of elicited and spontaneous speech samples collected one hour per week over the course of one school year and the researcher's observational records about the children's interactions with English-speaking friends. Wong-Fillmore found evidence that formulaic language led to the acquisition of productive rules. The participants would often acquire and overuse expressions of a new structure and subsequently integrate a variety of similar forms in their speech. She concluded that the linguistic environment of the classroom and playground may have encouraged the acquisition of formulaic speech, because they required early production, and that this was evidence that the learning context could influence learning processes.

Formulaic language in the output of three adult learners of English was analyzed by Ellis (1984), who concluded that formulas were used for communicative purposes and contributed indirectly to language acquisition by keeping the flow of communication going. This in turn led to increased input and more opportunities to analyze and process the language system. In addition, by experimenting with formulas (e.g., additions, substitutions), Ellis argued that development of the learner's creative rule system may be enhanced. This relates to the work of Bygate (1988) and Ellis (1992) who found that certain units of production assist learners to scaffold and extend their use of creative language.

Whereas Wong-Fillmore's (1976) and Ellis' (1984) results exemplified the use of collocations in their communication and learning strategy functions, Raupach's (1984) observations support the production function of L2 formulaic language use. He provides evidence that advanced adult learners do in fact use formulas in their output primarily as fluency devices or discourse organizers and demonstrates that L2 learners create, under- or over-use formulas resulting in unnative-like utterances. He determined, however, that such production often developed over time toward more target-like language structures.

20 Polish, 20 Finnish and 20 Spanish adult immigrants enrolled in a four-month intensive Swedish course participated in Bolander's (1989) investigation of the development of word order. Bolander found that formulaic language promoted application of an obligatory subject-verb inversion rule in Swedish (in main clauses with sentence-initial non-subjects). Bolander's results are significant, because they show the direct utility of formulaic language in the development of correct rule application. While this and the studies summarized above show important findings about the development of rule systems and *structural accuracy*, the following two studies investigated the *lexical development* of collocations, which was examined in the current study.

Farghal and Obiedat (1995) administered two questionnaires – an English fill-in-the-blank version and an Arabic translation version – to 57 junior and senior English majors. The questionnaires contained 22 collocations related to common topics such as food and weather to determine to what extent students had mastered target collocations. Results showed that both groups were deficient in their collocation use and resorted often to lexical simplification strategies like synonymy (used most frequently), paraphrasing, avoidance and transfer (Cowie and Howarth (1996) add experimentation, analogy and repetition to the list of strategies). Farghal and Obiedat concluded that lexical collocations must be given a higher priority in language instruction both in the sense of raising student awareness to the existence and nature of collocations and to focusing learners on their appropriate use. They argue that to nurture active use of the language, learners must be able to construct *both* lexically and grammatically acceptable utterances.

NSs' and NNSs' writing was the focus in Cowie and Howarth's (1996) study to determine how restricted lexical collocations were used by both, and if there were any discrepancies in collocation use between NSs and NNSs. Data consisted of academic essays written by native-speaking English undergraduates and non-native teachers of EFL completing an MA in linguistics and ELT. Though Cowie and Howarth hypothesized that more proficient NNSs would employ collocations more correctly, qualitative data analysis revealed that the use of collocations by NNSs was found to be highly individualized. They concluded that difficulties in appropriate use might stem primarily from not knowing which collocations are restricted and which may be freely combined.

To summarize, the results of existing studies on formulaic language (including collocations) provide evidence for the communication, production and learning strategy functions of collocations, and suggest that the use and teaching of collocations often supports learners in developing skills for creative production.

LEARNER PERCEPTIONS OF AND REACTIONS TO SCMC

Many previous studies have incorporated survey instruments to determine how learners react or perceive the use of SCMC in language instruction, and the students' responses have been very positive (e.g., Beauvois, 1995; Blake, 2000; Cottam, 1999; Kelm, 1992; Kern, 1995; Lee, 2002a).

For example, Kelm (1992) administered an exit questionnaire designed to elicit student opinions of the use of SCMC in instruction. Students felt it was less stressful than the pressures of oral production in class (only person speaking and rapid production), because the pace was significantly slower than that of oral conversations. For this reason, students felt it was easier to communicate via SCMC and appreciated that they could participate more in that environment. Students also reported that they prepared more for class (paid more attention to the assigned texts to be discussed), because they knew they would have the opportunity to express their opinions.

Beauvois (1995) investigated students' attitudes and motivation in using SCMC discussions conducted by 41 intermediate students of French. Based on an attitude questionnaire, she found the following results: 1) over 70% of the students agreed that using SCMC to communicate was not stressful and facilitated self-expression (i.e., the computer lab was described as much less anxiety-producing than the regular classroom); 2) 73% of the students indicated that they would like to spend more time working in the lab; 3) the students were uniformly positive regarding time spent in SCMC; 4) 85% of the students indicated that it was very helpful to have the printout of their contributions to note errors made; and 5) students expressed frustration at trying to keep up with discussion with a large number of students and preferred to form their own small discussion groups on the network. Follow-up interview data revealed the following: students 1) perceived themselves to be using the target language more (mainly due to the

low stress atmosphere of the network lab); 2) were able to take the time to monitor their use of grammar to better express their ideas; 3) perceived increased reading and comprehension benefits; 4) felt in control of the conversation; and 5) believed there was more openness of communication than in FTF discussions.

Similar results were found in Kern's (1995) study, which included exit questionnaires to investigate the advantages and disadvantages students and teachers perceived after using SCMC in their FL courses. Kern noted that most students enjoyed SCMC, with some evidence of reduced anxiety. Teachers were, however, more prone to emphasize their perceived shortcomings of SCMC (e.g., less teacher-controlled, exposure to "defective" French).

In addition to exploring learner perceptions toward SCMC use in general, Cottam (1999) also assessed learner attitudes toward task-types and instructor participation. The results of his questionnaire indicated that students preferred the information gap task and the participation of the instructor and felt that the presence of the instructor kept students on task.

As with Beauvois' (1995) findings, Blake's (2000) participants reported their SCMC experience to be enjoyable, helpful and useful for improving communication skills. Approximately half of all students were completely satisfied with the SCMC experience. Most complaints were linked to logistical difficulties which included program glitches, difficulty inserting Spanish accents, varied task difficulty, limited time for task completion and lack of computer experience.

Finally, Lee (2002a) found that participant reaction to task-based SCMC activities was favorable. Students agreed that SCMC discussions were an effective means to reinforce their L2 knowledge, develop communication skills, push them to produce different structures in their output and focus on comprehension.

Based on previous research on learner perceptions of and reactions to the use of SCMC, the researcher determined that an entrance and exit survey would be beneficial in the present study for soliciting information about the learners' experiences with SCMC and the multiple task-group configurations.

CONCLUSION

In this chapter, I situated the current project in relevant theories of SLA and reviewed the research on task-based learning, computer-mediated communication, quality assessment, negotiation of meaning, collocations and learner reactions to the use of SCMC.

SCMC task-based discussions are inherently interactive and provide learners with the opportunity to collaborate, produce language and experiment with linguistic structures. This claim is supported by interactionist theories, the output hypothesis and sociocultural theory. These theories 1) reason that interaction is crucial for language learning; 2) situate the role of production in language learning; and 3) provide justification for learner collaboration achieved by means of task-based discussions.

Tasks in language instruction assist learners in developing both communicative strategies and linguistic accuracy by enabling learners to discover structural elements during communication, and by giving them the opportunity to use and increase their control over already-acquired forms. Predominantly, research of task-based FTF interaction has shown that the more constrained information gap task-type is best suited for encouraging modified interaction. Task-based learning has also been explored in the SCMC environment, which has been found to increase and equalize student participation. Congruent with the findings in FTF task-based research, the use of more constrained tasks (e.g., jigsaw, information gap) in SCMC has elicited more output than the opinion

exchange tasks. Relying solely on the quantity of output as an indicator of success, however, disregards to what extent the quality of learner output is influenced by the SCMC environment. Investigations of quality, however, have been limited and the results are mixed regarding the degree that SCMC can promote a higher quality of discourse over FTF or APMC discussions.

Negotiated interaction has also been proposed to encouraging linguistic development. The extent to which negotiation of meaning influences SLA has not yet been established, but it may *facilitate* noticing and acquisition. Empirical studies of both FTF and SCMC discussions have confirmed that NNSs negotiate meaning to create comprehensible input when they interact, and task-type influences the functional components used and the amount of negotiation (although the results are sometimes contradictory). The patterns of negotiation and use of functional components in FTF versus SCMC negotiation differ slightly.

Another important aspect in L2 development is the acquisition of fixed collocations. Few studies have directly investigated the use of formulaic language or targeted collocations specifically in classroom SLA. Previous studies have focused on gains in structural accuracy resulting from collocation use and lexical development in acquiring collocations. The results of these studies provide evidence for the proposed functions of collocations - communication, production and learning strategy - and suggest that the use and teaching of collocations often supports learners in developing skills for creative production.

Finally, learner perceptions of and reactions to the incorporation of SCMC activities in their L2 classrooms have been largely positive. Not only do they report enjoying the format of such discussions, but they also perceive such activities as beneficial to their language learning. Learners provided little negative feedback

regarding SCMC (mostly related to technical difficulties, restrictions on time and difficulty with keeping up with the discussions in larger groups).

Previous research has informed the design of the current study in a number of ways. In Chapter 3, I outline the aims of this project and how it differs from existing research, discuss the research questions, and describe the methodology, procedures and analyses for each phase of the study.

Chapter 3: Methodology

INTRODUCTION

The present study adds to previous research on learner-learner (NNS-NNS) interaction in SCMC by investigating the interaction of task-type and group size configurations to determine to what extent these variables may influence not only the *amount* of FL output, but also the form and *quality* of learner discourse in general, and negotiated meaning and collocations more specifically. It adds to existing research that has primarily focused on one or two specified task-types, by investigating a sampling of three task forms that span the full spectrum of task configuration (as outlined by Pica et al., 1993) and by investigating how outcomes within these task forms may be affected by group size. Many previous studies have examined tasks within the context of only one group configuration (e.g., Blake, 2000; Cottam, 1999; Warschauer, 1996). In contrast, this study seeks to compare partner (also referred to as paired or dyadic) and small-group interactions, to determine the most effective task-group configuration for achieving specific outcomes and for promoting a higher quality of student discourse.

This study also investigates learner reactions to the use of varying task-types and group configurations and their perceptions about their utility in learning a language, in order to better understand what students experience or perceive about SCMC activities. It is imperative to involve the learner's experience in the equation of determining the most efficient use of tasks in classroom instruction, because student preferences and perceptions can significantly influence how successful a given technique may be in language instruction.⁹

⁹ See Leontiev's (1978) discussion of activity theory.

In order to achieve these purposes, first I establish the specific questions that guided the current research about task-based, learner-learner interaction and discourse, and then I discuss the methodology, procedures, and analyses used to answer them.

RESEARCH QUESTIONS

In order to assess the extent to which the SCMC environment provides comprehensible input, meaningful interaction between NNSs, and opportunities for creating meaningful output, it was first necessary to determine to what extent task and group configurations and the combinations of each (e.g., jigsaw task completed in dyads versus completed in small-group discussions) affect the amount and quality of FL production. Therefore, Research Questions 1 and 2 are stated as follows:

Research Question 1: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the amount of foreign language output of American learners of German?

Research Question 2: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the general quality of language output of American learners of German?

If comprehensible input, meaningful interaction and producing meaningful output are facilitated with negotiation of meaning, we must examine whether specific task and group configurations influence the frequency and quality of negotiation of meaning. To accomplish this, the form and pattern of negotiation in the SCMC environment were compared to the patterns established by Varonis and Gass (1985) for FTF negotiation and

by Smith (2001, 2003a) for the SCMC environment. These issues are set forth in Research Questions 3-5:

Research Question 3: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the form of negotiation of meaning in the discourse of American learners of German?

Research Question 4: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the frequency of negotiation of meaning in the discourse of American learners of German?

Research Question 5: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the quality of negotiation of meaning in the discourse of American learners of German?

With the increased focus on collocations as a unit of measure for language proficiency, it is fruitful here to investigate the presence and quality of collocations in task-based SCMC as well. Research Questions 6 and 7 serve this purpose:

Research Question 6: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the frequency of collocations in the discourse of American learners of German?

Research Question 7: Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the quality of collocations in the discourse of American learners of German?

Finally, the success of any technique or media within the classroom context is, to a large extent, dependent on the learner's experience, perception of its utility, and receptiveness to its use. Therefore, any exploration of classroom use of CMC must examine these variables as outlined in Research Question 8:

Research Question 8: What are foreign language learner reactions to the use of partner and small-group task-based discussions via SCMC?

METHODOLOGICAL OVERVIEW

In order to answer these research questions, the current study consisted of five phases: the pilot study, and - for the main study - the entrance survey, the SCMC discussions in the treatment, the follow-up survey, and learner interviews. The following discussion outlines the procedures used in each of the five phases. In the final section of this chapter, I describe the methodology for coding and analyzing the collected data.

Phase I: The Pilot Study

An exploratory pilot study was conducted during summer 2004 in order to familiarize the researcher with the practical implementation of SCMC discussions in the FL classroom; and to make any necessary adjustments to the general format of the assigned tasks, survey instruments or procedures.

Voluntary participants of the pilot study included 26 (of the 27 total) students enrolled in one section of a fourth-semester German language course (GER312L). In collaboration with the instructor, four 30-minute SCMC discussions were integrated into the regular course schedule, one per week. Students met in the computer lab for the scheduled task activity.

During the first scheduled lab session and immediately preceding the online discussion, students who agreed to participate in the pilot study completed the consent form¹⁰ and entrance survey (see Appendix B1). Based on the students' responses during the pilot study, the researcher determined that the format and wording of all questions was clearly understandable and resulted in collecting the information desired. Therefore, no changes were made to the entrance survey in the main study.

During the class meeting prior to each of the scheduled SCMC discussions, students were given discussion handouts including the date and venue for the discussion, instructions on accessing the Blackboard Virtual Chat function (a more detailed description is included in the "SCMC Discussions" subsection below),¹¹ the grading criteria for the discussion, the homework assignment to be completed prior to class, and the SCMC discussion assignment (see Appendices B2-B5 for each discussion handout). Discussion themes were determined in collaboration with the instructor for close integration with the material included in the regular course syllabus. Homework assignments were designed as advanced organizers to spur students to begin thinking

¹⁰ All human subjects research at the University of Texas at Austin must first be submitted to the Office of Research Support and Compliance and approved by the Institutional Review Board. The current study was approved under IRB#2004-06-0057.

¹¹ Blackboard is a course management software, which promotes use of the Web in classes by enabling faculty and students to communicate and collaborate through real-time chats, threaded discussions, class e-mail, and online file exchanges. Instructors can create and manage course websites without knowledge of HTML and make course materials accessible to students via the Blackboard website. The decision to use Blackboard for the pilot and main studies rather than other comparable chat software was based on its availability at the University of Texas at Austin and on students' relative familiarity with this software from their experiences in other courses.

about the theme of the discussion and to introduce students to vocabulary or information they might need for successful completion of the online discussions. The intended formats and themes for each of the SCMC discussions are summarized in Table 5.

SCMC Discussions	Task-Type	Group Size
#1: Childhood – School & Free Time	Opinion Exchange	Large Group
#2: Important Characteristics in a Companion	Decision-making	Small Group
#3: Is An American Union Feasible? (Comparable to the European Union)	Jigsaw	Small Group
#4: East German Stereotypes	Opinion Exchange	Dyads
Table 5: Pilot Study – Intended Task Formats		

Although the researcher was able to adhere to the selected themes, technological difficulties hampered effectively implementing two of the four discussions (see Table 6 below for the actual SCMC discussion formats). During SCMC Discussion #1, although a lab reservation with this specific tool was made, the computers were not configured to allow students access to the Blackboard Virtual Chat function. A lab technician was consulted, and the necessary configuration was completed before the second scheduled discussion. For the main study, therefore, the researcher met with a computer technician in the reserved computer laboratory prior to the first scheduled discussion to ensure that all computers were configured to allow student access to the Blackboard Virtual Chat functions.

Additionally, the University of Texas had newly upgraded from the 5.1 to the 6.0 version of Blackboard during the summer. This upgrade proved problematic in the pilot study, as the procedure for assigning groups had changed significantly. For SCMC

Discussion #2, the researcher had assigned students to small groups based on her experience with using version 5.1, but when students logged in to complete the discussion, they were all in the same chat room. The researcher consulted Instructional Technology Services for information on appropriately assigning students in the new 6.0 version and was able to do so correctly for subsequent SCMC discussions during the pilot and main studies.

SCMC Discussions	Task-Type	Group Size
#1: Childhood – School & Free Time	Opinion Exchange	Dyads – Orally
#2: Important Characteristics in a Companion	Decision-making	Large Group
#3: Is An American Union Feasible? (Comparable to the European Union)	Opinion Exchange & Information gap	Small Group
#4: East German Stereotypes	Opinion Exchange	Dyads
Table 6: Pilot Study – Actual Task Formats		

The instructor and the researcher decided that attendance in the SCMC discussions would be mandatory and that student participation would be graded based on a grading rubric for each discussion. Grading for the online discussions constituted 5% of the final course grade. Accommodations in the grading rubrics were made for each of the themes to reflect the intended purpose of the assignments (see Appendices B2-B5).

One objective for the SCMC tasks was to encourage use of new vocabulary when discussing more abstract themes addressed in the course content. Therefore, it was determined that by grading vocabulary use and adherence to the SCMC discussion task, students would be more likely to utilize the new vocabulary and remain on-task. Additionally, it was the researcher’s perception that by grading participation and holding

students accountable for components of the task, students were more likely to perceive the SCMC discussions as a valid technique integrated for purposes of teaching the FL. The grading standards were reasonably attainable in a thirty-minute period, and on the pilot study follow-up survey, 62% of respondents agreed that grading did, in fact, influence their level of participation (see Appendix B6, Question #41). Therefore, the researcher decided to continue grading participation in the main study. A few students in the pilot study also reported confusion on how exactly their grade could have been improved (if they did not receive full credit). In the main study, this led the researcher to include a comments section to the grading rubric returned to students with brief suggestions for improving their participation in the SCMC discussions.

The decision to limit the online discussions to 30 minutes was based on the researcher's previous experience with using 50-minute discussions in a first-semester course. From observations during the online discussions and analysis of the transcripts, the researcher concluded that 50 minutes was quite lengthy for completing opinion exchange tasks, and that using the entire class period resulted in less focus on the discussion at hand. Though the students of the current pilot study were at a more advanced level, the researcher sought to determine whether the tasks could be effectively completed in a shorter time period as a more efficient use of class time. Generally, the fourth-semester students had no problem completing the task within the allotted 30 minutes and were less likely to stray off task when they were held accountable for their participation. Student feedback from the pilot follow-up survey also confirmed that 30 minutes was an appropriate length for task assignments. Therefore, 30 minutes were used for the main study discussions.

Participants in the pilot study completed a follow-up survey after the final SCMC discussion (see Appendix B6). The form of the follow-up survey is discussed in more

detail in “Phase IV: The Follow-Up Survey of the Main Study” section below. The follow-up survey used in the pilot study was modified for the main study in the following ways: 1) to reflect changes in the actual task-type and group configurations used in the main study rather than the pilot study; 2) to investigate the degree to which students felt the discussions improved their knowledge of German culture (which emerged as another objective for the tasks; added question #22); 3) to reword prompts for clarity where students indicated confusion (e.g., Question #11); 4) to provide students of each section with a separate summary of all the specific discussion assignments they completed and to which they could refer when answering questions about specific task-types or group configurations; and 5) to include two additional open response questions (#3 & 4) to elicit more feedback on preferences for specific task-types.

Student responses on the follow-up survey during the pilot study led to two additional considerations in procedure and form for the main study. Almost half of the students reported that they were uncomfortable with the amount of messages they had to read during the large-group task - many adding written comments that there were too many messages (Question #22). As a result of learners’ feedback, group configuration in the main study was limited to dyads and small groups.

Additionally, one student expressed occasional confusion on the follow-up survey about what specifically was to be discussed in the tasks. To avoid non-understanding or confusion about the SCMC discussion assignments, the researcher included an English translation of the directions for each task on the discussion handouts.

To summarize, the pilot study helped to refine the main study by

- clarifying which group sizes might be most appropriate to examine; and
- confirming that there are probable differences in learner discourse between jigsaw, decision-making and opinion exchange tasks.

The pilot study also led to several procedural decisions:

- the utility of grading participation was confirmed;
- grade sheets were improved by adding feedback for improvement;
- the adequacy of the 30-minute length of the SCMC discussions was confirmed;
- the discussion handouts were revised to include an English translation of the directions to minimize confusion about the assignment; and
- the frameworks for data analyses were validated.

Phase II: The Entrance Survey of the Main Study

Participants

Participants of the current study were 62 students (males=36; females=26) enrolled in five sections of a third-semester German course (GER312K) at the University of Texas at Austin. All participants reported having had at least 1 year of experience with computers and 86% of the participants ($n=53$) had had at least 6 months prior experience with online chats. Although 80 students were enrolled, the data analyzed was limited to the 62 participants who consented to participate in the study and completed all online SCMC discussions and the entrance and follow-up surveys.

Entrance Survey

After agreeing to participate, students completed the entrance survey during the first scheduled computer lab session prior to beginning the online discussion. The same entrance survey used in the pilot study was retained for the main study (see Appendix B1). The entrance survey collected demographic information, prior experience with computers and chat environments, and initial student comfort levels and perceptions of the use of SCMC discussions in their German course. Students used their own names on the survey to allow comparison of their responses on the entrance and follow-up surveys. Questions one through four required students to circle a response and elicited the demographic data about: gender (Q1), computer experience (Q2), online chat experience (Q3) (*0-6 months, 6-months-1 year, 1+ years*), and perceived typing speed (Q4) (*above average, average, or below average*). Questions five through eleven were posed in Likert-scale form with five possible responses: *strongly disagree, disagree, neutral/no opinion, agree* and *strongly agree*. These questions addressed student comfort levels with the use of computers and online chats in general (Q5, Q7, Q8), the use of SCMC discussions in their language course (Q6, Q9), their level of comfort about completing online discussions in German (Q10), and to what extent they believed online sessions would be beneficial to their language learning (Q11).

Phase III: SCMC Discussions in the Main Study

A total of six SCMC task-based discussions were administered during students' regularly scheduled class period at two-week intervals during the long semester in all five sections of the third-semester German course. The transcripts from these online discussions comprised the data for the quantitative and discourse analyses in this study.

Prior to the SCMC discussions, the researcher: established and defined the task-types and group configurations, determined the overriding task-group configurations, designed the actual tasks, and prepared the technical environment for each class (on the Blackboard course site).

Establishing and Defining Task-types and Group Configurations

Task configurations. Pica et al. (1993) described the five communication task-types included in their typology (see Illustration 1: Communication Task Typology on p. 27 in Chapter 2) as follows:

Jigsaw Tasks are proposed as the most likely to generate interactions working toward comprehension (negotiated meaning), feedback on learner output and interlanguage modification. Interactants “hold portions of a totality of information which must be exchanged and manipulated, as they work convergently toward a single goal” (Pica et al., 1993, p. 20).

Information Gap Tasks differ from jigsaw tasks in that only one interactant (X) is given the necessary information for completion of the task and interactant Y is required to request the information. Information flows in one direction (from X to Y) as the interactants work toward a single outcome. Interaction is required, but since each interactant’s role is fixed, mutual opportunities for exposure to comprehensible input, negotiation of meaning, feedback and interlanguage modification are limited (Pica et al., 1993).

Problem-Solving Tasks require a single outcome and, therefore, are more likely than the decision-making or opinion exchange tasks to generate opportunities for interactants to negotiate communication (Duff, 1986).

Decision-making Tasks require participants to come to a single decision (convergent) as their task goal, but more than one outcome is possible. In this task configuration “interactants start out with shared access to the information needed for task completion...a two-way exchange of information is possible, but interaction is not necessary in order for participants to carry out the task” (Pica et al., 1993, p. 22).

Opinion Exchange Tasks involve learners in discussion and an exchange of ideas. There is no requirement for interaction and a single interactant might dominate. Interactants are permitted, but not expected, to converge toward a single opinion or goal, and any number of outcome options, including no outcome at all is possible (Pica et al., 1993).

Three of these task-types were investigated in the current study. In order to include a sample from the spectrum of tasks in their established Communication Task Typology, the researcher chose to compare *jigsaw*, *decision-making* and *opinion exchange* tasks, moving from most to least constrained respectively.

Group configurations. Based on student responses during the pilot study and the decision to investigate the above task-types, the researcher decided to limit investigation of group sizes to – partner and small-group configurations. Eliminating whole-group discussions was expected to reduce the discomfort reported by some students during the

pilot study with the amount of messages they had to read. Thus, the group configurations for this study are as follows:

Partner (dyadic) Configuration – two students

Small-group Configuration – Groups of no less than three and no more than five students

Determining the task-group configurations. The task-group configurations were counterbalanced to minimize potential effects for novelty, task sequencing or general language gains made between the first and last discussions. During this study, each section completed two jigsaw tasks, two decision-making tasks and two opinion exchange tasks, and each task-type was completed by each section in both group configurations (partner and small group), as illustrated in Table 7.

Course Sections	SCMC Discussions					
	#1	#2	#3	#4	#5	#6
1	J/P	DM/SG	OE/P	DM/P	J/SG	OE/SG
2	J/SG	DM/P	OE/SG	DM/SG	J/P	OE/P
3	OE/P	J/SG	DM/SG	J/P	OE/SG	DM/P
4	DM/P	OE/SG	J/P	OE/P	DM/SG	J/SG
5	DM/SG	OE/P	J/SG	OE/SG	DM/P	J/P

Task-types: J=jigsaw, DM=decision-making, OE=opinion exchange; Group size: P=partner, SG=small group

Table 7: Task-Group Configurations for Discussions

Task Design

Because this is a study of how different tasks and group configurations in SCMC discussions can influence linguistic variation, the researcher determined that the most appropriate means for integrating such discussions would be to select task themes that reflected the course content and materials being addressed in the classroom during the time of the scheduled discussions. Each section did not complete the same exact six tasks, and although this could confound the collected data, the researcher felt such a “laboratory” approach would be illogical, confusing for the students, and contrary to the goal of SCMC use to supplement language instruction.¹² To reduce confounding, the relative difficulty and linguistic expectations for each discussion were approximately equal in the task designs. Each task theme was selected based on the content dealt with at the time of the SCMC discussion. The selected textbook for the course was *Deutsch: Na Klar!*, (4th ed.) (DNK), which was supplemented with such materials as short fictional texts, current articles and film. A summary of the SCMC task themes and the corresponding materials being used in class at the time of each SCMC discussion is included in Table 8.

¹² My decision reflects also arguments made by Foster (1998) and by Payne and Whitney (2002) that to truly understand how a particular technique is beneficial in the FL classroom, the study must be done in a classroom setting.

SCMC Discussion	Task Theme	Corresponding Classroom Materials
1	Employment	Kapitel 11: “Der Start in die Zukunft” [Chapter 11: ‘Start in the Future’]
2	Gender Bias	Short Fiction: <i>Kaffee verkehrt</i> (on gender bias) [‘Coffee the wrong way around’]
3	Student Budgets	Kapitel 12: “Haus, Haushalt und Finanzen” [Chapter 12: ‘House, Household and Finances’]
4	Household Technology	Kapitel 13: “Medien und Technik” [Chapter 13: ‘Media and Technology’]
5	Student Schedules	Oral Exam (required to describe daily routines)
6	Societal Problems	Short Fiction: <i>Nicht alles gefallen lassen</i> (on conflict) [‘Can’t let everything slide’] Kapitel 14: „Die öffentliche Meinung” [Chapter 14: ‘Public Opinion’]

Table 8: Task Themes and Classroom Materials

The goals of the SCMC discussions were to reinforce new vocabulary use. For each task theme and SCMC discussion, three tasks were created - a jigsaw task, a decision-making task, and an opinion exchange task. For each SCMC discussion, all sections were, therefore, dealing with the same theme, but the assigned task-group configuration of the discussion varied by section according to the predetermined sequence (see Table 7). Each theme and task was collaboratively formulated with the instructors of the course. The researcher was responsible for creating the handout for each discussion, which was forwarded one week prior to each scheduled SCMC discussion for instructor proofreading and approval. The finalized versions of the applicable discussion handouts were provided to the instructors for distribution to students during the class period prior to the scheduled SCMC discussion.

The form of the discussion handouts in the pilot study was retained in the main study, with the addition of an English translation of the SCMC discussion task

assignment to ensure the task was clearly understood. Each handout included: the date and venue for the discussion; instructions for accessing the Blackboard Virtual Chat Room; the grading criteria; the homework assignment to be completed prior to class; and the SCMC task. Homework assignments were designed as advanced organizers to spur students to begin thinking about the task theme and to introduce students to vocabulary or information they might need for successful completion of the online discussions. All sections completed the same homework assignments. The three different handouts generated for each discussion differed only with regard to the online task students were to complete (see Appendices C1-C18).

The theme for Discussion #1 was “employment” and corresponded with the content of Chapter 11 in the textbook. In the homework assignment, students were asked to select the characteristics of employment (e.g., job security, prestige) that were most important to them in their future careers and rate them in order of importance from one (most important) to ten. The list of 25 characteristics was based on activity lists and vocabulary included in Chapter 11 with a few additions from the instructors and the researcher.

Those sections completing the jigsaw task were asked to match six profiles of individuals looking for work to the most appropriate job advertisement. The six profiles were contrived by the researcher and proofread by a native speaker for culturally appropriate terminology and feasibility of such factors as education and experience. Half of the students in each section received the packet containing the profiles. A packet with a total of seven job advertisements obtained from various online German newspapers and employment search engines were given to the remaining half of students in the section. Only one logically possible combination existed for pairing the individuals and the employment ads.

For the decision-making task, students were asked to use the list of characteristics and their selections on the homework assignment to come to consensus as a group in building a list of the top ten most important characteristics of future employment.

For the opinion exchange task, students were asked to discuss what their expectations for future employment were and which characteristics they felt were the most important and why.

For Discussion #2, the selected theme was “gender bias.” At the time the discussion was scheduled, students had just completed reading a short text (*Kaffee verkehrt* ‘Coffee the wrong way around’) dealing with issues of gender bias. As homework, students were given a list of 25 statements compiled by the researcher and the instructors (e.g., “should earn more money;” “should go to church”) and were asked to note their initial reactions to whether the statements applied more to men or women.

For the jigsaw task discussion, the researcher asked American and German graduate students in the department to complete the same task and compiled their responses to create the statistical handouts. Half of the students received the American Results Handout and half received the German Results Handout at the beginning of the discussion. Students were then asked to compile a list of three statements that differed the most between the American and German responses and, if they had time remaining, to discuss what the differences could mean culturally.

For the decision-making task, students were asked to discuss their answers from the homework and as a group to select the one statement that stereotyped women the most and the one statement that stereotyped men the most. Students were not limited to the given list, but could also propose a new statement, if they so desired.

For the opinion exchange task, students discussed their responses from the homework, what the stereotypes might mean culturally, what consequences the

stereotypes might have, and which stereotypes they thought stigmatized women or men most in society and in their private lives.

The theme for Discussion #3 was “student budgets,” which corresponded with the Chapter 12 content in the textbook. The homework assignment was a modification of the Theme I activity in *Deutsch: Na klar!* (Di Donato, Clyde & Vansant, 2004, pp. 350-1). Students were asked to construct their monthly budget (in dollars or percentages) from a list of new vocabulary items from the chapter (e.g., rent, groceries) and could add any additional items not listed.

For the jigsaw task, the researcher modified a graphic in the textbook (p. 351)¹³ to separate out the information about income and expenditures of students living in the eastern and western areas of Germany. Half of the students received the data from the west and half from the east. Students then compared these data to answer specific questions about differences in income and expenses. Only one correct answer was possible for each of the questions.

For the decision-making task, the researcher constructed a monthly student budget in which expenditures exceeded income. Students were asked to play the role of siblings attending UT and receiving a fixed income from their parents. They were required to come to consensus on realistic changes to the budget to reduce their expenses to match their monthly income.

For the opinion exchange task, students were asked to share their opinions about the financial obligations of a student at UT, what living expenses they felt were most and least important, and ways by which they could make or save money to meet their costs of living.

¹³ The original source of the data compiled in 1997 was noted as “DSW/HIS” (Deutsches Studentenwerk und Hochschul-Informationen-System ‘German Student and Post-secondary Information System’).

Discussion #4 involved the theme of “household technology,” one of the topics addressed in Chapter 13 of the course textbook. For the homework assignment, students were asked to note which appliances or technologies they currently had at home. The list of 23 appliances was taken from the items in the Theme 2 graphic of *Deutsch: Na klar!* (Di Donato et al., 2004, p. 387). Students were also encouraged to add any items that did not appear on the list.

For the jigsaw task, the researcher used the above named graphic that listed in order of most to least frequent the results of a survey of German households on household appliances.¹⁴ Data for creating a similar list on American households was compiled from the 2000/2001 census statistics published online by the U.S. Census Bureau (<http://www.census.gov/>). Students were asked to compare the statistics to answer a series of questions (only one possible answer for each) and discuss, if they had time, what they felt might be the cultural implications of these results.

For the decision-making task, students were asked as a group to assign each of the 23 appliances/technologies to one of three categories: 1) necessary technologies; 2) desired technologies; and 3) unnecessary technologies.

In the opinion exchange task, students were asked to discuss which technologies they felt were absolutely necessary, less important but practical to have, and not important. They were also asked to consider whether they thought these items were used more or less in Germany than in the United States.

The established theme for Discussion #5 was “student schedules,” which corresponded with one section of the oral exam students would complete in the following class period. In order to review vocabulary about daily life, students were asked to fill in

¹⁴ The original source of the data was noted as “Stat. Bundesamt” (Ministry of Statistics) and the data was compiled in 2001.

their weekly schedules in German on the accompanying table and use the questions provided to consider their normal routine.

For the jigsaw task, the researcher created two schedules based on fictitious individuals enrolled at the University of Göttingen – one student majoring in Economics (Martin) and one in Biology (Gabi). The course schedules were constructed based on the degree programs outlined on the university's website (<http://www.uni-goettingen.de/>). Half of the students received Martin's schedule and the other half received Gabi's schedule. Students were asked first to find three possible times that both students could meet (only three options available) and then, if they had time, to discuss their own schedules and which days were best and worst for them.

During the decision-making task, students were to compare the schedules they completed as homework with their other group members to determine three times they would be able to meet. They were also asked to discuss their best and worst days if time permitted.

In the opinion exchange task, students were given questions for discussion concerning their best and worst days of the week and why; whether they had time to relax; what they would do if they had more free time; and how they might organize their schedules differently in order to allow for more free time.

For the final Discussion #6, the theme was “societal problems.” At the time the discussion was scheduled, students were reading a short fictional text (*Nicht alles gefallen lassen* ‘Can’t let everything slide’) about neighbors whose disagreement escalates into war and revenge, as an introduction to Chapter 14 in the text, which addresses societal and global problems (e.g., corruption, war, environmental pollution). As homework, students rated on a scale from one (not a major problem) to five (a very major problem) the degree to which they felt each listed social issue (a total of 23) was a

problem in American society. The selected issues were taken primarily from the chapter vocabulary (p. 426), with a few additions from the researcher and instructors (e.g., Wahlsystem ‘election process’).

During the jigsaw task, half of the students received a table of statistics recording the percentage of Americans who felt that specific societal issues were a serious problem, and half of the students received a similar table reporting the statistics of Germans who were surveyed. The American statistics were compiled by the researcher based on findings reported at www.pollingreport.com from data collected in 2003/2004. The German statistics were compiled by the researcher from two websites reporting data from surveys conducted in Germany in 2004.¹⁵ Not all categories were included in both the American and German tables (e.g., AIDS and Verletzung der Menschenrechte ‘human rights violations’ data were available for the American statistics, but not for the German, whereas Ausländerfeindlichkeit ‘hostility toward foreigners’ appeared in the German data, but not in the American). Students were asked to compare the statistics to determine the five most and least seriously perceived problems in both countries and the five issues that showed the greatest difference (in percentages) between the two countries. If they had remaining time, students were asked to discuss what they felt these differences may imply culturally.

For the decision-making activity, students were asked as a group to compile a list of the 10 issues they felt were most serious (the first being the most serious and the last being the least serious of their ten choices).

¹⁵ The first source was the GEO.de-Umfrage: Wie sieht’s aus, Deutschland? and the second source was the website www.perspektive-deutschland.de.

For the opinion exchange task, students were asked to discuss their opinions about the most serious problems facing American society, what issues they felt were not serious problems, and what they would change and how, if they were president.

SCMC Discussions - Blackboard Configuration

Prior to each discussion, it was necessary for the researcher to set up the appropriate number of groups in each section of third-semester German, randomly assign students to the groups, and set up each virtual discussion in the Blackboard course website.¹⁶

Facilitating Discussions

The researcher and the instructors from each section were present for each session in the computer lab, but did not participate in the SCMC discussions. The decision not to include instructors was made in order to limit discussions to learner-learner interaction. However, the researcher and the instructors were available in the laboratory to assist with technical difficulties and to answer questions orally about the language, if students asked for assistance. Allowing for student access to the instructors was based on Kelm's (1992) observation that learners appeared to feel more secure knowing the instructor was present to provide assistance with language-related questions, and Cottam's (1999) finding that the presence of the instructor elicited greater output and interaction. In the current study,

¹⁶ For each section, the appropriate group configuration and number of groups (based on Table 7) was created under the Control Panel – Advanced Group Management function in Blackboard and the number of students to be assigned to each group was specified (based on enrollment and group configuration – 2 for partner tasks and 3-5 for small groups). The Randomize function under the View/Assign Users feature was then used to assign each student to a group. The Virtual Chat feature and Group-Collaboration functions were used to set up each group's discussion and stipulate Availability for student access. The researcher then entered each discussion to initiate the Recording feature in order to archive the transcripts for future reference.

instructors were not “virtually” present in the discussions, but they were “physically” present and available in the laboratory to address the needs of the students.

The Computer Laboratory

For each online discussion, students met for the full class period in a computer laboratory on campus. The decision to have students complete the discussions in the laboratory as opposed to accessing discussions from any location was based on three factors: 1) prior experience of the researcher; 2) establishing the legitimacy of the activity; and 3) controlling for confounding variables. First, when the researcher had previously integrated online discussions in earlier courses and allowed students the flexibility of accessing them from any location, two specific difficulties arose. Students accessing the Internet with dial-up were sometimes kicked out of the system, requiring them to log in repeatedly to participate. This was disruptive and limited the amount of time students could contribute to the discussions. Also, students attempting to log in from on-campus computer locations would sometimes find they were blocked from accessing the online discussions, because the computer was not configured for this function. This resulted in their absence from the discussion or a frantic search for another location.

Second, in addition to the technical difficulties posed by off-site access, the decision to have all students meet in the same laboratory setting was based on the fact that the discussions were limited to 30 minutes – allowing time for other class activities prior to completion of the tasks and the hypothesis that the students might take the discussions more seriously or perceive them as more legitimate classroom activities, if they were conducted in the structured environment of a laboratory.

Finally, having students meet in the laboratory allowed for more control over the physical conditions under which each student completed the tasks and eliminated the possibility for distractions that might occur had the student participated, for example, from home (e.g., phone calls).

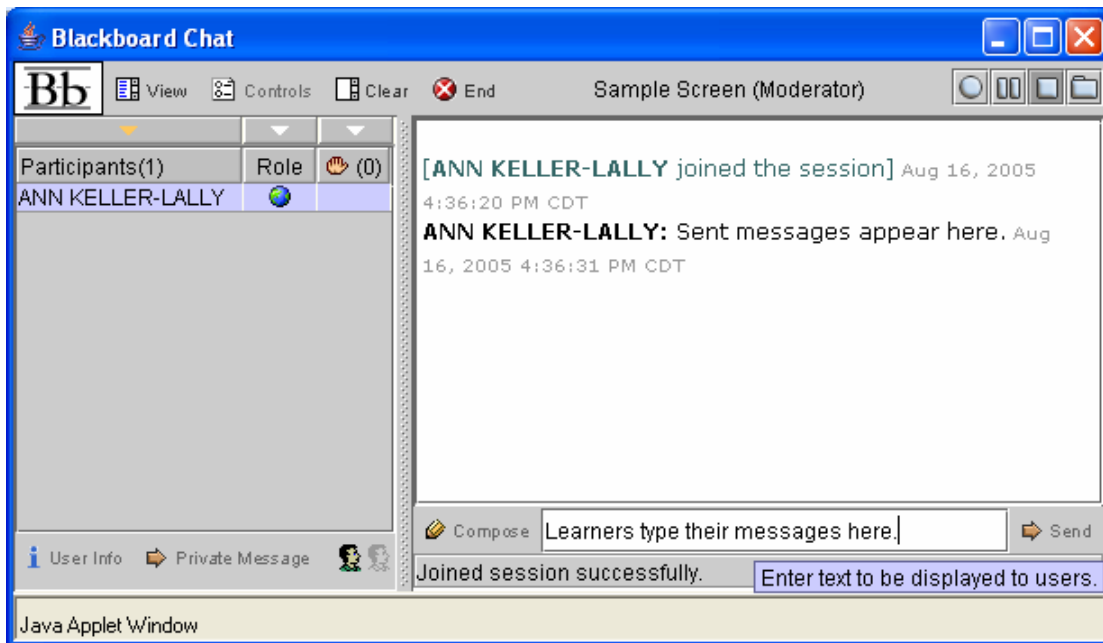
Task Completion

At the beginning of each discussion, the researcher completed a brief warm-up activity utilizing the assigned homework, reviewed the task students were to complete, distributed any applicable handouts and answered any questions about the assignment. Students retained their handout to use as a reference until the end of the discussion. Students were then given the group number to which they were assigned (also listed under the Groups function for students to reference; students could only gain access to the group to which they are assigned) and were asked to log in to their appropriate group using the Group-Collaboration function. In a few instances, it was necessary for the researcher to alter the randomized assignments to preserve group configuration if students were absent.

Once users logged into the appropriate group, they selected the Join option to enter the Virtual Chat. Students used their own names (as opposed to pseudonyms or anonymous postings). The benefits for using “real” names are that students are less likely to *flame* (use vulgar or derogatory language) and that it allows them to associate the content of discussions with their class members – they become better acquainted. The perceived disadvantage of using students’ real names is that some students may still be apprehensive about “speaking.”

To post entries, users typed and edited their messages in a small box located at the base of the Virtual Chat window. Messages were not visible until they were posted by

clicking “Send.” After the message was posted, it appeared on a larger screen in the middle of the window and was viewable to all users within the group. Messages could not be edited once they were posted; they appeared in the order in which they were submitted. An example of the screen as viewed by participants is included in Illustration 4.



Ill. 4: Blackboard Chat – Sample Screen

Students were given a five- and one-minute warning prior to the close of the discussion so that they could wrap-up completion of the task.¹⁷ The researcher then entered each group’s virtual chat session, stopped recording, closed access to the discussion, and copied the discussion transcript into Word 6.0 for grading the assignments and later analyzing the data.

¹⁷ The homework assignments were collected by each instructor at the end of the class period.

Grading of Discussions

The researcher completed all grading of the SCMC discussions (regardless of participation in the study) to control, as much as possible, for consistency in grading across all discussions and sessions. Students were graded according to the rubric provided on each discussion handout. A standardized grading rubric was used across discussions to limit confusion about how student contributions were graded. Rubrics varied only with regard to the source of the new vocabulary students were to integrate (see Appendices C1-C18 for comparison). To grade the discussions, a tally sheet was designed based on the grading rubric (see Appendix C19: Sample Grading from Discussion #1). As the researcher read through the transcripts, she recorded individual student contributions on the tally sheet and wrote in abbreviations corresponding to any comments she wished to include on the student's grade sheet. She then filled out grade sheets (see Appendix C19) for each student and delivered them to the instructors to distribute during their next class period. Short comments ranging from "Gut" ('Good') to "Fantastisch" ('Fantastic') were included according to the overall quality of a student's contribution to the discussion. For students losing more than one point, more extensive comments were included such as "avoid using English as much as possible" and "keeping to discussion related to the task should allow you to gain full points for your comments next time." The grading criteria may have had a washback effect on the data for this study (discussed in more detail in Chapter 4).

Phase IV: The Follow-up Survey of the Main Study

After completing the final online discussion, students filled out the follow-up survey (the fourth phase of the current study). Its purpose was to elicit students'

reactions to the partner and small-group task-based discussions via SCMC in their course and their perceptions of the use and utility of this media in FL instruction. The survey was an abbreviated and modified version of the exit questionnaire designed by Cottam (1999) with additional questions included from the student exit questionnaire described by Kern (1995). The follow-up survey (see Appendix D) included five open-ended questions to elicit information on student perception of strengths and weaknesses of online discussion (Q1, Q2), preference for a particular task (Q3, Q4) and suggested improvements (Q5). For the 37 Likert-scale questions, student were asked to circle one of five levels of agreement (*strongly disagree, disagree, neutral/no opinion, agree and strongly agree*) to statements regarding: comfort levels with completing SCMC discussions (Q6-Q9, Q11, Q25, Q26, Q36); use of the L2 (Q9, Q10, Q12, Q18); use and usefulness of online discussions (Q30, Q39); effect on group cohesion (Q13, Q14, Q15); participation and motivation (Q16, Q17, Q23, Q24, Q27-Q29, Q40); effect on language and culture learning (Q19-Q22); task preference (Q32-Q34); discussion structure (Q35, Q37); and resulting attitudes (Q31, Q38, Q41, Q42). To assist students in remembering the specific tasks they completed, a separate handout was distributed for each section of the course outlining the specific task and task-group configurations students completed for each discussion (see example in Appendix D).

Phase V: Learner Interviews

Finally, in the fifth phase of the study, students were asked to volunteer for an exit interview in English with the researcher. A question bank for the 30-minute semi-guided interview (see Appendix E) was created to elicit clarification about student answers on the follow-up survey and to gain a more complete understanding of how students experience SCMC discussions in their German courses. Students who indicated their

willingness to participate (question included at the end of the follow-up survey) were contacted by the researcher via e-mail and asked to schedule an interview at the student's convenience either during finals week or after the end of the semester. Prior to each of the ten scheduled interviews, the researcher reviewed student participation in the six online discussions and his or her responses on the entrance and follow-up surveys. From these data, the researcher selected questions from the bank, which she wanted to address during the interview. The interviews were conducted privately in the researcher's office. Students were asked to sign an additional consent form giving the researcher permission to audiotape the conversation. Each audiotape was then transcribed for content by the researcher for reference during analysis of the data for the study. After conducting the interviews, the process of data collection was complete. The following section includes descriptions and examples of how these data were then coded and analyzed.

CODING AND ANALYSIS OF THE DATA

The following section is a discussion - organized by research question - of the established approach for analysis of the discussion transcripts, the entrance and follow-up surveys and the learner interviews.

Research Question 1: Amount of Output

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the amount of foreign language output of American learners of German?

Establishing a Unit of Analysis for Total Output

Hatch (1978) advocated the use of discourse analysis - more specifically conversational analysis - as a methodology for studying SLA¹⁸ and drew upon existing methods employed for L1 learners as a model. She felt that such an analysis would reveal more about language learning processes than a piecemeal approach to looking at specific linguistic features (the predominate means for analysis at the time).

Much of the SLA research of the 1970s investigated the form of syntactic structures (utilizing morpheme counts) and emphasized the order of L1 acquisition (Dulay & Burt, 1972). Wagner-Gough (1975), however, argued that *form* should not be studied apart from *function*. In her opinion, a morphological construction could not be considered acquired until it appeared in contrast with similar forms in its class. These types of hypotheses led to close analyses of specific structures.

In contrast to these earlier approaches and in support of Wagner-Gough, Hatch (1978) proposed that discourse and conversational analysis might provide a more accurate means of looking at how language was learned by examining how interactions determined the frequency of forms used and how interlanguage evolved as a result. She advocated a more top-down approach under the assumption that as one learns how to conduct conversations in a language, one in turn learns to interact (e.g., discourse strategies) and through such interaction syntactic structures are developed (e.g., by means of repairs, repetition, requests for clarification).

Previous studies of SCMC have used discourse analysis in this way in an attempt to describe learner output. Studies by Chun (1994), Darhower (2002) and Sotillo (2000) provide examples of varied approaches to such analysis.

¹⁸ Ellis (1999) supports the use of conversational analysis in SLA studies as well.

Chun (1994) examined whether SCMC could provide students with the opportunity to generate and initiate different kinds of discourse structures and the role students could play in managing the discourse. Transcript data was collected over the course of an academic year from first-semester ($n=14$) and second-semester ($n=9$) German classes and was analyzed for the number and length of turns, syntactic or grammatical complexity, and the type and number of discourse functions. Written transcripts showed that learners performed a number of different interactional speech acts (e.g., questions and answers; statements and imperatives; discourse management) and took the initiative more than they did in classroom-based discussions.

Interactional features of students in SCMC were also the focus of Darhower's (2002) study, in which 33 learners enrolled in 2 fourth-semester Spanish courses completed discussion topics relevant to the course. Transcripts were analyzed and coded for interactional features (intersubjectivity; off-task discussion; social cohesiveness; exploration of alternate identities and role playing; and use of the L1). Darhower concluded that students were able to overcome the absence of non-verbal cues and modified turn-taking to maintain understanding during SCMC discussions. Extended greeting and leave taking in SCMC discourse was explained as important for building the online discourse community. In addition, results showed very little L1 use.

Syntactic complexity in ESL learner output obtained via two different modes of CMC: asynchronous and synchronous discussions were investigated by Sotillo (2000). Syntactic complexity was calculated by examining total numbers of clauses, t-units, words, subordinate clauses, embedded subordinate clauses, error-free clauses, error-free t-units, and t-unit length. Sotillo found that the delayed nature of asynchronous discussions gave learners more opportunities to produce syntactically complex language.

According to Crookes (1990), the first stage of discourse analysis of speech involves identifying the relevant units of investigation. Crookes reviewed the most prominent unit forms for analysis of structural characteristics of spoken discourse. A summary of these forms, their definitions and the original scholars introducing the forms are included in Table 9.

Base Unit	Definition
T-unit	A main clause plus any subordinate clauses attached to it; must have a verb (Hunt, 1966)
Communication-unit	Phrases with communicative value; no verb necessary (Loban, 1966)
Idea-unit	A chunk of information viewed by the speaker/writer as one cohesive surface form (Kroll, 1977)
Turn	“one or more streams of speech bounded by speech of another” (Crookes, 1990, p. 185) (originating with conversation analysis research such as Sacks, Schegloff, & Jefferson, 1974)
Utterance	A stream of speech including at least one of the following elements: 1) one intonation contour, 2) “bounded by pauses,” or 3) constitutes “a single semantic unit” (Crookes, 1990, p. 187; Crookes & Rulon, 1985, p. 9)
Tone Unit	A stretch of speech with a climax in pitch and a slight pause to demark the end of the unit (Crystal & Quirk, 1964; Crystal, 1969)
Table 9: Unit Forms for Discourse Analysis	

According to Crookes, of utmost importance is that the system of analysis (or unit of analysis selected) corresponds with the aspect of discourse of interest in a given study. Although online discussions are completed in written format, as Beauvois (1998a) states, the form of such conversations are uniquely situated between speaking and writing – the learner’s “speech” is written, but the form and structure of that speech (e.g., rapid exchange of turns; abbreviated length of utterances) in many ways mimic that of oral

communication. The perception of form must also be considered. As Hanna and de Nooy (2004) stated, the culture in which the CMC discussion is situated also has important implications for the form that such communication takes. In their case study comparing the discourse in asynchronous electronic discussions sponsored by prominent media entities (e.g., BBC, *Le Monde*) in Britain and French, they distinguished three different forms or genres of CMC discussions: conversation (chat), forum and debate. They argued that how a culture views these genres of CMC has important implications in the execution of online discussions in matters such as what is considered acceptable form and conduct and tolerance for digression from the topic.

It may be argued that the classroom has its own distinct culture. This suggests that classroom culture may substantially influence expectations for format and conduct as defined by the perceived genre of classroom-based SCMC. In other words, how instructors and students perceive SCMC (as a conversation, forum or debate) will have important implications for how the online discussions are conducted. The discussions in the current study were conceptualized as forums – “defined by themes for discussion” and a space “for the exchange of opinions, and self-reflexive commentary” (Hanna & de Nooy, 2004, p. 262) rather than the less formal conversation (popularly called chat), which has no overriding theme or purpose other than to interact with others. However, the results from previous studies suggest that SCMC discussion in FL classrooms are generally perceived as conversations, and because communication in online forum discussions more closely resembles spoken than formal written discourse, the researcher determined that established units used in spoken discourse analysis would most accurately account for learner output.

Upon examining the various units of analysis summarized by Crookes (1990) it was determined that some could not be applied, because the learner discourse in SCMC is

in written form. For example, units such as the *tone* or *utterance* must be disqualified for data analysis in the current study, because they rely heavily on intonation and pauses in speech. At the same time, other forms of analysis such as the *t-unit* or *turn*, may not capture the true amount of ideas conveyed. In order then to calculate the total FL output, the discussion transcripts were coded for *communication-units*, because as stated by Abrams (2003), c-units account for multiple messages within each individual turn and, therefore, provide “a sensitive and accurate measure of the amount of language produced by the participants” (p. 162). For purposes of the present study, *communication-units* are defined as follows:

Communication-Units (c-units) – words, phrases, onomatopoeic formulations, or abbreviations with communicative value

Included below is an example of how the researcher coded for c-units, which is followed by a discussion of specific decisions made for the current study. All examples are taken from the discussion transcripts of the current study. Students are quoted exactly as the language occurred (including mistakes to keep authenticity, but not marked by quotation marks) during the SCMC discussions. Translations appearing in [] directly after each utterance are for content only and do not attempt to reflect the errors produced in the participants’ German. In subsequent examples, the word student is abbreviated as “S.”

Example 1 - C-Unit Coding:

Line 1 - Student 1:	Was willst du am Beruf? [What would you like for a profession?]	C1
Line 2 - Student 1:	(grammar???)	C1

Line 3 - Student 2:	Ich will ein photgrapher arbeite [I want to work as a photographer]	C1
Line 4 - Student 2:	und du? [and you?]	C1
Line 5 - Student 1:	{Ich liebe Kunstgeschichte} und {ich will in ein Museum arbeiten} [I love art history and I want to work in a museum]	C2
Line 6 - Student 2:	{ah}, {das ist sehr interessant} [ah, that is interesting]	C2

The exchange in Example 1 includes a total of eight c-units. The researcher decided to count onomatopoeic formulations such as *ah* and *hmmm* (as in Line 6 above) and abbreviations such as *lol* (laugh-out-loud), because they effectively communicate thoughts that learners wish to express and may be considered substitutions for paralinguistic cues in FTF speech. The *ah* in the above exchange, for example, conveys a meaning similar to “oh-really-I didn’t know that.”

Establishing Discourse to Code

Coding was limited to exactly 30 minutes for each group’s discussion (facilitated by the time date stamp next to each student’s entry), beginning at the first instance of on-task discussion (e.g., comments such as *Sollen wir anfangen?* ‘*Shall we begin?*’), after the typical extended greetings as learners signed in to their Virtual Chat room. For purposes of this study on- and off-task discussion are defined as follows:

On-task Discussion – Learner discourse related either directly or indirectly to completion of the assigned task.

Off-task Discussion – Learner discourse unrelated to the assigned task including greetings and leave-taking and any obviously unrelated exchanges that strayed from completion of the task.

Off-task discussion occurring prior to the first instance of on-task discussion and after final completion of the task was not coded, but instances in which off-task discussion occurred during completion of the task were coded as part of the equation for assessing quality of general output (discussed below). Example 2 includes a sample of how off-task discussion (OTD) was coded and is taken from a decision-making-partner task (topic “employment”).

Example 2 – Off-task Discussion C-units:

Line 1 - S1:	Ich will die Kinder haben. Flexible Arbeitszeiten ist am wichtigsten fuer mich. [I want to have children. Flexible work hours are the most important for me.]	C2
Line 2 - S2:	Dass ich Menschen helfen kann ist am wichtigsten fuer mich. [That I can help people is the most important for me.]	C1
Line 3 - S1:	Ich habe Freitag nach Lake Tahoe geflogen. [I flew on Friday to Lake Tahoe.]	OTD1
Line 4 - S1:	wichtigsten ist “important” [‘wichtigsten’ means important]	C1
Line 5 - S2:	Ich habe dieses Wochenende nach Hause geblieben. [I stayed at home this weekend.]	OTD1
Line 6 - S1:	Ich wunsche auch Menschen helfen. [I wish also to help people.]	C1

Learners during this task were to discuss what factors were most important for them in future employment. Student 1 in the above example breaks from the topic in Line 3 to state what she did over the weekend, while still maintaining on-task discussion in Lines 4 and 6. Student 2 responds to Student 1's off-task discussion in Line 5.

In cases where it was unclear whether an utterance was on- or off-task, the subsequent reply to the initial utterance was considered. If the reply did not also relate to the task, the original utterance was coded as off-task discussion. Comments by students not participating in the study were not coded, but were retained in the transcripts to assist in comprehending the discussion and coding the discourse moves of the participants.

Calculating Total Output and Statistical Effect

To calculate the total output by task-group configuration, FL c-units were compiled from all discussion transcripts and individual scores were recorded by task-group configuration. Because Research Question 1 investigates *foreign language* output, any c-units (such as Line 2 in the Example 1) not constructed in German (non-target language c-units) and off-task c-units were recorded separately in the SPSS statistical software. Using these individual scores, the researcher completed a repeated-measures ANOVA to establish any significant effects for task-type, group configuration or the interaction of these factors in total FL output.

Research Question 2: Quality of Output

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the general quality of language output of American learners of German?

Assessing the General Quality of Language Output

Before coding the data, all discussion transcripts were read and assigned two holistic scores – one for the general language quality in the discussion, and one for the general quality of task completion. Discussions were assigned a score from five (*highest quality*) to one (*lowest quality*) based on the rubrics in Tables 10 and 11.

Holistic Scoring – Language Quality	
Score	Description
5	German was used exclusively (with the exception of direct translations in negotiation) Extensive use of new lexical items introduced in the discussion assignment Very frequently experimented with newly acquired structures (e.g., syntax, collocations)
4	German was used almost exclusively Frequent use of new lexical items introduced in the discussion assignment Often experimented with newly acquired structures (e.g., syntax, collocations)
3	German was used most of the time Adequate use of new lexical items introduced in the discussion assignment Sometimes experimented with newly acquired structures (e.g., syntax, collocations)
2	German was used to a limited degree Limited use of new lexical items introduced in the discussion assignment Seldom experimented with newly acquired structures (e.g., syntax, collocations)
1	German was seldom used Very limited or no use of new lexical items introduced in the discussion assignment Did not experiment with newly acquired structures (e.g., syntax, collocations)

Table 10: Holistic Scoring Rubric for Language Quality

Holistic Scoring – Task Completion	
Score	Description
5	Exclusive and thorough focus on the assigned task throughout the discussion Task was fully achieved All learners actively engaged throughout the discussion
4	Largely focused on the assigned task throughout the discussion Task was achieved Most learners actively engaged throughout the discussion
3	Adequate focus on the assigned task throughout the discussion Task may or may not have been achieved Some learners actively engaged throughout the discussion
2	Limited focus on the assigned task throughout the discussion Task may or may not have been achieved Few learners actively engaged throughout the discussion
1	Rarely focused on the assigned task throughout the discussion Task was not achieved Few if any learners actively engaged throughout the discussion
Table 11: Holistic Scoring Rubric for Task Completion	

Holistic scores were used in analysis of the data as part of the formula for determining whether a particular task-group configuration was more effective for promoting a higher quality of output during specific task-based activities.

As stated earlier in the literature review (Chapter 2), a definitive formula for assessing the quality of FL output has not been established. Previous researchers (e.g., Abrams, 2003; Warschauer, 1996) have employed such analyses as the type-token ratio (lexical richness), lexical density (lexical complexity) and the coordination index (syntactic complexity) in learner discourse in FTF and electronic discussions. Based on preliminary analyses of the data, however, the researcher determined that there were very few instances of subordinating conjunctions and that to investigate language quality specific to the objectives of the tasks (introduction of new lexical items related to the course materials), it would be more meaningful to investigate to what extent these new lexical items were used in the discussions. Therefore, the researcher chose to calculate and compare the number of occurrences of new lexical items – referred to in this study as

lexical targets. Example 3 includes a sample of how the data were coded. This example is taken from a decision-making-small group task (topic “gender bias”).

Example 3 – Lexical Targets:

- | | | |
|--------------|---|-----|
| Line 1 - S1: | Ich denke am schlechtesten Stereotypen for eine frau ist sie sollen die hausarbeit machen .
[I think the worst stereotype for a woman is she should do the housework.] | LT2 |
| Line 2 - S2: | ja
[yes] | |
| Line 3 - S1: | und fur der mann?
[and for the man?] | |
| Line 4 - S2: | Ich denke am schlechtesten Sterotypen fur ein Mann ist er sollen fur ein Date bezahlen .
[I think the worst stereotype for a man is he should pay for a date.] | LT2 |
| Line 5 - S3: | Ein Mann sollt mehr Geld verdienen?
[A man should earn more money?] | LT1 |
| Line 6 - S2: | ja ich denke das auch
[yes I think that also] | |

Lexical targets were selected based on their inclusion as new vocabulary introduced on the discussion handout. Task-group configurations eliciting a larger amount of lexical targets were considered of higher quality.

Five additional factors were considered in assessing the general quality of learner output in task-based SCMC discussions – non-target language, off-task discussion, grammatical accuracy, the off-task discussion ratio and assignment completion. Non-target language and off-task c-units were recorded for each student. For grammatical

accuracy, each FL c-unit (minus onomatopoeics) was coded as accurate or inaccurate. This measure included both lexical (e.g., *denn* 'because' instead of *dann* 'then') and syntactic elements (e.g., *Er gehe zu Hause* 'He go to home' instead of *Er geht nach Hause* 'He goes (toward) home') of accuracy. Whereas the correct or incorrect use of capitalization (for substantives) and spelling were counted in this measure, punctuation and unlauded vowels were not (because students would have to know the keyboard codes to create these). FL c-units coded as grammatically accurate were considered of a higher quality than those that were inaccurate. Taking the same discourse used in Example 3 above, Example 4 includes a sample of how data were coded for grammatical accuracy (GAC = grammatically accurate c-unit; GIC = grammatically inaccurate c-unit).

Example 4 – Grammatical Accuracy:

Line 1 - S1:	Ich denke am schle ch testen Stereotyp e n for eine frau ist sie sollen die hausarbeit machen. [I think the worst stereotype for a woman is she should do the housework.]	GIC1
Line 2 - S2:	ja [yes]	GAC1
Line 3 - S1:	und fur der mann? [and for the man?]	GIC1
Line 4 - S2:	Ich denke am schle ch testen Stero t yp e n fur ein Mann ist er sollen fur ein Date bezahlen. [I think the worst stereotype for a man is he should pay for a date.]	GIC1
Line 5 - S3:	Ein Mann soll t mehr Geld verdienen? [A man should earn more money?]	GIC1
Line 6 - S2:	ja ich denke das auch [yes I think that also]	GAC2

Whereas off-task c-units were totaled for comparison of all instances in the data of off-task discussion within specific task-group configurations, the off-task discussion ratio compared the percentage of an individual learner's off-task c-units to FL c-units. The off-task discussion ratio is defined by the researcher as follows:

Off-task Discussion Ratio – (OTDR) calculated by dividing the number of off-task c-units by the number of total c-units produced by a given learner in each task-group configuration. The lower the decimal figure, the higher the quality of the discourse was considered.

$$\frac{\text{Total number of off-task c-units}}{\text{Total number of c-units}}$$

The final factor in establishing the general quality of output was determining whether the discussion as a whole led to completion of all the requirements of the task assignment. This evaluation differed from the holistic scoring of task completion in that it isolated the sole factor of whether a task was completed or not, rather than including it as just one of three factors (such as active engagement) in assessment of quality. Discussions in which all components of the task were achieved (e.g., all questions answered, all steps completed) were considered of higher quality, reflecting achievement of the assignment objectives. For example, in Discussion 3 (topic “student budgets;” see the task assignments at the bottom of each discussion handout in Appendices C7-C9), students completing the jigsaw task had to compare their data and answer the three questions for the task to be coded “completed.” For the decision-making task, students had to explicitly state how they reduced their combined spending to below \$2,500. The opinion exchange task was considered completed if students attempted to address each of

the questions in the prompt. If a task was completed, it was coded as “1” in SPSS. If the task was not completed, it was coded as “0.”

Calculating Statistical Effect in General Quality of Output

Using the individual scores calculated for each of the above analyses, the researcher completed repeated-measures ANOVAs to establish any significant effects for task-type, group configuration or the interaction of these factors in the general quality of language output.

Research Question 3: Form of Negotiation of Meaning

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the form of negotiation of meaning in the discourse of American learners of German?

Establishing the Components for Coding of Negotiations

For the current study, negotiation of meaning is defined as follows:

Negotiation of Meaning - the modification of interaction that occurs when learners and their interlocutors anticipate, perceive or experience difficulties in message comprehension (Pica, 1994).

Negotiated interactions of *non-understanding* were the focus in this study; “exchanges in which there is some overt indication that understanding between participants has not been

complete” (Varonis & Gass, 1985, p. 73). Negotiated interactions of non-understanding were coded based on the modified model of negotiation of meaning constructed by Smith (2001, 2003a), who altered the FTF negotiation pattern established by Varonis and Gass for its application in the SCMC environment. A description of both Smith’s and Varonis and Gass’ frameworks for negotiation is included in Chapter 2.

Smith’s (2001, 2003a) model was adopted (and adapted, as Chapter 4 demonstrates), because of his findings that negotiation in the SCMC environment varied in significant ways from FTF negotiation. In essence, since no other proposed framework for negotiation of meaning in the SCMC environment exists, this study attempted to test Smith’s framework to determine whether further modifications were necessary. A summary and description of each component feature of negotiation utilized in coding the data of the present study is included in Tables 12-18. Each component table is followed by examples (if they occurred) from the current data of how student discourse was coded using these components.

Component	Abbrv	Description
Trigger*	T	“that utterance or portion of an utterance on the part of the speaker which results in some indication of non-understanding on the part of the hearer” (p. 74) (hearer can either ignore or react to the trigger).
Lexical**	LT	Non-understanding “linked to a specific lexical item” (p. 43)
Syntactic**	ST	Non-understanding linked to “structural or grammatical construction” (p. 43)
Discourse**	DT	Non-understanding linked to “the general coherence of the discourse or conversation” (p. 43)
Content**	CT	Non-understanding linked to “the entire content of a previous message” or “when the problem could not be attributed to one of the other trigger types” (p. 43)
*As defined by Varonis & Gass (1985, pp. 74-78)		
**As summarized from the background literature by Smith (2003a, pp. 43-44)		
Table 12: Negotiation Components - Triggers		

Example 5 - Lexical Trigger:

Line 1 – S1:	Ich habe Kabelanschluss, aber ich habe es nicht ansehen. Ein Fernsehgerät ist mir nicht wichtig. [I have cable, but I don't watch it. A television is not important to me.]	Lexical Trigger
Line 2 – S2:	was ist ansehen [what is 'ansehen']	Local Indicator
Line 3 – S1	(to watch ?)	Minimal Response

Example 6 - Syntactic Trigger:

Line 1 – S1:	wo bekommen ihre Geld noch Eltern? [where do they get money besides the parents?]	Syntactic Trigger
Line 2 – S2:	Was ist die Frage? [What is the question?]	Global Indicator
Line 3 – S1:	beispiel: im Osten, Studenten verdienen 17% deine Geld von Bafog. [example: in the east, students earn 17% of their money from financial assistance.]	Rephrasal/ Elaboration Response
Line 5 – S2:	Ich ahh...ja und nein...Studenten verdienen Geld von Bafog, aber 10% [I ahh...yes and no...students earn money from financial assistance, but 10%]	Task Appropriate Reaction to the Response

There were no instances of the Discourse Trigger in the current data.

Example 7 – Content Trigger:

Line 1 – S1:	Jeder Manner sollen Al Bunder sein. [Every man should be Al Bunder.]	Content Trigger
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Line 2 – S1:	Bundy*	Content Trigger
Line 4 – S2:	Al Bundy?	Local Indicator
Line 5 – S3:	wer ist er? [who is he?]	Local Indicator
Line 6 – S4:	Al Bundy ist ein Verlierer. [Al Bundy is a loser.]	Rephrasal/Elaboration Response
Line 7 – S1:	Al Bundy ist ein Manner an die TV [Al Bundy is a man on tv]	Rephrasal/Elaboration Response
Line 8 – S4:	Married with Children	Rephrasal/Elaboration Response
Line 9 – S3:	Ahh, interessant [Ahh, interesting]	Minimal Reaction to the Response

Indicator*	<i>I</i>	“signal that an utterance has triggered a non-understanding” (usually in the form of an ‘echo,’ ‘explicit statement of non-understanding,’ ‘summary,’ ‘non-verbal response,’ an ‘inappropriate response,’ or ‘overt correction’ (p. 76-77).
Global**	GI	Trigger is not identified specifically (p. 43)
Local**	LI	Trigger or location of trigger identified explicitly (p. 43)
Inferential**	II	“learners test out hypotheses and in doing so indicate noncomprehension” (p. 43-44)
*As defined by Varonis & Gass (1985, pp. 74-78)		
**As summarized from the background literature by Smith (2003a, pp. 43-44)		
Table 13: Negotiation Components - Indicators		

Example 8 – Global Indicator:

Line 1 – S1	Was denkst du uber “sollen viel Ansehen bei der Arbeit haben.” [What do you think about ‘should have lots of prestige at work.’]	Lexical Trigger
Line 3 – S2	Ich weiss nicht was das meint [I don’t know what that means]	Global Indicator
Line 4 – S1	prestigious job	Minimal Response

Local Indicator: Included in Examples 5 and 7 above

Example 9 - Inferential Indicator:

Line 1 – S1	Monatlich kostet die Miete \$520 fur mich. Und ich habe keine Geschirrspulmaschine. [My rent costs \$520 a month. And I don't have a dishwasher.]	Lexical Trigger
Line 2 – S2	Was ist das? [What is that?]	Global Indicator
Line 3 – S2	Ein “dishwasher”? [A ‘dishwasher’?]	Inferential Indicator
Line 4 – S1	ja. [yes.]	Minimal Response
Line 5 – S2	OK.	Minimal Reaction to the Response

Response*	R	“response to the request for additional information which has been either implicitly or explicitly stated in the form of an indicator” (p. 76) (forms include ‘repetition,’ ‘expansion,’ ‘rephrasing,’ ‘acknowledgement,’ or ‘reduction’ (p.77)
Minimal**	MR	“provides little new input to the initiator of the negotiation” (p. 44); <i>including English translations of the lexical item negotiated</i>
Repeat Trigger with Lexical Modification**	RLT	“attempt to clarify his/her intended meaning, but does not address the problem signaled in the indicator” (p. 44)
Rephrasal / Elaboration**	RER	“rephrasing the prior utterance” <i>and/or</i> “elaborating on the previous discourse” (p. 44)
<i>Italicized items</i> indicate modifications made by the researcher to accommodate the current data		
*As defined by Varonis & Gass (1985, pp. 74-78)		
**As summarized from the background literature by Smith (2003a, pp. 43-44)		
Table 14: Negotiation Components - Responses		

Minimal Response: Included in Examples 5, 8 and 9 above

Example 10 – Repeat Trigger with Lexical Modification Response:

Line 1 – S1	ISDN-Anschluss ist am wenigstens im Deutschland [ISDN-connection is the smallest in Germany]	Lexical Trigger
Line 2 – S2	Was ist das, Amerika hat das nicht [What is that, America doesn't have that]	Global Indicator
Line 3 – S1	Ich weiß nicht aber Deutschland hat nicht Digitalkamera [I don't know but Germany doesn't have 'Digitalkamera']	Repeat Trigger with Lexical Modification
Line 4 – S2	aber Amerika hat Internetanschluss mit nur 51% [but America has 'internet connection' with only 51%]	Testing Deductions Reaction to the Response
Line 5 – S2	vielleicht ist das die selben [maybe that is the same]	Testing Deductions Reaction to the Response
Line 6 – S1	Ja [Yes]	Confirmation

Rephrasal/Elaboration Response: Included in Examples 6 and 7 above

Reaction to Response*	RR	(optional) “in some way tying up the routine before the speakers pop back up to the main flow of conversation” (p. 77).
Minimal**	MRR	“short reaction to the response” (p. 44)
Metalinguistic Talk**	MTRR	“learners comment explicitly on what the cause of the problem had been” (p. 44)
Task Appropriate Response***	TRR	“‘utterances’ that are contextually relevant to the preceding stretch of discourse and that implicitly show a degree of understanding of the target element” (p. 44)
Testing Deductions***	TDRR	“learners, reacting to the recent input provided in the response phase, make certain inferences, testing out their current state of understanding regarding the original problematic utterance” (p. 44)
*As defined by Varonis & Gass (1985, pp. 74-78)		
**As summarized from the background literature by Smith (2003a, pp. 43-44)		
***New categories proposed by Smith (2003a)		
Table 15: Negotiation Components – Reactions to Responses		

Minimal Reaction to Response: Included in Example 7 and 9 above

Example 11 – Metalinguistic Talk Reaction to Response:

Line 1 – S1	Er ist gut fuer Kinoleiterstellvertreter. [He’s good for the cinema manager.]	Lexical Trigger
Line 2 – S2	Was ist Kinoleiterstellbertreter? [What is ‘Kinoleiterstellbertreter’?]	Local Indicator
Line 3 – S1	Ich denke Schauspieler? [I think actor?]	Minimal Response
Line 4 – S2	Schauspieler? [actor?]	Minimal Reaction to the Response
Line 5 – S3	ich weiss nicht. [I don’t know.]	Minimal Response

Line 6 – S2 es ist nicht in meine Woerterbuch.
[it is not in my dictionary.]

Metalinguistic Talk
Reaction to the Response

Negotiation abandoned

Task Appropriate Reaction to Response: Included in Example 6 above

Testing Deductions Reaction to Response: Included in Example 10 above

Comprehension*Check	CC	(optional) “can optionally occur in any of four places” (after T, I, R, or RR) (p. 78). The respondent provides confirmation with additional information.
*As defined by Varonis & Gass (1985, pp. 74-78)		
Table 16: Negotiation Components – Comprehension Check		

There were no instances of the Comprehension Check in the current data.

Confirmation***	C	(optional) respondent confirms or disconfirms “the degree of understanding by the initiator based on the latter’s reaction to the response” (p. 51)
***New category proposed by Smith (2003a)		
Table 17: Negotiation Components - Confirmation		

Confirmation: Included in Example 10 above

Reconfirmation***	RC	(optional) “reconfirmation by the initiator follows the respondent’s confirmation and is essentially the same as the positive explicit reaction to the response” (p. 51)
***New category proposed by Smith (2003a)		
Table 18: Negotiation Components - Reconfirmation		

There were no instances of Reconfirmation in the current data.

Evaluating the Form of Negotiation of Meaning

To evaluate the effectiveness of Smith’s (2001, 2003a) previously established framework for describing meaning negotiation in the SCMC environment, the researcher recorded all patterns of negotiation in the current data, compared the patterns with Smith’s model and made note of any instances diverging from his model.

Research Question 4: Frequency of Negotiation of Meaning

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the frequency of negotiation of meaning in the discourse of American learners of German?

To calculate the frequency of negotiations of meaning, the total number of negotiations for each section was recorded under the appropriate task-group configuration – resulting in the final total number of negotiations produced under a given condition. Negotiations were differentiated in the student discourse based on Varonis and Gass’ (1985) concept that negotiated exchanges begin with an explicit expression of non-understanding (*Indicator*) (retroactively marking the *Trigger*). This results in a dropping

out from the flow of the main discussion to remediate non-understanding. Once understanding has been achieved, the end of negotiation is marked by a return to the main line of discussion. Example 12 illustrates this process.

Example 12 – Negotiated Interaction:

Line 1 - S1:	oder moechtest du Ansehen haben? [or would you like to have prestige?]	Main Line of Discussion (Lexical Trigger)
Line 2 - S2:	was bedeutet ‘ansehen’ [what does ‘ansehen’ mean’]	Local Indicator
Line 3 - S1:	be famous/have prestige	Minimal Response
Line 4 - S2:	Oh	Minimal Reaction to the Response
Line 5 - S2:	Nein, Ich will nicht ansehen [No, I would not like prestige]	Return to Main Discussion (Task Approp. Reaction to the Response)

In Line 2 of Example 12, Student 2 explicitly signals to Student 1 that he did not understand the term *Ansehen* ‘prestige.’ In Line 3, Student 1 provides a lexical transfer to remediate non-understanding. Line 4 indicates Student 2’s understanding, and Line 5 signals the return to the main line of discussion.

Using the section totals of negotiations per task-group configuration, the researcher then completed a Poisson Regression test in the SAS statistical software to establish the maximal likelihood and any significant effects for task-type, group configuration or the interaction of these factors in the frequency of negotiated meaning. Poisson Regression was selected for this calculation, because the data was analyzed at the

group rather than individual level, and because it accounts for a lack of normal distribution in count data.

Research Question 5: Quality of Negotiation of Meaning

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the quality of negotiation of meaning in the discourse of American learners of German?

For the current study, the quality of negotiated interactions was assessed based on two factors: 1) whether the negotiation remediated non-understanding, and 2) whether the negotiation was remediated in German or in English. Negotiations leading to the remediation of non-understanding were considered of a higher quality than negotiations that were abandoned. Negotiations remediated in German were considered to promote higher quality negotiation within a given task-type, group size or task-group configuration.

To assess quality, negotiated interactions were coded as either “remediated” (“1;” if non-understanding was remediated) or “not remediated” (“0;” if non-understanding was not remediated – either abandoned or accurate understanding was not actually achieved) and negotiations were marked as either remediated with German (“1”) or English (“0”). The negotiated interaction in Example 12 above would, for example, be coded “remediated - 1,” because understanding was achieved, but with “English - 0,” because lexical transfer as opposed to German was used to remediate non-understanding.

The totals for each section were recorded and then added to produce the section totals for each task-group configuration. An example of the worksheet used for

calculating the frequency, remediation and language of remediation is included in Appendix F1: Sample Coding - Negotiation of Meaning, Frequency and Quality. The researcher then completed a Poisson Regression to establish any significant effects for task-type, group configuration or the interaction of these factors in the quality of negotiated meaning.

Research Question 6: Frequency of Collocations

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the frequency of collocations in the discourse of American learners of German?

Establishing the Form of Collocations for Coding

A review of the literature on formulaic language and the subcategory of collocations is included in Chapter 2. Weinert's (1995) and Cowie's (1981) descriptions are modified to define collocations in the current study:

Collocations -“multi-word strings which are produced or recalled as a whole chunk, much like an individual lexical item, rather than being generated from individual lexical items/forms with linguistic rules” (Weinert, 1995, p. 182). Collocations differ from idioms in that one of the constituent elements in the collocational unit permits substitution (Cowie, 1981).

In terms of the functionality of collocations described by Yorio (1989) (communication, production and learning strategies), the current study investigates the communication function (learners' use of formulaic utterances as a means to get their point across when knowledge of target language rules may be limited), because the production and learning strategies functions involve psycholinguistic analyses which are beyond the scope of this study.

In terms of the phraseological categories summarized by Howarth (1998), non-idiomatic restricted lexical and grammatical composites are the focus of the current study, because: 1) acquisition of restricted collocations is considered particularly problematic; 2) evidence suggests that knowledge of collocations can stimulate acquisition of productive rules; 3) third-semester students have relatively few idioms in their lexicon; and 4) idioms occur infrequently in conversations. This study, therefore, examined whether task-based SCMC would be an environment that could stimulate practice of restricted collocations. Coding of collocations was based on the following definitions:

Non-idiomatic Restricted Lexical Composites – collocational units consisting of two open class words (e.g., verb + noun *state a fact*; adjective + noun *troubled times*) restricted in their combination (e.g., *sehr gut* 'very good' versus **viel gut* 'much good') and not part of an idiomatic expression. Open class words include nouns, verbs, adjectives and adverbs.

Non-idiomatic Restricted Grammatical Composites - collocational units consisting of one open and one closed class word (e.g., preposition + noun *in conclusion*; adjective + preposition *smitten with*) restricted in their combination and not part of an idiomatic expression. Closed class words are function words with a grammatical purpose. They are used to relate phrases of various types to other phrases and include prepositions, determiners, auxiliary verbs, and conjunctions.

Calculating Frequency of Collocations and Statistical Effect

To calculate the frequency of collocations, the total number of each type of collocation used was recorded for each student under the appropriate task-group configuration. A sample of how collocations were coded in the current data is included in Example 13.

Example 13 – Frequency of Lexical and Grammatical Composites:

Line 1 – S1:	In die Usa ich denke dass terroismus ist nicht so schlecht [In the USA I think that terrorism is not so bad]	Grammatical Composite Lexical Composite
Line 2 – S2:	Terrorismus ist nicht so schlecht [Terrorism is not so bad]	Lexical Composite
Line 3 – S1:	aber in die Welt es ist ein wichtiges problem [but in the world it is an important problem]	Grammatical Composite
Line 4 – S2:	Das stimmt [I agree]	Lexical Composite
Line 5 – S2:	Wir haben ein problem mit Kriminalitat [We have a problem with criminality]	Lexical Composite Grammatical Composite

A repeated-measures ANOVA was used at the individual level to determine any statistical significance for frequency of collocation use between task-group configurations.

Research Question 7: Quality of Collocations

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the quality of collocations in the discourse of American learners of German?

Assessing the Quality of Collocations

Quality of collocations was assessed in the current study based on two factors: 1) whether the collocation was used correctly (both in meaning and grammaticality), and 2) whether collocation use (either correct or incorrect) was attempted where appropriate (where using lexical simplification strategies such as synonymy, paraphrasing, avoidance, or repetition was not possible). Correct and appropriate use of collocations was considered to be evidence of a higher quality.

To calculate their quality, collocations were coded as either “correct” (“1”) or “incorrect” (“0”). The totals for each individual were recorded. To determine the degree to which learners attempted to employ collocations appropriately, it was necessary to record both the number of collocations that were appropriately attempted (“1” for appropriate attempts; “0” for inappropriate attempts) and the number of instances in which a collocation was required but not attempted (“1”). Only cases in which meaning could not be adequately conveyed by a lexical simplification strategy used by the

participant (e.g., by paraphrasing) were considered. Using the same discourse from Example 13 above, Example 14 shows how the data was coded for quality of collocation use.

Example 14 – Quality of Lexical and Grammatical Composites:

Line 1 – S1:	In die Usa ich denke dass terroismus ist nicht so schlecht [In the USA I think that terrorism is not so bad]	GCI1 / GCA1 LCC1 / LCA1 0 non-attempts
Line 2 – S2:	Terrorismus ist nicht so schlecht [Terrorism is not so bad]	LCC1 / LCA1 0 non-attempts
Line 3 – S1:	aber in die Welt es ist ein wichtiges problem [but in the world it is an important problem]	GCI1 / GCA1 0 non-attempts
Line 4 – S2:	Das stimmt [I agree]	LCC1 / LCA1 0 non-attempts
Line 5 – S2:	Wir haben ein problem mit Kriminalitat [We have a problem with criminality]	LCC1 / LCA1 GCC1 / GCA1 0 non-attempts

In Line 1 of Example 14, the grammatical composite *In die Usa* ‘in the USA’ was coded “incorrect” (GCI1), because Student 1 did not use the correct case (dative) in the prepositional phrase. However, the student did appropriately attempt to use a prepositional phrase where necessary, so the grammatical composite was coded as “appropriately attempted” (GCA1). In Student 1’s statement in Line 1, there was no instance where a collocation was necessary, but not attempted.

The worksheet used for calculating the frequency and quality of collocations is included in Appendix F2: Sample Coding – Collocations, Frequency and Quality. The researcher completed repeated-measures ANOVAs to establish any significant effects for

task-type, group configuration or the interaction of these factors in the quality of collocation use.

Establishing Interrater Reliability.

Before completing statistical analysis of the data, the researcher enlisted a second rater to ensure that coding established by the researcher for c-units, negotiation of meaning, and collocations was properly applied to the discussion transcripts. After the second rater coded five percent of the learner discourse, the coding of the researcher and the second rater were compared to establish an interrater reliability of 92%. This was considered an acceptable rate of reliability to support the statistical results.

Research Question 8: Learner Reactions

What are foreign language learner reactions to the use of partner and small-group task-based discussions via SCMC?

An entrance survey, follow-up survey and learner interview were incorporated in the study to assess learner reactions to the use of task-based SCMC discussions. Both quantitative and qualitative data were elicited. A total of 62 entrance surveys, 62 follow-up surveys and ten 30-minute learner interviews were analyzed.

Quantitative Data and Analyses

Responses to Questions 1-4 on the entrance survey (see Appendix B1) were entered into SPSS as nominal variables to compute descriptive statistics of learner

demographics regarding gender, computer and online chat experience and typing speed. These results were utilized in describing the participants of the study. For Questions 5-11 of the entrance survey and Questions 6-42 of the follow-up survey (see Appendix D) participants indicated their level of agreement with each statement based on a five-point Likert scale. Answers were converted to a numerical scale of 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). The numeric data was entered into SPSS to calculate the average response to each prompt. Both positive and negative statements were included in the surveys, so the mean score for each statement had to be considered in light of whether it was positively or negatively formulated.

Qualitative Data and Analyses

Questions 1-5 of the follow-up survey were open-ended to allow learners the opportunity to elaborate on their opinions, and the “comments” section of each Likert-scale statement allowed participants to include any additional information they deemed relevant. Qualitative data was also collected by means of learner interviews. Each session was audio taped and transcribed for content.¹⁹

The open-ended questions of the follow-up surveys and learner interviews and the comments section of the Likert-scale statements were included to clarify the quantitative results and gain additional information on how learners experienced the SCMC discussions.

Content analysis was used to determine emergent themes in the data. Content analysis is defined by Holsti (1968) as “any technique for making inferences by systematically and *objectively* identifying special characteristics of messages” (p. 608; cited in Berg, 2004, p. 267). The responses in the open-ended questions, the comments

¹⁹ A direct transcription including pauses, pronunciation and intonation was not completed.

sections and the learner interviews were listed and categorized by emergent themes to establish meaningful patterns in learner responses and make generalizations about the implications of this data for incorporating SCMC in FL instruction.

CONCLUSION

In this chapter, I outlined the purposes of this study, the research questions, the five phases of the study, and the procedures for coding and analyzing the collected data. An overview of the methodology - outlined by research question - is included in Table 19 below.

Research Question	Data Collected	Data Analysis
RQ1: General Output - Amount	SCMC discussion transcripts	Communication units (c-units) in German English C-units Off-Task C-units
RQ2: General Output - Quality	SCMC discussion transcripts	Holistic Scoring – Language Quality Holistic Scoring – Task Completion Lexical Targets Grammatical accuracy Off-Task Discussion Ratio Assignment completion
RQ3: Negotiation of Meaning - Form	SCMC discussion transcripts	Smith's (2001, 2003a) Modified Model of Negotiation of Meaning
RQ4: Negotiation of Meaning - Frequency	SCMC discussion transcripts	Total Negotiated Interactions
RQ5: Negotiation of Meaning - Quality	SCMC discussion transcripts	Successful negotiation Language of negotiations
RQ6: Collocations - Frequency	SCMC discussion transcripts	Non-idiomatic Restricted Lexical Composites Non-idiomatic Restricted Grammatical Composites
RQ7: Collocations - Quality	SCMC discussion transcripts	Correct Use Appropriate Use Non-attempts
RQ8: Learner Reactions	Entrance and Follow-up Surveys Learner Interviews	Mean Likert scores Qualitative analysis of open-ended questions
Table 19: Methodological Overview of the Study		

In Chapter 4, I describe the results of data analysis (by research question) and discuss these findings in relation to the results of previous research.

Chapter 4: Results and Discussion

INTRODUCTION

In this chapter, I describe the results of this study designed to determine whether task-type and group configuration has a significant effect on FL learner output in the SCMC environment. This study aimed to determine whether differences existed between task-group configurations in the quantity and quality of learner discourse in order to provide concrete recommendations for the most effective use of SCMC discussions in the FL classroom. 62 foreign language learners enrolled in five sections of a third-semester German course participated in this study. The data consisted of an entrance survey, the transcripts from six SCMC discussions, an exit survey, and transcripts from ten exit interviews. Results of the statistical analyses are reported by research question, followed in each section by a discussion of factors that may have influenced the results and how these results relate to the findings in previous research.

Research Question 1: Amount of Output

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the amount of foreign language output of American learners of German?

To determine whether task-type, group size, or the interaction of these factors influenced the amount of FL learners produced, German c-units were recorded for each participant in each discussion configuration. The totals were then analyzed by means of a

repeated-measures ANOVA, which was selected because it accounts for within subjects variation. The level of confidence for all statistical analyses in this study was .05, and if the sphericity assumption was not met, the Greenhouse-Geisser was reported.²⁰

Analysis showed significant effects for task, group and task-group configurations in the total amount of FL that learners produced. Results are reported by category in Table 20.

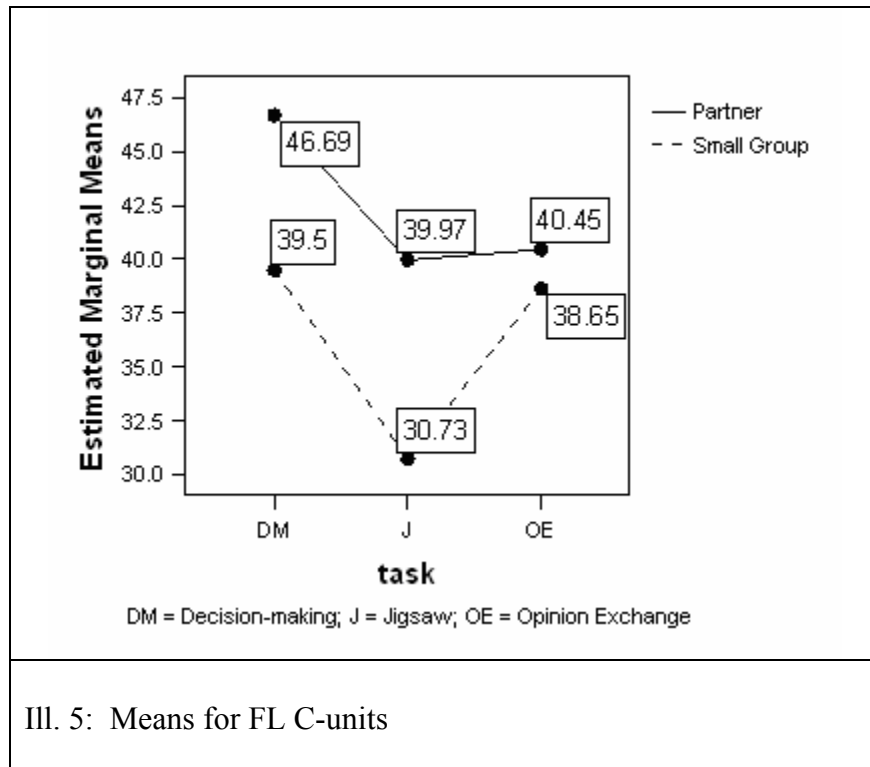
<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Post Hoc Comparisons (Significant Differences)</i>
Task	3732.694	2	1866.347	11.178	< .001	DM>J (p<.001) OE>J (p = .019)
Group	3438.605	1	3438.605	22.115	< .001	(P>SG)
Task*Group	914.532	1.7	534.022	3.303	.048	JP>JSG (p < .001) DMP>DMSG (p = .001) DMP>JP (p = .019) DMP>OEP (p = .024) DMSG>JSG (p <.001) OESG>JSG (p = .001)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 20: ANOVA for Total FL C-units

Mean scores are depicted graphically in Illustration 5.

²⁰ Sphericity means that all possible differences between within-subject conditions can be assumed to have the same population variance. This assumption is generally violated if Mauchly's Test of Sphericity shows a significant result (e.g., $p < .05$). The Greenhouse-Geisser is one means for correcting the degrees of freedom and p-value to account for this violation.



Post-hoc analyses (or pairwise comparison) was completed using the Bonferroni adjustment for multiple comparisons. Significant effects are reported in Table 20 above. Post-hoc analyses revealed that with regard to task alone, there was a significant effect between the amount produced in the jigsaw versus the decision-making task and the jigsaw and opinion exchange tasks. Learners used more FL when completing decision-making and opinion exchange tasks as compared to jigsaw tasks. Though the decision-making task spurred students to use the most FL and was higher than that used in opinion exchange tasks, the difference was not significant.

With regard to the factors of group size alone, partner work stimulated a significantly higher amount of the FL than small group work. When analyzing the interaction of task and group (task-group configuration), the results revealed that learners produced a significantly higher amount of FL output in partner completion of the jigsaw

and decision-making tasks versus the small group configuration. There was, however, no significant difference between the amount of learner FL output produced in partner or small group configurations of the opinion exchange tasks.

Finally, when completing partner work, output during the decision-making tasks was significantly higher than either jigsaw or opinion exchange. However, when completing small group tasks, decision-making and opinion exchange tasks spurred a significantly larger amount of output than the jigsaw configurations. The difference between the amount produced in small group decision-making and opinion exchange tasks was not significant.

From the results, it may be concluded that the most FL output was achieved in the decision-making-partner configuration. The less constrained tasks - decision-making and opinion exchange - consistently outperformed the most constrained jigsaw task in the amount of FL used.

These results contrast Cottam's (1999) research of third-semester Spanish students who produced more output during information gap tasks (the more constrained task) than in opinion exchange tasks. This finding also contradicts Blake's (2000) results. In his study, output was measured in the total number of turns, with jigsaw tasks eliciting the most and decision-making tasks eliciting the least. Finally, in Smith's (2001) investigation of jigsaw and decision-making tasks completed in dyads, he reported no statistically significant effect for task-type in the FL output of learners at a comparable level to those in the current study (second-year).

To summarize, the results of the current study show that in general, less constrained tasks (e.g., decision-making and opinion exchange tasks) elicit more FL output than the more constrained tasks (e.g., jigsaw tasks), and partner work elicits more FL output than small group work. The decision-making-partner configuration elicited the

most language output of all task-group configurations. This may suggest that providing learners with a specific goal for a task (with numerous possible outcomes) that also allows for the solution based on a discussion of opinions regarding the outcome may provide the most stimulus for student interaction in the FL.

Research Question 2: Quality of Output

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the general quality of language output of American learners of German?

To determine whether task-type, group size, or the interaction of these factors influenced the quality of learners' language production, several characteristics of language quality were analyzed:

- a) holistic scores for language quality and task completion were assigned;
- b) non-target language and off-task c-units were coded;
- c) the number of lexical targets per individual and task-group configuration was recorded;
- d) FL c-units were coded for grammatical accuracy;
- e) the off-task discussion ratio was calculated; and
- f) each task discussion was scored as either completed or not completed.

These totals were then analyzed by means of repeated-measures ANOVAs.

Holistic Scoring – Language Quality

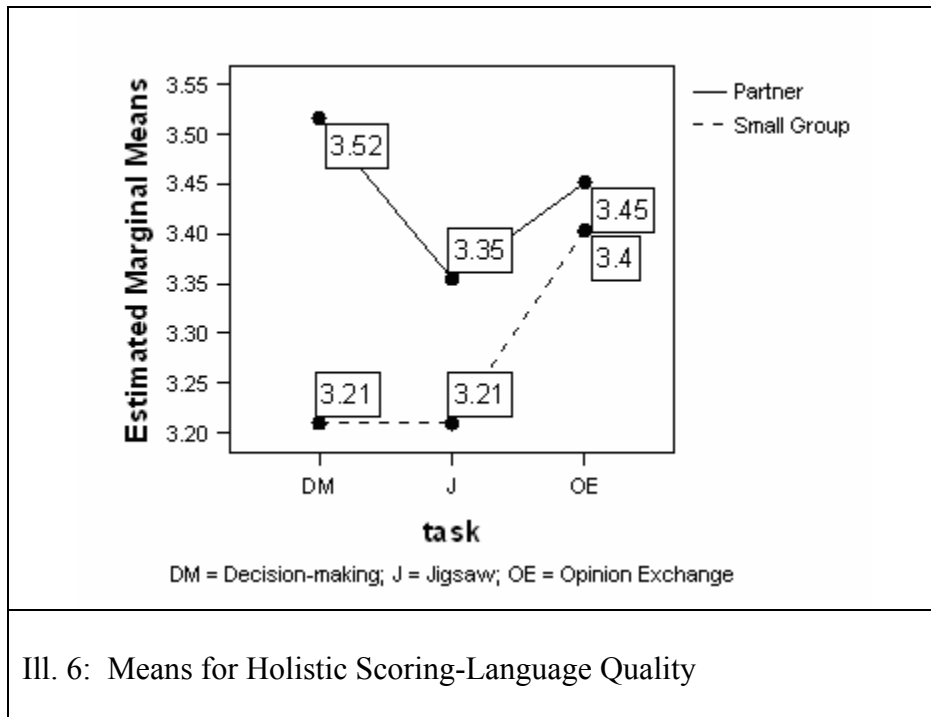
Language quality was scored based on the rubric included in Table 10 in Chapter 3 (p. 108). Scores ranged from 5 (*superior language quality*) to 1 (*poor language quality*). In comparing the holistic scores of language quality for the discussions, a significant effect was found for group configuration, but not for task or for task-group interaction, as presented in Table 21.

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Post Hoc Comparisons (Significant Differences)</i>
Task	1.312	2	.656	2.580	.080	
Group	2.583	1	2.583	10.564	.002	DMP>DMSG (p = .001) OESG>DMSG (p = .039)
Task*Group	1.054	2	.527	2.300	.105	

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 21: ANOVA for Holistic Scoring – Language Quality

Mean scores are depicted graphically in Illustration 6.



Post hoc analyses showed that language quality was significantly higher in decision-making tasks completed in the partner rather than the small group configuration. No similar significance was found in either the jigsaw or opinion exchange discussions. However, in small group configurations, language quality was significantly higher in opinion exchange than in decision-making tasks.

With regard to task and group factors, there was a tendency for opinion exchange tasks and the partner configuration to promote a higher level of language quality overall, even though decision-making-partner tasks scored highest of all the task-group configurations. The higher language quality evidenced in the less constrained tasks (e.g., decision-making and opinion exchange) may be due in part to an increased opportunity for more varied discourse and experimentation with a larger variety of structures. The jigsaw tasks asked students to make concrete comparisons based on data they had been

given (e.g., comparing the frequency of specific household items present in German versus American households). Participant discourse, therefore, was more limited to factual statements such as “28% of German households have clothes dryers.” In contrast, the less constrained decision-making and opinion exchange tasks asked students to address their opinions about relative importance of the same items (e.g., which of the household items are necessary, not necessary but nice to have, or unnecessary). These tasks provided the opportunity to use a wider variety of discourse strategies and experiment more with the language (more room for creativity and language play) in an effort to convey their thoughts (e.g. “I think the refrigerator is the most necessary item, because everyone has to eat!”).

The higher language quality produced in the partner configuration may be due in part to the increased amount of turn taking between the participants. With fewer participants to “share the floor,” students were not only required to respond to what was said in order to maintain the flow of communication, but they had more opportunities to use the new lexical items. In addition, from the learner interviews, it became clear that participants felt more comfortable experimenting with new language structures in partner work (as compared to small group work), because they were less concerned with correctness or embarrassment.

Holistic Scoring – Task Completion

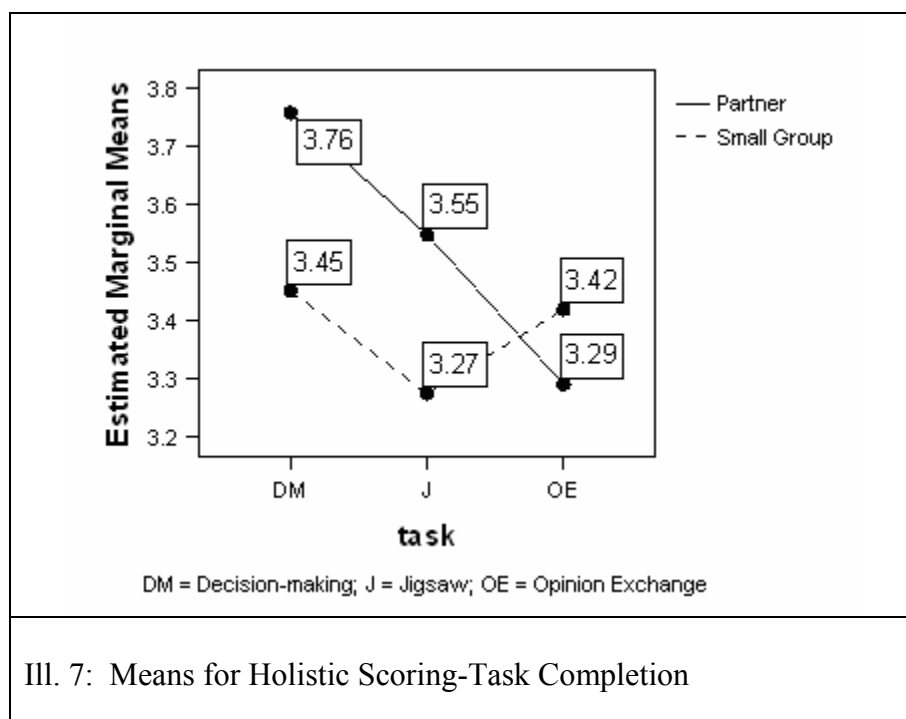
For the quality of task completion, each discussion was assigned a score from 5 (*excellent*) to 1 (*poor*) based on the rubric included in Table 11 of Chapter 3 (p. 109). Task, group and the interaction of these factors were all found to be significant in the quality of task completion. Results are reported by category in Table 22.

Source	SS	df	MS	F	p	Post Hoc Comparisons (Significant Differences)
Task	4.263	2	2.132	3.729	.027	DM>OE (p = .046)
Group	2.108	1	2.108	4.555	.037	(P>SG)
Task*Group	3.651	2	1.825	4.048	.020	JP>JSG (p = .023) DMP>DMSG (p = 0.031) DMP>OEP (p = 0.003)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 22: ANOVA for Holistic Scoring – Task Completion

Mean scores are depicted graphically in Illustration 7.



Post hoc comparison revealed a statistically significant difference in the quality of task completion between decision-making and opinion exchange tasks. Decision-making tasks were of significantly higher quality than opinion exchange tasks. In addition, tasks completed in pairs were of a significantly higher quality than those completed in small groups. In task-group interaction, the quality of task completion was significantly higher in jigsaw and decision-making tasks completed in partner rather than small groups. Additionally, partner work completed in decision-making tasks was of a significantly higher quality than in opinion exchange tasks.

In general, the more constrained tasks elicited a higher level of quality in task completion, with decision-making-partner tasks scoring highest. The results of this study indicate, that when given a specific goal to achieve (whether there is only one solution or alternate solutions possible), participants are more apt to complete the task, remain focused on the task throughout the entire discussion, and be actively engaged in the discussion. The main goal of the opinion exchange task was exactly that – to exchange opinions on a given topic. Such an open-ended discussion appears to be less effective for promoting high quality task completion. This may vary under other conditions such as language level. More advanced learners, for example, might be better equipped linguistically to discuss their opinions and, therefore, remain more actively engaged.

Non-target Language C-units

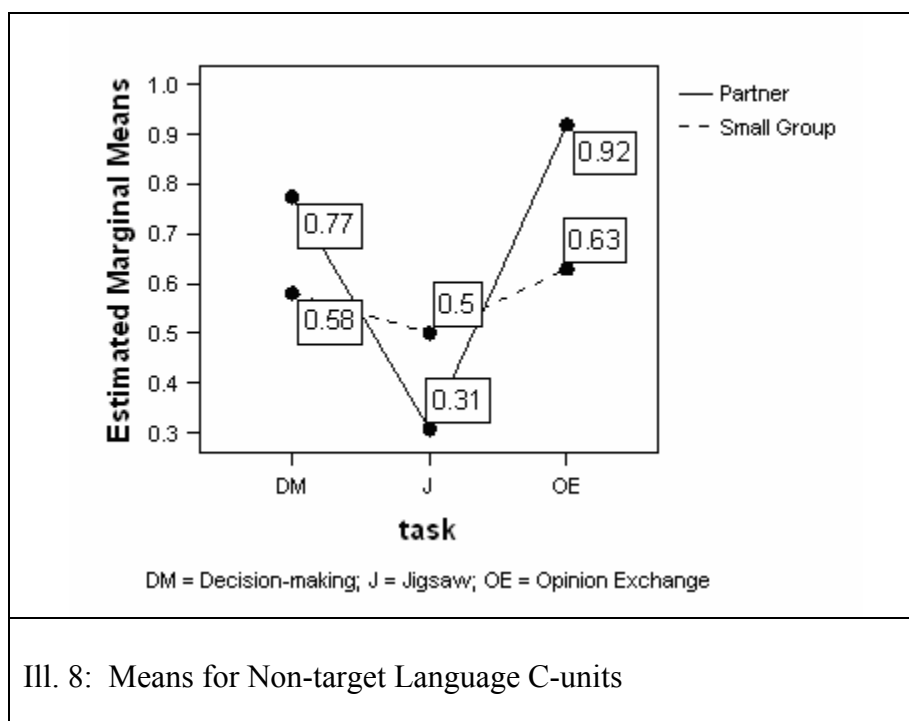
A significant effect for the use of non-target language c-units (in this case English) was found between tasks, but no significant effect was found generally for group or task-group configurations. Results are reported in Table 23.

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Post Hoc Comparisons (Significant Differences)</i>
Task	9.183	2	4.591	3.978	.021	J<OE (p = .042) JP<OEP (p = 0.008)
Group	.871	1	.871	1.096	.299	
Task*Group	4.065	2	2.032	1.789	.172	

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 23: ANOVA for Total Non-target Language C-units

Mean scores are depicted graphically in Illustration 8.



Post hoc analyses revealed that the use of English in task completion was significantly lower in jigsaw tasks than in opinion exchange tasks in general. With

regard to specific task-group configurations, the jigsaw-partner configuration was significantly lower than that of the opinion exchange-partner tasks. No significant effects were found, however, between the other task-group configurations.

The occurrence of non-target language c-units in the SCMC discussions was primarily limited to lexical transfers in negotiation of meaning. In this case, participants often provided direct translations when students did not understand a particular lexical item introduced in the discussion. The prevalence of English used for negotiation in the current study is inconsistent with the findings of Chun (1994), Darhower (2002) and Kern (1995), who reported little L1 use in learner discourse in SCMC. In the present study, the tendency to refrain from using English outside of negotiations may be a reflection of the grading. One component of the grading rubric for each discussion pertained to the use of the FL (“Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)?” – 3 of 15 points total). Participants were aware that they would be graded on this factor and may, therefore, have been sensitive to limiting English use to isolated translations (because they knew this was acceptable).

The jigsaw-partner activity spurred the least amount of non-target language output, and the opinion exchange-partner task elicited the most. Interestingly, although the partner work in jigsaw tasks elicited less non-target language than small group work, the opposite was the case for decision-making and opinion exchange tasks. Less non-target language was used in small groups for these two tasks. These results suggest that there is a tendency toward less use of non-target language in more constrained tasks and in small group discussions.

For the current study, the result of jigsaw-partner tasks eliciting the least amount of English may be explained by the fact that an overriding objective for each task was to prompt students to use new lexical items related to themes they were discussing in class.

The more constrained tasks (jigsaw and decision-making) required students to use vocabulary introduced in each discussion's handout. Therefore, students were more likely to have the necessary vocabulary to express their ideas. In contrast, however, participants completing the opinion exchange tasks could discuss anything related to the general questions they were given – resulting in a broader spectrum of related issues introduced in the discussions. These issues, though related to the task at hand, were not necessarily addressed in the discussion handout. Therefore, these participants may have lacked the necessary vocabulary to convey their thoughts.

This finding may also be a result of social bonding outweighing language practice. The opinion exchange-partner configuration had the highest amount of non-target language c-units. If English was used more often in this configuration, it may have been for social purposes. In the partner configuration, students reported feeling more pressured to keep the discussions flowing. It is possible that they also felt more pressured to establish a social connection with their partner in the opinion exchange task, because learners were less focused on specific goals and more focused on exchanging their thoughts. If learners lacked the necessary vocabulary for the discourse moves associated with social bonding (e.g., joking, sarcasm), they may have turned to English to achieve this goal.

Off-task C-units

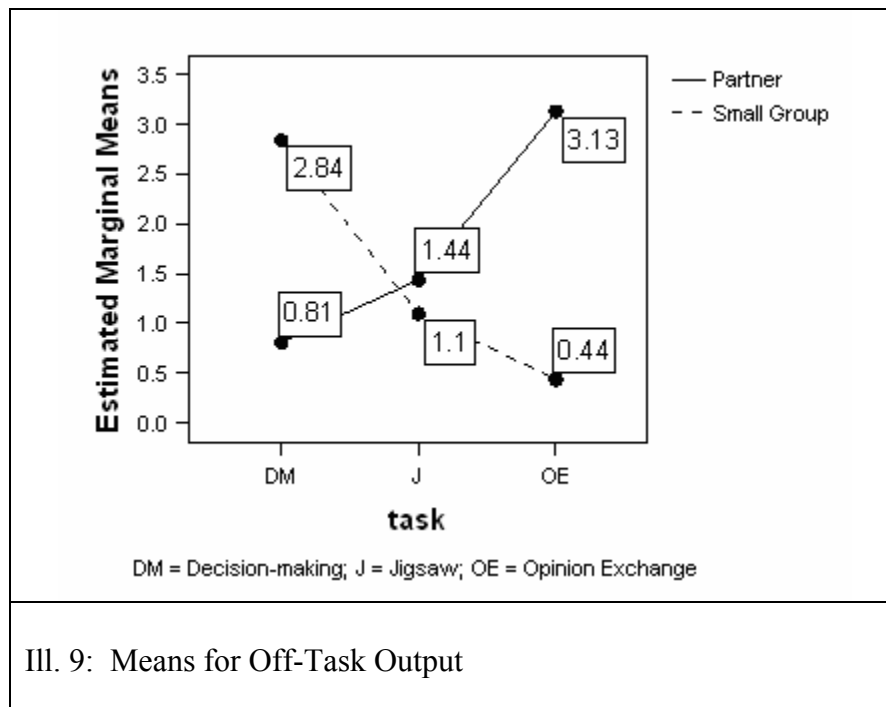
No significant effects were found for task or group factors alone, but a significant effect was found for task-group interaction. Results are reported in Table 24.

Source	SS	df	MS	F	p	Post Hoc Comparisons (Significant Differences)
Task	23.876	2	11.938	.649	.524	
Group	10.333	1	10.333	.292	.591	
Task*Group	346.167	2	197.049	9.944	< .001	DMP<DMSG (p = .004) OESG<OEP (p = .024) OESG<DMSG (p = .002)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 24: ANOVA for Total Off-Task C-units

Mean scores are depicted graphically in Illustration 9.



Pairwise comparison (post hoc analyses) revealed that there was a significantly higher amount of off-task discussion based on the task-group configuration. For decision-making tasks, the small group configuration elicited a significantly higher amount of off-task discussion than partner work. In contrast, however, for opinion exchange tasks, partner work elicited a significantly higher amount of off-task discussion than small group work. Group size did not significantly affect the amount of off-task discussion in jigsaw tasks. Finally, with regard to tasks completed in small groups, there was a significantly higher amount of off-task discussion during decision-making tasks than in opinion exchange tasks.

Overall, the opinion exchange-small group tasks elicited the least amount of off-task discussion, but also the highest amount when completed in partner work. Though the difference was not statistically significant, on average decision-making tasks elicited the most off-task discussion, and jigsaw tasks elicited the least. Because there was little difference, however, in the mean scores for decision-making and opinion exchange tasks, it may be concluded that less constrained tasks are prone to more off-task discussion. Jigsaw tasks are more structured – focusing student attention on very specific problems to solve, whereas less constrained tasks allow for a certain degree of flexibility in the discussion. Logically, this flexibility may make digression from the task at hand more tempting. Generally, off-task discussion was relatively rare – and this again may have been influenced by the grading rubric. Students were required to actively contribute to the topic (“Did you actively contribute *to the discussion topic?* (e.g. related in some way to topic) Active = *at least 5* questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here)” – 5 of 15 points total). When off-task discussion occurred, this reduced the amount of time learners

communicated about the task directly and often resulted in a loss of points in this criterion.

Another factor that may have influenced the amount of off-task discussion is the time for completion and the group size. More constrained tasks required students to come to a specific outcome. The learners were required to complete a number of steps for completion of the task. An examination of these discussion transcripts revealed that when completing jigsaw tasks in the partner configuration, tasks were completed earlier than those in small groups, suggesting that the more participants involved, the more difficult it was to come to consensus. This may explain the tendency for partner work in jigsaw tasks to elicit more off-task discussion. After completing the task earlier in partner work, students were more likely to stray from the topic.

In contrast, opinion exchange tasks elicited discussion about student opinions related to specific themes and did not require consensus on the subject. Because no consensus was required, the completion of the task was more subjective, based on the students' perception of what constituted an effective discussion of the issues (e.g., summarizing their thoughts and abandoning the task after 15 minutes of discussion versus a really in-depth discussion of the topic for the entire 30 minutes). In the participant interviews, it was suggested that in opinion exchange-partner tasks, students often felt like they ran out of things to talk about. This may have spurred students to abandon the topic more frequently. In contrast, completion of opinion exchange in the small group configuration allowed students to draw from a larger pool of ideas. More students were available to keep the discussion flowing and contribute where they had strong opinions.

Results from the current study suggest that the most constrained tasks (e.g., jigsaw) elicited the least amount of both non-target language and off-task c-units. With regard to group size, although the jigsaw-partner configuration elicited the least amount

of non-target language output, there was a general tendency overall for the small group configuration to elicit fewer instances of non-target language output in less constrained tasks (e.g., decision-making and opinion exchange). Off-task output was higher in general in partner work, although the results indicate that within specific task-types, group size makes an important difference. Where there were fewer occurrences in decision-making tasks completed in the partner configuration, there were more occurrences in opinion exchange-partner tasks than the small group configuration.

Few studies have quantified use of the L1 or off-task discussion in *task-based* SCMC research, but the general result of non-target language use for negotiation in the current study contrasts the findings of Chun (1994), who reported little L1 use in the large group SCMC discussions of first- and second-semester learners of German. Darhower (2002) examined both L1 use and off-task discussion in his study of fourth-semester Spanish students completing small group, open-ended discussions. Darhower also found very little use of the L1, but reported that off-task discussion was prevalent in every discussion. The general finding in the current study that off-task discussion occurred rarely contrasts Darhower's results.

Lexical Targets

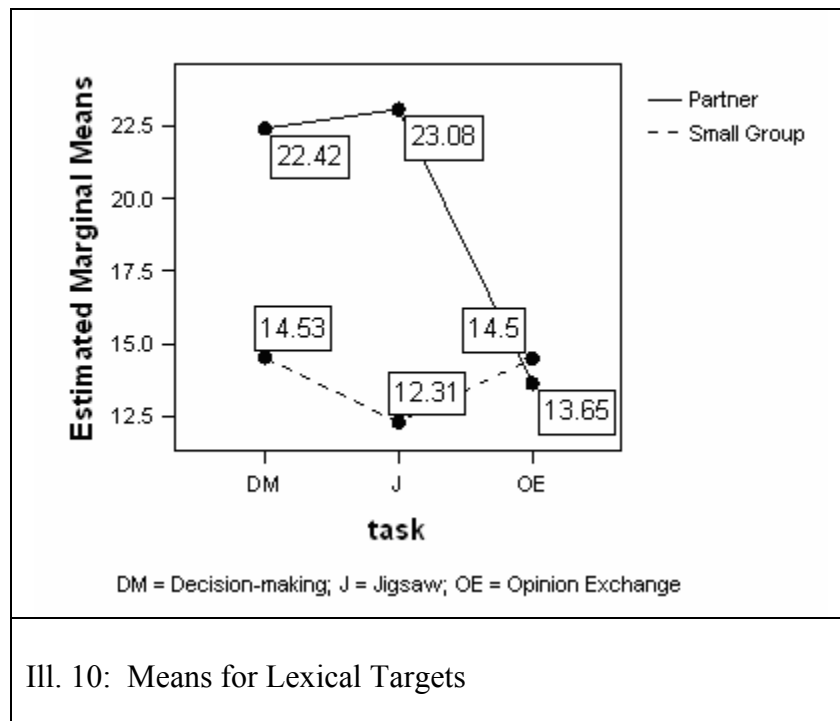
The use of new lexical items related to the course materials and introduced on the discussion handout was coded in each discussion. Repeated-measures ANOVA revealed a statistically significant effect for all three factors of task, group and task-group interaction. Results are reported by category in Table 25.

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Post Hoc Comparisons (Significant Differences)</i>
Task	1368.618	2	684.309	7.950	.001	DM>OE (p = .001) J>OE (p = .009)
Group	3276.387	1	3276.387	66.459	< .001	(P>SG)
Task*Group	2273.242	2	1136.621	13.735	< .001	JP>JSG (p < .001) DMP>DMSG (p < .001) JP>OEP (p < .001) DMP>OEP (p < .001) DMSG>JSG (p = .031)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 25: ANOVA for Lexical Targets

Mean scores are depicted graphically in Illustration 10.



Pairwise comparison resulted in a significantly higher number of lexical targets utilized in decision-making than opinion exchange tasks and in jigsaw versus opinion exchange tasks. Tasks completed in partner configuration produced a significantly higher amount of lexical targets. The jigsaw-partner and decision-making-partner tasks included a significantly higher number of targets than the same tasks completed in small groups. No significance was found between the group configurations within opinion exchange tasks. In partner work, the opinion exchange task was significantly lower than both the jigsaw task and the decision-making tasks. In small groups, decision-making tasks produced a significantly higher amount of targets over jigsaw tasks.

In general, the more constrained tasks and the partner configuration elicited the highest use of lexical targets. Overall, the jigsaw-partner configuration elicited the most lexical targets. This is not surprising given that the lexical targets were based on the new vocabulary introduced on the discussion handouts (all treatments had the same handouts and lexical targets). The jigsaw and decision-making tasks asked students to compare or rank the items specifically, whereas the opinion exchange task asked students to discuss open-ended questions related to the topic. Students, of course, were more likely to use the lexical items when they were explicitly focused on them, rather than integrating them only where needed during the opinion exchange discussion. Again, with regard to higher use of lexical items in partner versus small group configurations, the partners were more likely to complete most or all of the tasks, meaning they would have worked through most or all of the new lexical items, whereas in the small group configurations, each individual would use the terms less, because other participants may have already addressed them. No previous studies that quantified lexical targets specifically in the task-based SCMC environment were found for comparison.

Grammatical Accuracy

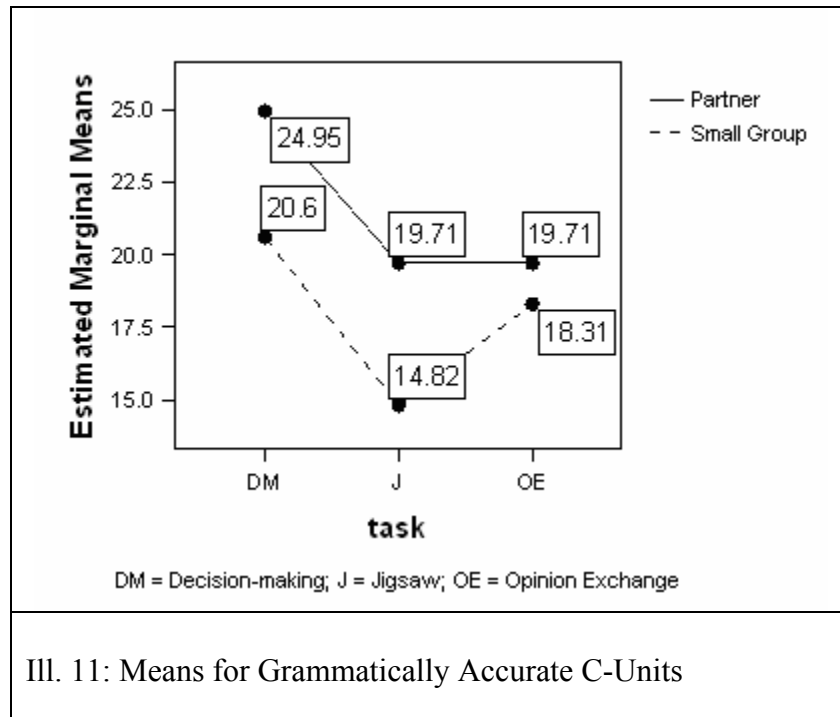
Grammatical accuracy was computed by coding the total number of each participant's foreign language c-units (minus onomatopoeics) as either accurate or inaccurate. Task and group were factors of significance in grammatical accuracy, but task-group interaction was not statistically significant. Results are reported by category in Table 26.

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Post Hoc Comparisons (Significant Differences)</i>
Task	1965.683	2	982.841	14.784	< .001	DM>J (p < .001) DM>OE (p = .004)
Group	1170.968	1	1170.968	17.359	< .001	(P>SG) JP>JSG (p < .001) DMP>DMSG (p = .010) DMP>JP (p = .003) DMP>OEP (p = .006) DMSG>JSG (p < .001) JSG>OESG (p = .028)
Task*Group	218.371	2	109.185	1.897	.154	

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 26: ANOVA for Grammatically Accurate C-units

Mean scores are depicted graphically in Illustration 11.



Post hoc analyses revealed that grammatical accuracy was significantly higher in decision-making tasks compared to jigsaw and opinion exchange tasks. Partner work elicited more grammatical accuracy than small group work. In task-group interaction, jigsaw and decision-making tasks prompted more grammatical accuracy in the partner configuration than small group. No significant difference between group sizes was noted in opinion exchange tasks. In partner work, decision-making was significantly higher than either jigsaw or opinion exchange. In small group interaction, decision-making tasks elicited a significantly higher occurrence of grammatical accuracy than jigsaw tasks, and jigsaw tasks elicited higher accuracy than opinion exchange.

Decision-making tasks and the partner configuration generally elicited the highest degree of grammatical accuracy in learner discourse. The decision-making-partner configuration ranked highest among all the task-group configurations. Surprisingly, there

was a tendency for more grammatical accuracy to occur in less constrained tasks (e.g., decision-making and opinion exchange). The researcher hypothesized that grammatical accuracy would be higher in more constrained tasks, because participants would be more likely to use the phraseology from the task data and discussion handout. This, however, proved not to be the case. As I have noted above, the less constrained tasks provide opportunity for increased experimentation with newly acquired structures. It would follow that more experimentation might lead to more inaccuracy, but this is not borne out in the current data. Results from previous research suggest that grammatical accuracy is generally lower in SCMC than in ACMC or other writing tasks (Kelm, 1992; Kern, 1995; Lee, 2002b; Sotillo, 2000). Research of accuracy in task-based SCMC has been limited. Lee (2002b) found a tendency for learners to emphasize message over form in opinion exchange tasks, but she did not compare different task-types or quantify accuracy in her investigation, so it is difficult to draw conclusions about how her findings relate to those of the current study.

One possible explanation for the higher accuracy found in less constrained tasks is that participants completing jigsaw tasks tended to use the same types of statements repeatedly. For example, in the fifth online discussion, participants were asked to compare the schedules of two German students and find three times that they both had available to meet. In completing this jigsaw task, the learners used stock phrases such as “Gabi is free at 8 am on Monday” or “She has class on Tuesdays and Thursdays until 5:30.” If they had not yet learned the correct structure for one of these statements, the high frequency of their use would result in an increase in inaccuracy (each instance was recorded). In contrast, participants in the opinion exchange task were asked to discuss their schedules based on a variety of questions (e.g., about free time, their best and worst days), which provided an opportunity to use a wider variety of structures or

communication strategies instead of focusing on the same stock phrases over and over. The level of accuracy would be higher, because the same mistake would not be repeated as often.

The researcher analyzed the time/date stamps for each turn in the electronic discussions and determined that partners tended to take longer to respond to one another than small group participants. According to the learner interviews, during small group activities, students were more likely to send something off without proofreading, in order to “get [their] idea in” to the discussion. In partner work, there was no concern that they would somehow be left behind – that the discussion would have moved on to other points, so they would take more time to formulate a response (and formulate it more accurately) and were more likely to proofread what they typed before submitting it. This may be a possible explanation for the increased accuracy found in partner over small group discussions.

Off-task Discussion Ratio

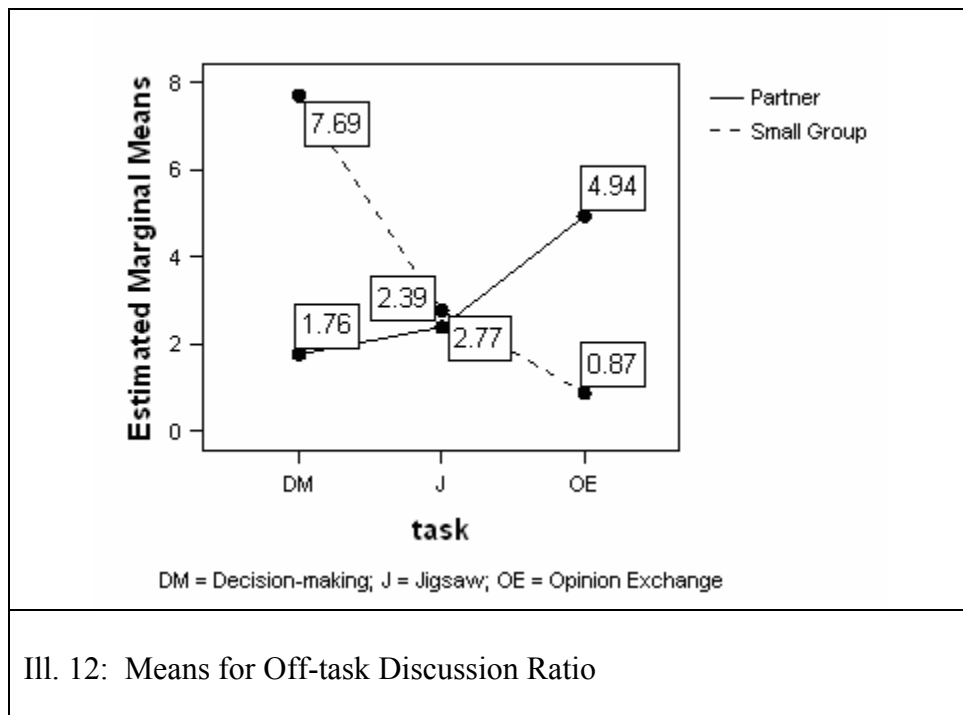
The off-task discussion ratio was computed by dividing the number of off-task c-units by the total number of each participant’s FL c-units. This test differs from the above analysis of off-task c-units in that it examines the percentage of each individual’s off-task discourse in relation to his or her total FL output rather than the total occurrence of off-task c-units alone. There was a significant effect for task-group interaction, but not for task or group factors alone. Results are reported by category in Table 27.

Source	SS	df	MS	F	p	Post Hoc Comparisons (Significant Differences)
Task	331.806	2	165.903	1.816	.167	
Group	52.688	1	52.688	.474	.494	
Task*Group	1556.215	1.876	829.389	10.494	< .001	JP<JSG (p = .003) OESG<OEP (p = .021) OESG<DMSG (p = .004)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 27: ANOVA for Off-task Discussion Ratio

Mean scores are depicted graphically in Illustration 12.



Post hoc analyses showed that the off-task discussion ratio was significantly lower in jigsaw-partner tasks versus jigsaw-small group tasks, but significantly lower in opinion exchange-small group tasks than opinion exchange-partner tasks. Within the small group configuration, the off-task discussion ratio was significantly higher in decision-making tasks than in opinion exchange tasks.

From the results, it may be concluded that group size has no impact on the percentage of off-task discussion in which an individual engages, and that there is a tendency (though no significant difference), for decision-making tasks to elicit a higher ratio of off-task discussion. In terms of raw scores, the opinion exchange-small group task elicited the lowest ratio of off-task discussion and decision-making-small group elicited the highest.

Task Completion

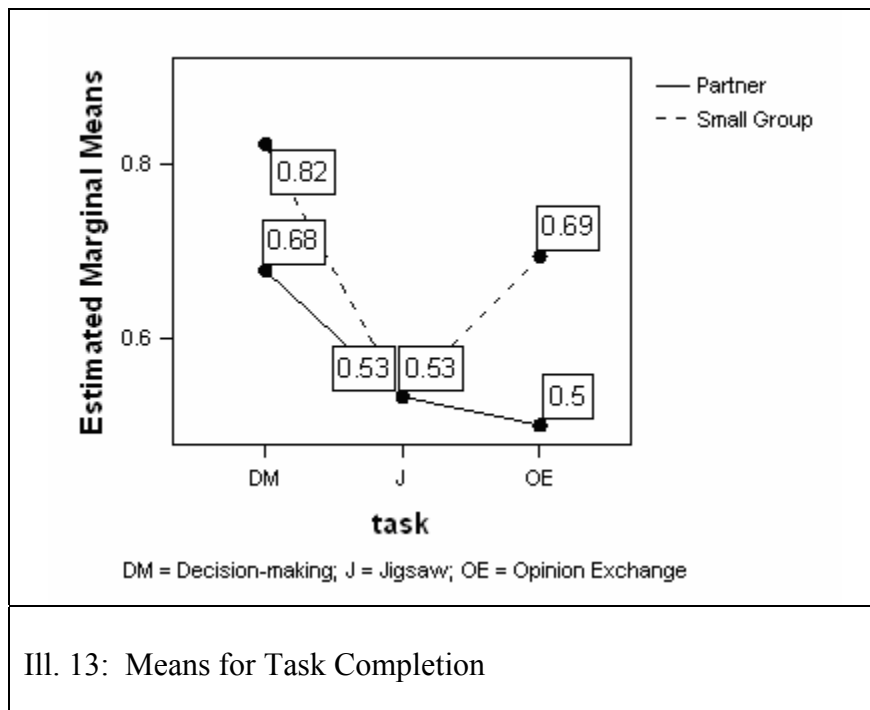
This analysis is different from the holistic scoring for task completion analyzed above, because it isolated the sole factor of whether a task was completed or not, rather than including it as just one of three factors (such as active engagement). Each task was coded as either completed or not completed. There was a significant effect for the factors of task and group, but not for task-group interaction. Results are reported by category in Table 28.

Source	SS	df	MS	F	p	Post Hoc Comparisons (Significant Differences)
Task	3.102	2	1.551	8.913	< .001	DM>J (p < .001) DM>OE (p = .014)
Group	1.185	1	1.185	4.433	.039	(SG>P) OESG>OEP (p = .027) DMSG>JSG (p = 0.001)
Task*Group	.629	2	.315	1.352	.262	

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 28: ANOVA for Task Completion

Mean scores are depicted graphically in Illustration 13.



Post hoc comparison revealed that decision-making tasks were significantly more likely to be completed than either jigsaw or opinion exchange tasks and that the small groups were more likely to complete the task than partners. Within the opinion exchange task, the small group configuration elicited a significantly higher amount of task completion as compared to opinion exchange-partner tasks. Finally, decision-making-small group tasks promoted a significantly higher rate of task completion than jigsaw-small group tasks.

Decision-making-small group tasks were completed most often. Overall, decision-making tasks scored the highest and jigsaw tasks scored the lowest for task completion. This may be explained by the fact that for jigsaw tasks, the participants were required to compare outside information to solve a problem with one specific solution, whereas for the decision-making tasks, learners were asked to compile a list in collaboration with others, but based on their own opinions. Use of the outside resources provided during the jigsaw tasks may have required more time - leading to a lower likelihood for task completion. In the exit interview, one learner expressed his dissatisfaction with the jigsaw task, because he felt there was too much information on the handouts to compare in the allotted time.

It seems that opinion exchange tasks would then be the fastest to complete, because they were based purely on opinion and required no collaboration or end solution. Based on qualitative analysis, however, opinion exchange tasks appeared to be less effective than decision-making tasks in promoting task completion, because participants tended to pay attention to and follow the flow of the conversation more than focusing on answering all the questions contained in the task.

With regard to group configuration, the finding that the small group configuration promotes a higher amount of task completion than partner work contrasts with the results

from the holistic scoring discussed above, in which partner work elicited the highest quality. This suggests that although small groups may have completed all the requirements of the tasks more often, other factors such as focus on the task and active engagement by all participants may have been generally higher in partner work.

Summary

A summary of the results for Research Questions 1 and 2 are included in Table 29.

Variable	Findings
<i>Amount of Output</i>	
Foreign Language Output	-Decision-making and opinion exchange tasks elicit more output than jigsaw tasks -Partner work elicits more output than small group work -Decision-making-partner tasks elicit the most output
<i>Quality of Output</i>	
Holistic Scoring – Language Quality	-Group configuration significantly affects language quality -Quality is highest in decision-making-partner configurations -Tendency for opinion exchange tasks and partner configurations to promote a higher level of language quality
Holistic Scoring – Task Completion	-Task, group and task-group interactions are significant in the quality of task completion -Decision-making-partner tasks produce the highest quality -Partner work elicits a higher quality than small group work
Non-target Language Output	-Use of non-target language occurs primarily in conjunction with negotiation of meaning -English is used least often in jigsaw tasks -There is a tendency toward less English used in small groups -Jigsaw-partner tasks elicit the least amount
Off-Task Discussion	-Decision-making-small group tasks elicit more off-task discussion than partner work -Opinion exchange-partner tasks elicit more off-task discussion than small group work -Decision-making tasks and the partner configuration produce the most off-task discussion -Opinion exchange-small group tasks elicit the least amount
Lexical Targets	-Task, group and task-group interaction factors are significant -Jigsaw and decision-making tasks have more than opinion exchange -Partners produce more than small groups for jigsaw and decision-making tasks -Jigsaw-partner tasks elicit the most lexical targets
Grammatical Accuracy	-Task and group are significant in grammatical accuracy -Decision-making tasks promote more accuracy than jigsaw or opinion exchange -Partner work promotes more accuracy than small group work -Decision-making-partner tasks produce the highest accuracy
Off-Task Discussion Ratio	-Group size has no impact on the ratio of off-task discussion -Decision-making tasks tend to elicit a higher percentage of off-task discussion -Opinion exchange-small group tasks elicit the lowest percentage of off-task discussion
Task Completion	-Decision-making tasks are most likely to be completed -Small groups are more likely to complete tasks -Decision-making-small group tasks are completed most often
Table 29: Findings for RQ 1 & 2 – Learner Output	

In answer to Research Question 1 and 2, it may be generally stated that task, group and task-group configurations do have a significant effect on the amount and

general quality of learner output in SCMC discussions. The highest scoring task-group configuration for each analysis is summarized in Table 30.

Analysis	Jigsaw		Decision-making		Opinion Exchange	
	P	SG	P	SG	P	SG
Foreign Language Output			X			
HScoring – Language Quality			X			
HScoring - Task Completion			X			
Non-Target Language Output	X					
Off-Task Output						X
Lexical Targets	X					
Grammatical Accuracy			X			
Off-Task Discussion Ratio						X
Task Completion				X		

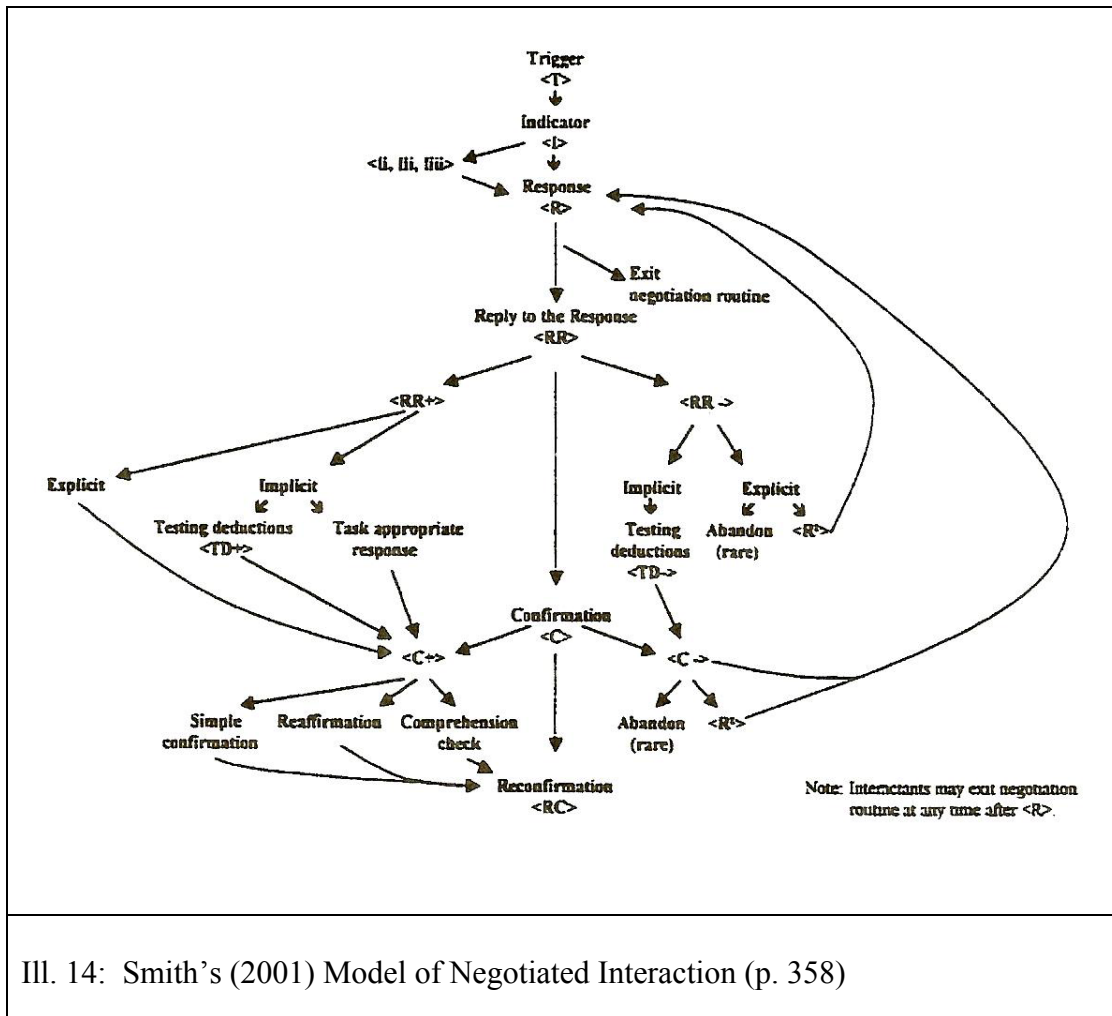
Table 30: Best Task-Group Configuration for Output

Taken as a whole, the decision-making-partner configuration had the highest level of quantity and quality in FL output, but depending on the specific language learning or teaching objectives of a given task, lesson or unit, a different configuration may be warranted. Recommendations for the use of specific task-group configurations in SCMC discussions to achieve varying objectives in FL use are included in Chapter 5.

Research Question 3: Form of Negotiation of Meaning

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the form of negotiation of meaning in the discourse of American learners of German?

To summarize the analyses for form, each negotiated interaction in the SCMC discussions was coded based on Smith's (2001, 2003a) modified model of negotiated interaction for the SCMC environment. This model is reproduced here in Illustration 14 for comparison.



The negotiations were analyzed qualitatively to determine to what extent Smith's existing model of negotiation of meaning adequately described the interactions in the

current study. The left side of Smith's (2001, 2003a) model denotes components of the negotiation that are successful in contributing to comprehension. If, for example, the initiator (the participant who initially signaled non-understanding - Student 2 below), follows a response from the triggerer (the student who uttered the initial statement that created non-understanding – Student 1 below) with a task-appropriate reply to the response, this signals that the initiator now understands what has been said. A sample negotiation taken from a decision-making-partner task (Discussion 1) exemplifies this process in Example 15. As a reminder, all examples are taken from the data of the current study, and the participants are quoted exactly as the language occurred (including mistakes to keep authenticity) during the SCMC discussions. Translations appearing in [] are for content only and do not attempt to reflect the errors produced in the participants' German.

Example 15 – Negotiating Successfully:

Line 1 - S1:	Moechtest du herausfordernde Arbeit haben? [Would you like to have challenging work?]	Lexical Trigger
Line 3 - S2:	Was ist das? [What is that?] Nicht zu Hause? [Not at home?]	Global Indicator Inferential Indicator
Line 4 – S2:	Das ist 'challenging' Arbeit. [That is challenging work.]	Minimal Response
Line 5 – S1:	Ja, dann finde ich herausfordernde Arbeit gut [Yes, then I find challenging work good]	Task Approp. Response

The right side of Smith's (2001) model includes those components that signal continued non-understanding. If, for example, the response given by the triggerer is not

clear to the initiator, the initiator may either abandon the negotiation process or indicate in some way further non-understanding. The triggerer must then provide an additional response. This requires a rolling back to the Response component from the Reply (or Reaction) to the Response component. An example of unsuccessful negotiation occurring in a decision-making-partner task (Discussion 1) is included below.

Example 16 – Negotiating Unsuccessfully:

Line 1 - S1:	ummm, du denkst sicherheit des arbeitsplatzes ist wichtigsten oder nein? [ummm, do you think job security is most important or no?]	Lexical Trigger
Line 3 - S2:	i am not sure what that means	Global Indicator
Line 4 - S1:	a little important, ich denke [a little important, I think]	Minimal Response
Line 5 - S2:	no, sicherheit des... [no, security of...]	Minimal Reaction to the Response
Line 6 - S1:	ah job security	Minimal Response
Line 7 - S2:	ja, ich finde wichtigsten [yes, I find that important]	Task Approp. Reaction to the Response

Smith's (2001, 2003a) model was mostly adequate in describing the patterns of negotiation found in the SCMC discussions of the current study with four notable exceptions.

Exception 1- Multiple Contributors

One factor that plays heavily into differences found in the current data, is the fact that Smith's (2001, 2003a) model was developed based on discussions completed in

dyads. The current study examined negotiation both in paired and small group discussions. What became clear when reviewing the patterns is that in small group work, for the categories of Indicator, Response, and Reply to the Response, there were instances in which more than one of the participants could fulfill that particular component. Example 17 illustrates this phenomenon with the Indicator component.

Example 17 – Exception 1:

Line 1 - S1:	ok, was uber sollend dunn/ schlank sein? [ok, what about ‘should be thin/trim?]	Lexical Trigger
Line 2 - S2:	was beduetet schlank? [what does ‘schlank’ mean?]	Local Indicator
Line 3 - S3:	Ich weiss nicht, was ‘dunn/schlank ist? [I don’t know what ‘thin/trim’ means?]	Local Indicator
Line 4 - S2:	thin und was? [thin and what?]	Inferential Indicator
Line 5 - S1:	dunn und schlank beduetet thin and slender [‘dunn und schlank’ means thin and slender]	Minimal Response
Line 6 - S3:	sehr gut [very good]	Minimal Reaction to the Response

Sometimes, the person initiating the negotiation was not always the person that saw the negotiation through to completion. Other participants would pick up in the middle of the negotiation and react to the clarification given by the triggerer.

Example 18 – Negotiation Completed by Different Participant:

Line 1 - S1:	Wie viel kosten Kleidung und Körperpflege [How much do clothing and toiletries cost?]	Lexical Trigger
Line 2 - S2:	was ist körperpflege [what is 'körperpflege']	Local Indicator
Line 3 - S1:	toiletries?	Minimal Response
Line 4 - S3:	ja, ich denke [yes, I think so]	Minimal Reaction to the Response
Line 5 - S3:	die internet sagt "personal care" [the internet says 'personal care']	Minimal Reaction to the Response
Line 6 - S1:	Ja gut! [yes good!]	Confirmation

The fact that at times more than one of the participants could contribute to a component and the fact that the initiator was not always the one to see the negotiation through to completion can easily be integrated into Smith's (2001, 2003a) model with the simple understanding that each component may be fulfilled by one or more participants.

Exception 2: Multiple Entries by Same Participant

Another variant in the current data from Smith's (2001, 2003a) model is that in some instances, more than one Indicator, Response or Reaction to the Response was logged sequentially by the same participant. Example 19 illustrates this phenomenon with the Indicator component.

Example 19 – Exception 2:

Line 1 – S1:	Ich denke Rassismus bleie zu Kriminalitat [I think racism leads to criminality]	Lexical Trigger
Line 2 – S2:	was? [what?]	Global Indicator
Line 3 – S2:	zusammen? [together?]	Inferential Indicator
Line 4 – S2:	bleie = both?	Inferential Indicator
Line 5 – S1:	Leads	Minimal Response
Line 6 – S2:	Ohhhhhhhhhhh	Minimal Reaction to the Response

Multipal Indicator, Response or Reaction to the Response entries by the same participant can also be accounted for in the model by stipulating that each of these categories can include multiple entries by one or more participants. The pattern of multiple responses by the same individual did not occur significantly more often in a specific task-type or group configuration. Multiple entries may be due in large part to the nature of the SCMC environment. Learners often respond quickly to an entry with relatively short comments, and after having submitted their response, they think of something else they want to add.

Exception 3: Return to Indicator Component

In some cases, if the initiator was not satisfied with the response given by the triggerer (or another participant), s/he restated or rephrased the Indicator. Therefore, it is not only possible to revert back to the Response component (from the Reply/Reaction to

the Response), but also to revert back to the Indicator from the Response component. Example 20 illustrates this phenomenon.

Example 20 – Exception 3:

Line 1 - S1:	welche sind stigmatisieren am meisten fuer maenner? [which are the most stigmatizing for men?]	Lexical Trigger
Line 3 - S2:	um...ich weiss nicht ganz genau was du mit stigmatisieren meinst [um...I don't know exactly what you mean by 'stigmatisieren']	Local Indicator
Line 4 - S2:	welcher sind die schlechtesten, oder die besten? [which are the worst or the best?]	Inferential Indicator
Line 5 - S1:	sie sind wichtig aber nur weil sie stigmatisieren koennen [they are important but only because they can stigmatize]	Rephrasal/ Elaboration Response
Line 6 - S2:	oder die meist gebraucht? [or the most used?]	Inferential Indicator
Line 9 - S2:	ich glaube ich verstehe stigmatisieren nicht [I think I don't understand 'stigmatisieren']	Local Indicator
Line 10 - S1:	stigmatisieren = 'stigmatise'	Minimal Response
Line 11 - S1:	wann man sollte etwas nicht machen [when one should not do something]	Rephrasal/ Elaboration Response
Line 12 - S2:	oh ok. danke [oh ok. thank you]	Minimal Reaction to the Response

To accommodate the instances found in the current data of a return to the Indicator component from the triggerer's Response, it is necessary then to add an arrow from the Response component to the Indicator component in the model.

Exception 4: Abandonment After the Indicator

Finally, in some cases no Response was given to an Indicator statement. Negotiation was initiated, but then abandoned when no Response was received. Example 21 illustrates abandonment after the Indicator.

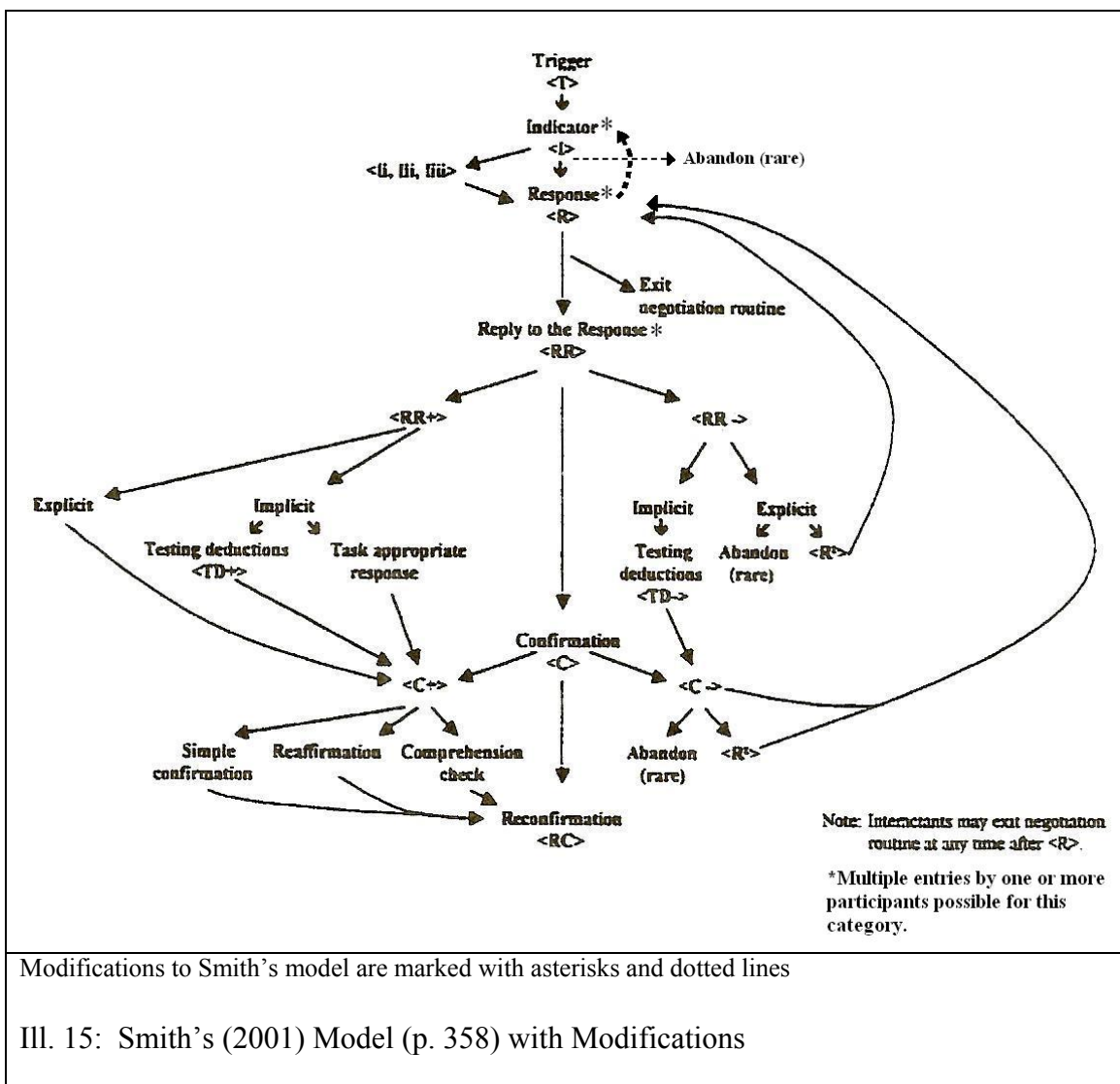
Example 21 – Exception 4:

Line 1 - S1:	Sonstigeuehren sollen nicht \$100 ein Monat kosten. [Other expenses shouldn't cost \$100/a month]	Lexical Trigger
Line 3 - S2:	ich habe keine Sontigeuehren, was beduetet das? [I don't have 'Sontigeuehren,' what does that mean?]	Local Indicator
Line 5 - S3:	Was ist Sontigeuehren? [What is 'Sontigeuehren'?]	Local Indicator
Line 6 - S4:	Ja? [yeah?]	Global Indicator
	Negotiation abandoned	

The existing model shows that the negotiation routine may be abandoned after the Reply/Reaction to the Response, but examples in the current data indicate that abandonment also occurs when no Response is received. This finding can be integrated

into the model by including an “abandoned” option between the Indicator and the Response categories.

Based on the four exceptions to Smith’s (2001, 2003a) model exemplified above, the researcher added the necessary changes to the existing model to accommodate the current data. The revised model appears in Illustration 15 (with revisions marked with asterisks and dotted lines).



These modifications have important implications for our understanding of SLA processes in the SCMC setting. First, in the small group configuration, there is evidence to suggest that learners collectively collaborate to negotiate meaning – pooling their linguistic knowledge to achieve understanding. For beginning and intermediate level students, use of small groups may be particularly effective in facilitating comprehensible input and output. Second, though negotiations were seldom abandoned, this occurred exclusively in the small group configuration. In partner work, learners must negotiate to continue the discussion, whereas in small groups, a request for clarification may go unnoticed by the other participants if the discussion has moved on to another thread. In this case, paired tasks may ensure that negotiations are at least attempted, if not successful.

In general, the patterns of negotiation used by the participants varied widely, however, three patterns were clearly used most often. Pattern One - LT-LI-MR-MRR (Lexical Trigger, Local Indicator, Minimal Response, Minimal Reaction to the Response) – occurred most often (18.37% of all negotiations; 27 times total). The second most popular pattern used was Pattern Two – LT-LI-MR-TRR (Lexical Trigger, Local Indicator, Minimal Response, Task Appropriate Reaction to the Response). This pattern was used a total of 17 times (11.56%). The third most popular pattern used was Pattern Three – LT-LI-MR (Lexical Trigger, Local Indicator, Minimal Response). This pattern occurred 15 times (10.2% of negotiations) in the data.

These relatively short patterns contradict the finding in Smith's (2001) study, in which he claimed that negotiated interactions in SCMC were often quite lengthy. The preference for these patterns may be due in large part to the use of direct translations (lexical transfers) as a communication strategy for clarifying non-understanding. When students negotiated non-understanding completely in German by means of paraphrasing

and circumlocution, the negotiation patterns were much longer. Because the students were not explicitly required to complete all negotiation in German, they often resorted to direct translations to quickly remediate the problem and move on with the task.

The researcher also compared the use of specific types of components used in negotiation (e.g., Lexical versus Syntactic Triggers) qualitatively to determine whether clear preferences existed by task, group or task-group configuration. The raw data for each type of component is provided in Table 31.

	Jigsaw		Decision-making		Opinion Exchange	
	P	SG	P	SG	P	SG
<i>Trigger Components = 148 Total</i>						
Lexical	18	20	22	32	28	18
Syntactic	1	1	0	0	0	1
Discourse	0	0	0	0	0	0
Content	0	0	3	0	1	3
<i>Indicator Components = 165 Total</i>						
Global	5	0	5	2	2	0
Local	12	19	23	30	25	22
Inferential	3	2	5	5	3	2
<i>Response Components = 174 Total</i>						
Minimal	19	28	24	18	31	22
Repeat Trigger w/ Lex. Mod.	1	1	1	1	1	0
Rephras./Elaboration	4	3	9	2	3	6
<i>Reaction to the Response Components = 125 Total</i>						
Minimal	7	14	18	14	17	6
Metalinguistic Talk	1	1	1	1	2	0
Task Appropriate	5	2	6	7	12	5
Testing Deductions	3	1	0	1	1	0
<i>Comprehension Check and (Re)confirmation = 6 Total</i>						
Comprehension Check	0	0	0	0	0	0
Confirmation	2	0	1	1	1	1
Reconfirmation	0	0	0	0	0	0

Table 31: Raw Data for Negotiation Components by Task-Group Configuration

For the Trigger component, participants used the Lexical Trigger almost exclusively (93% of all Triggers used) with Syntactic (2%), Content (5%) and Discourse Triggers (0%) occurring rarely – if at all. This finding is consistent with that of Fidalgo-Eick (2001), who reported that intermediate Spanish learners used Lexical and Global Triggers predominately. Pica et al. (1993) state that negotiation for meaning is far more likely to be over lexical items than over grammatical morphology, but also attribute this to the type of tasks being completed. Since the SCMC task discussions were designed with an objective of spurring students to use new vocabulary, it is logical that non-understanding would be linked most often to lexical items.

For the Indicator component of negotiation, there was a clear preference for the Local Indicator over Global or Inferential Indicators. Local Indicators were used in the majority of cases (80% of all Indicators used). Inferential Indicators were used 12% and Global Indicators 8.5% of the time. The prevalence of Local Indicators in the current data reflects the results of Fernández-García and Martínez-Arbelniz (2002), who found that most Indicators were explicit statements of non-understanding. The use of more specific Indicators (such as Local and Inferential) may be due in part to the constraints of online communication. With the absence of paralinguistic cues such as intonation or gesture, the learners were more likely to explicitly isolate the problematic item.

In the Response component, learners showed a clear preference for the Minimal Response (82% of all Responses) over Repeat Triggers with Lexical Modifications (3%) or Rephrasal/Elaboration (15.5%). As with the brevity of patterns of negotiation described above, learners seemed to prefer providing a brief and direct translation to remediate non-understanding quickly. Even when learners attempted to clarify their messages by means of Rephrasal or Elaboration, they often would include a direct translation as well. Generally, learners used little English in the discussions, but in the

case of negotiation of meaning, learners clearly preferred lexical transfers for remediating non-understanding.

For the Reactions to the Response component, Minimal Reactions (61%) and Task Appropriate Reactions (30%) occurred most often, with Metalinguistic talk (5%) and Testing Deductions (5%) occurring rarely. Comprehension Checks and Reconfirmation did not occur in the data at all, and Confirmations occurred very rarely (6 times total). On the whole, there was no significant difference between task, group or task-group configurations on the amount or type of specific categories used.

Research Question 4: Frequency of Negotiation of Meaning

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the frequency of negotiation of meaning in the discourse of American learners of German?

To calculate the frequency of negotiations of meaning, the total number of negotiations for each section was recorded under the appropriate task-group configuration. Participants completed a total of 147 negotiated interactions during the six online discussions. The raw frequencies and percentages of total negotiated interactions produced within each task-group configuration are summarized in Table 32.

Task	Partner	Small Group	Total
Jigsaw	19 (13%)	21 (14%)	40 (27%)
Decision-making	25 (17%)	32 (22%)	57 (39%)
Opinion Exchange	28 (19%)	22 (15%)	50 (34%)
Total	72 (49%)	75 (51%)	147 (100%)

Table 32: Negotiated Interactions by Task-Group Configuration

Using the total negotiations per section and task-group configuration, the researcher completed a Poisson Regression test to establish the maximal likelihood and any significant effects in the frequency of negotiated meaning.²¹ This analysis revealed no statistical significance for task, group or task-group interaction in the likelihood for learners to negotiate meaning. This result directly contrasts the conclusions of Fidalgo-Eick (2001), who found that decision-making tasks elicited a higher amount of requests for clarification; Smith (2003a), who stated that decision-making tasks elicited more negotiation than jigsaw tasks; and Blake (2000), who concluded that jigsaw tasks elicited the highest amount of negotiation.

Results with regard to negotiation of meaning were similar to those of Foster (1998). In her classroom research of negotiation in information exchange tasks (required versus optional exchange of information), she found no overall effect for task-type or grouping (partner versus small group). However, whereas Foster concluded that in FTF negotiation, students were not predisposed to initiate negotiation, the participants in the current study of negotiation in the SCMC environment initiated and remediated negotiations quite frequently. This is similar to the results of Darhower (2002), who

²¹ Poisson Regression was selected for this calculation, because the data was analyzed at the group rather than individual level and because it accounts for a lack of normal distribution in count data.

concluded that his fourth-semester Spanish students were able to overcome the challenge of maintaining understanding in communication in the SCMC environment.

Research Question 5: Quality of Negotiation of Meaning

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the quality of negotiation of meaning in the discourse of American learners of German?

The quality of negotiated interactions was assessed based on two factors: 1) whether non-understanding was remediated; and 2) whether this remediation was completed in German or English. Negotiated interactions were coded as either “successful” (if non-understanding was remediated) or “unsuccessful” (if non-understanding was not remediated – either abandoned or understanding was not actually achieved). Non-understanding was considered remediated if there was overt evidence in the negotiated interaction or subsequent discussion that one or more participants understood (such as in Line 5 of Example 15 above). Non-understanding was considered not remediated, if there was no overt evidence in the negotiated interaction or subsequent discussion that one or more participants understood (such as in Example 21 above). Negotiations were marked as either remediated with German or English. The totals for each section were recorded by task-group configuration. The raw scores for successful and unsuccessful negotiations and the percentage of total negotiated interactions are summarized in Table 33.

Task	Partner		Small Group	
	S	U	S	U
Jigsaw	17 (12%)	2 (1%)	17 (12%)	4 (3%)
Decision-making	24 (16%)	1 (<1%)	26 (18%)	6 (4%)
Opinion Exchange	27 (18%)	1 (<1%)	21 (14%)	1 (<1%)
Total	68 (46%)	4 (2.7%)	64 (44%)	11 (7.5%)

Table 33: Successful & Unsuccessful Negotiated Interactions by Task-Group Configuration

Using the sum total of successful negotiations per task-group configuration, the researcher then completed a Poisson Regression to establish any significant effects. This analysis revealed no statistical significance for task, group or the task-group configuration in the likelihood for negotiations to be remediated.

Negotiation was largely remediated successfully. This finding is consistent with that of Varonis and Gass (1985), who reported that in NNS-NNS interaction, learners were able to successfully modify input to make it comprehensible through negotiation of meaning. In his study of fourth-semester Spanish students, Darhower (2002) also concluded that students were able to maintain understanding in communication in the SCMC environment. Unremediated negotiations occurred more often in the small group configuration than in partner work. This may be due to the fact that with more participants in a group it is easier for an entry to be overlooked. The pace of discussions in small groups is also faster than in the partner configuration. In some cases, negotiations were abandoned, because the discussion had already turned to another subject.

Only 17% (25 of 147) of negotiations were completed in German. A negotiation was coded as completed in German, if German was used exclusively to remediate non-

understanding. However, if negotiations were remediated by lexical transfer, the interaction was coded as remediated in English, because the direct translation is the component that led to understanding. The use of English for negotiating meaning in the current study contrasts the results of Blake (2000), who reported that students negotiated in the FL albeit with some non-target-like forms typical of students' interlanguage at the intermediate level. The raw scores and percentage of total negotiated interactions in German are summarized by task-group configuration in Table 34.

Task	Partner	Small Group
Jigsaw	5 (3.4%)	4 (2.7%)
Decision-making	6 (4.0%)	4 (2.7%)
Opinion Exchange	2 (1.4%)	6 (4.0%)
Total	13 (8.8%)	14 (9.4%)
Table 34: Negotiated Interactions in German		

The number of negotiations completed in German was too low for statistical analysis. The researcher determined by qualitative analysis that there was very little difference between the amount of negotiations completed in German by task, group or the task-group configuration.

Based on the results for the two tests, the researcher concluded that task-type, group configuration and the interaction of these factors had little effect on the quality of negotiated interactions.

A summary of the findings for Research Questions 3, 4 and 5 is included in Table 35.

Variable	Findings
<i>Form</i>	1. Exceptions to Smith's (2001, 2003a) Model: <ol style="list-style-type: none"> a) Each component may include one or multiple entries by one or more participants b) Initiators may return to the Indicator component if they are not satisfied with the Response they receive c) Negotiation may be abandoned after the Indicator component
	2. Negotiation patterns predominately short and often with direct translations
	3. Lexical Triggers, Local Indicators, Minimal Responses and Minimal or Task Appropriate Reactions to the Responses were the communication strategies used most often.
<i>Frequency</i>	No significant difference in the amount of negotiations in task, group or task-group interaction
<i>Quality</i>	-No significant difference by task, group or task-group interaction in the likelihood of negotiations to be remediated -Slight effect for the small group configuration in non-remediated negotiations -Few negotiations were remediated in German. Little difference in the use of German over English in task, group or task-group interaction
Table 35: Findings for RQ 3-5 – Negotiation of Meaning	

From these results, the researcher concluded that task, group and task-group interaction have no significant effect on the amount (contrasting the findings of Fidalgo-Eick, 2001; Smith, 2003a; Blake, 2000) or the form of negotiated interactions, and that with a few exceptions added to account for small group interaction and differences found in the current data, Smith's (2001, 2003a) model was largely adequate in describing the patterns of negotiations observed. Task, group and task-group interaction also had no effect on the patterns of negotiated interactions or specific categories of the components participants chose to use. Finally, the quality of negotiated interactions – whether they

were remediated and completed in German versus English - did not vary significantly between task, group or task-group interactions, although small groups were more likely to have unremediated negotiations.

What was made clear, however, was the degree to which task construction and grading can influence how students negotiate. As the use of lexical targets was a primary objective in the tasks utilized in the current study, this may have led students to use lexical triggers more often. Because the grading of the discussions allowed for brief translations, students may have been more likely to use them. It is possible, however, that lexical transfer was perceived as a logical tool for learners to use in order to quickly remediate non-understanding and return to the discussion at hand. The students may have used this communication strategy regardless of whether it was allowed in the grading criteria. At any rate, the high frequency of direct translations in the form of minimal responses not only led to relatively brief negotiated interactions, but also to a reliance on English to negotiate non-understanding.

Research Question 6: Frequency of Collocations

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the frequency of collocations in the discourse of American learners of German?

To determine the frequency of collocations use, transcripts were coded for non-idiomatic restricted lexical and grammatical composites as in Example 22 below.

Example 22 – Frequency of Collocations:

Line 1 - S1:	Warrum ist UT teuer? [Why is UT expensive?]	
Line 2 - S2:	Unterricht und Bücher viel gekostet . [Courses and books cost a lot.]	Lexical Composite
Line 3 - S3:	Ja meine Buche in dieses semester kostet acht hunderd dollars [Yes, my books this semester cost eight hundred dollars]	Grammatical Composite
Line 4 – S2:	Benzin ist auch teuer. Ich wonne nicht auf Campus , so muss ich tagliches fahren. [Gas is expensive too. I don't live on campus, so I have to drive every day.]	Grammatical Composite

The total number of each type of collocation used was recorded by individual under the appropriate task-group configuration. A repeated-measures ANOVA was used to determine any statistical significance for frequency of collocation use.

Frequency of Restricted Lexical Composites

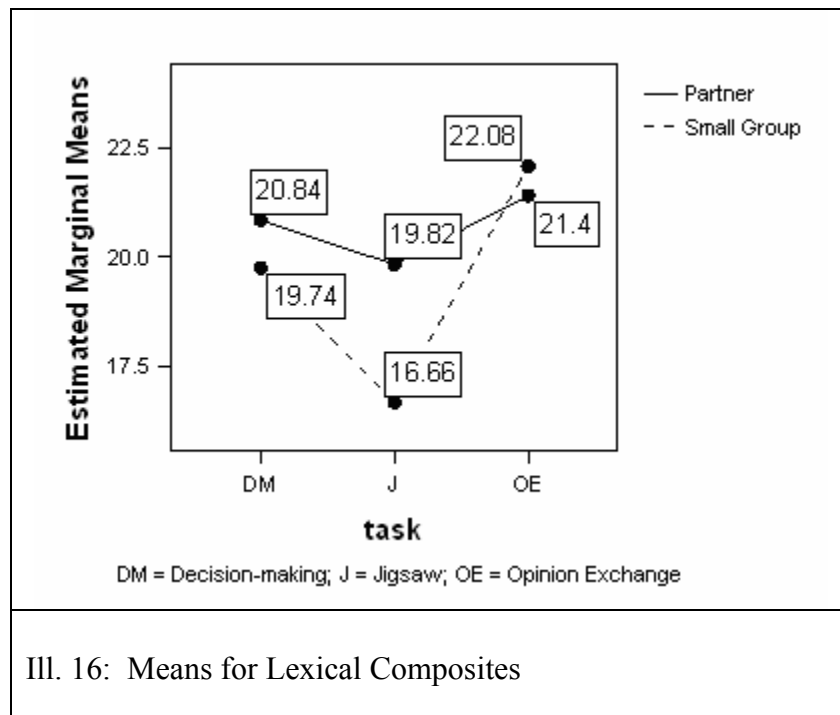
Analysis showed significant effects for task, group and task-group interaction in the total amount of restricted lexical composites that learners produced. Results are reported by category in Table 36.

Source	SS	df	MS	F	p	Post Hoc Comparisons (Significant Differences)
Task	766.860	2	383.430	23.628	< .001	DM>J (p = .001) OE>J (p < .001) OE>DM (p = .002)
Group	132.484	1	132.484	11.012	.002	(P>SG)
Task*Group	228.839	2	114.419	9.628	< .001	DMSG>JSG (p < .001) OESG>DMSG (p < .001)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 36: ANOVA for Total Lexical Composites

The mean scores are depicted graphically in Illustration 16.



Post-hoc analyses revealed that the amount of lexical composite collocations produced in opinion exchange tasks was significantly higher than in decision-making or jigsaw tasks, and restricted lexical composites in partner tasks were significantly higher than small group configurations. The opinion exchange-partner tasks elicited the highest amount of lexical composites overall.

Frequency of Restricted Grammatical Composites

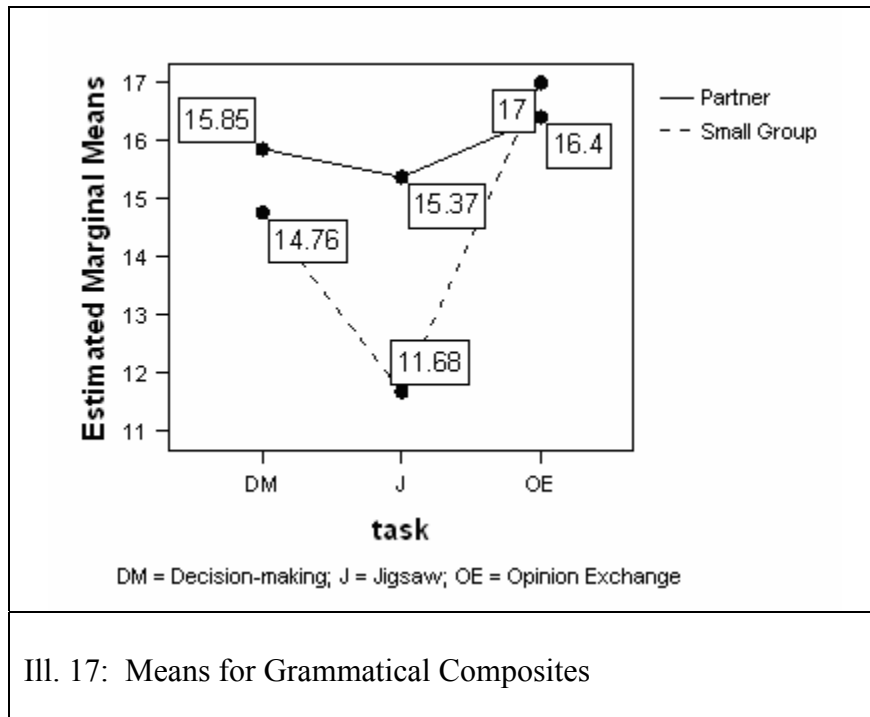
Repeated measures ANOVA revealed significant effects for task, group and task-group interaction in the total amount of restricted grammatical composites that learners produced. Results are reported by category in Table 37.

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Post Hoc Comparisons (Significant Differences)</i>
Task	629.048	2	314.524	15.015	< .001	DM>J (p = .018) OE>DM (p = .004) OE>J (p < .001)
Group	181.720	1	181.720	11.484	.001	(P>SG)
Task*Group	289.522	2	144.761	8.972	.001	DMSG>JSG (p < .001) OESG>DMSG (p < .001) OESG>JSG (p < .001)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 37: ANOVA for Total Grammatical Composites

The mean scores are depicted graphically in Illustration 17.



III. 17: Means for Grammatical Composites

Post-hoc analyses revealed that the amount of restricted grammatical composite collocations produced was significantly higher in opinion exchange versus decision-making and jigsaw tasks, and partner work over small group work. Opinion exchange-partner tasks again elicited the highest amount of grammatical composites.

What may be concluded from this is that less constrained tasks appear to elicit a higher frequency of restricted lexical and grammatical composite collocations than more constrained tasks and that partner groupings allow more opportunity for each learner to submit entries and, therefore, more opportunity to produce collocations. Lexical composites occurred more frequently in the current data, but this is not surprising, because on the whole, learners used more nouns, verbs, adjectives and adverbs than they did prepositions, determiners, auxiliary verbs or conjunctions. The prevalence of lexical and grammatical composites in the data support Wong-Fillmore's (1976) conclusion that

the linguistic environment (in this case SCMC and varied tasks) *may* influence the learning processes and encourage acquisition of formulaic speech, because production is required. In support of Ellis (1984), the effect of task-group configuration provides important information on how we may increase the use of collocations for communicative purposes and enhance the development of the learner's creative rule system.

Research Question 7: Quality of Collocations

Does task-type, group configuration or the interaction of these factors in the SCMC environment affect the quality of collocations in the discourse of American learners of German?

Quality of collocations was assessed based on two factors: 1) whether the collocation was used correctly (both in meaning and grammaticality), and 2) whether collocation use (either correct or incorrect) was attempted where appropriate (where using lexical simplification strategies such as synonymy, paraphrasing, avoidance, or repetition was not possible). Each collocation was coded as either "correct" or "incorrect," and either "appropriately attempted" or "inappropriately attempted" such as in Example 23 below.

Example 23 – Correct and Appropriate Usage of Collocations:

Line 1 - S1:	Warrum ist UT teuer? [Why is UT expensive?]	
Line 2 - S2:	Unterricht und Bücher viel gekostet . [Courses and books cost a lot.]	LCI1 / LCA1
Line 3 - S3:	Ja meine Buche in dieses semester kostet acht hunderd dollars [Yes, my books this semester cost eight hundred dollars]	GCI1 / GCA1
Line 4 – S2:	Benzin ist auch teuer. Ich wonne nicht auf Campus , so muss ich tagliches fahren. [Gas is expensive too. I don't live on campus, so I have to drive every day.]	GCI1 / GCA1

Instances in the data where a collocation was necessary but did not occur were also recorded as in Example 24.

Example 24 – Non-attempted Collocations:

Line 1 - S1:	Ich mochte Computer arbeiten . [I want to work with computers.]	1 non-attempt (needs the preposition <i>mit</i> 'with')
Line 2 – S2:	Das ist toll! Ich wiess nicht Computers . [That's cool! I don't know anything about computers.]	1 non-attempt (needs the preposition <i>von</i> 'about')

Only cases in which meaning could not be adequately conveyed by the lexical simplification strategy used by the participant (e.g., by paraphrasing) were considered. The researcher completed repeated-measures ANOVAs to establish any significant

effects for task-type, group configuration or the interaction of these factors in the quality of collocation use.

Correct Usage of Lexical Composites

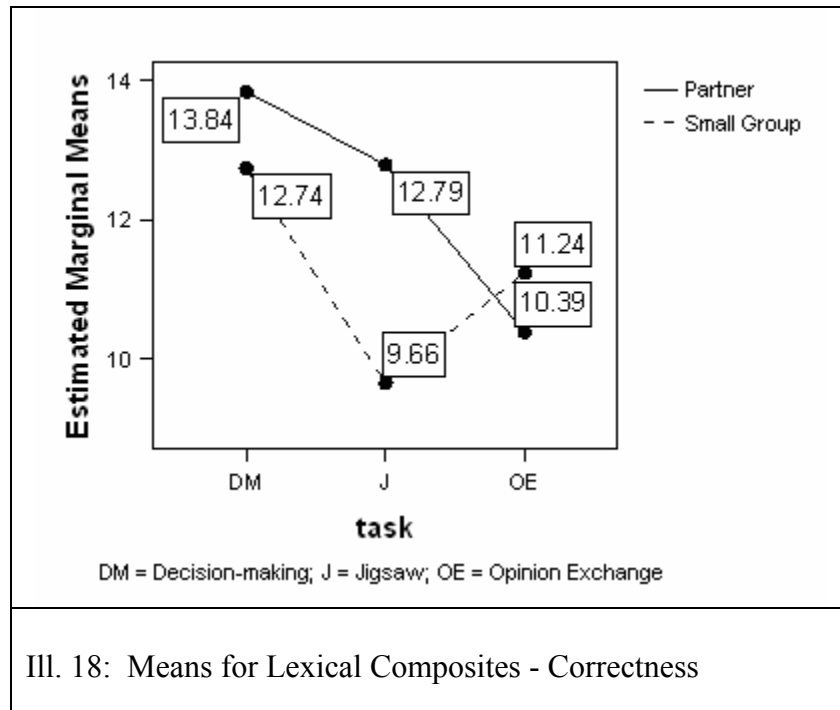
Significant effects were found for task, group and task-group interaction in the correctness of restricted lexical composites. Results are reported by category in Table 38.

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Post Hoc Comparisons (Significant Differences)</i>
Task	436.522	2	244.219	13.360	< .001	DM>J (p = .001) DM>OE (p < .001)
Group	117.422	1	117.422	9.257	.003	(P>SG)
Task*Group	246.038	2	133.878	10.391	< .001	DMP>OEP (p < .001) JP>OEP (p = .025) DMSG>JSG (p < .001) DMSG>OESG (p = .014) OESG>JSG (p = .043)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 38: ANOVA for Lexical Composites - Correctness

The results are depicted graphically in Illustration 18.



Post-hoc analyses revealed that correct usage of lexical composite collocations was significantly higher in decision-making tasks over either jigsaw or opinion exchange tasks and in partner over small group configurations. Decision-making-partner tasks elicited the most correct use of lexical composites.

Correct Usage of Grammatical Composites

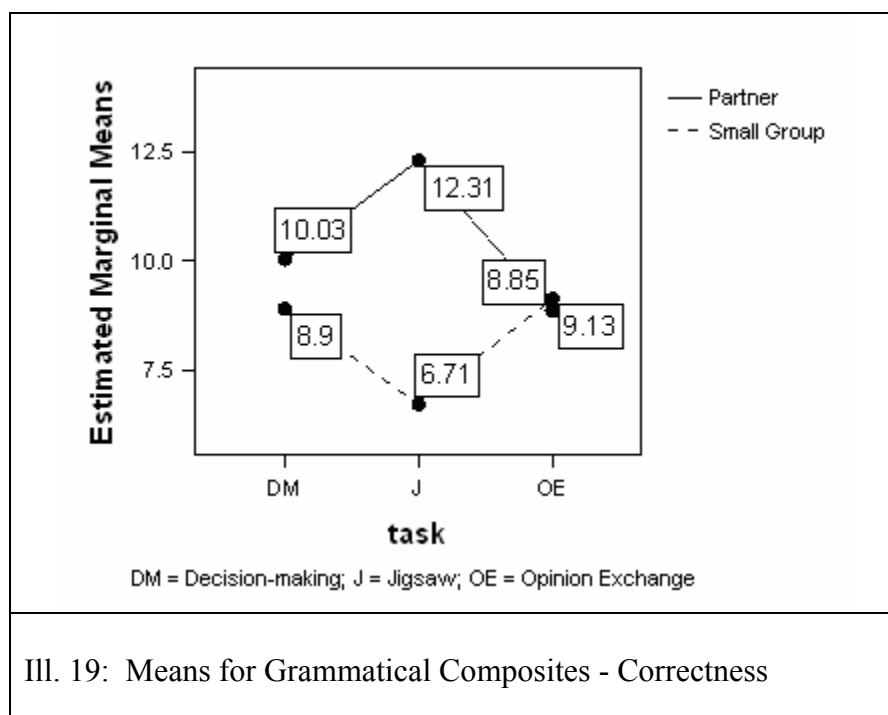
Significant effects were found for group and task-group interaction in the correctness of restricted grammatical composites. Results are reported by category in Table 39.

Source	SS	df	MS	F	p	Post Hoc Comparisons (Significant Differences)
Task	20.435	2	10.218	.527	.592	
Group	430.108	1	430.108	28.245	< .001	(P>SG)
Task*Group	582.780	2	291.390	18.748	< .001	JP>OEP (p = .008) OESG>JSG (p < .001) DMSG>JSG (p < .001)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 39: ANOVA for Grammatical Composites - Correctness

The mean scores are depicted graphically in Illustration 19.



Post-hoc analyses revealed that correct usage of grammatical composite collocations was significantly higher in partner over small group configurations and the jigsaw-partner configuration elicited the highest degree of correctness overall.

It may be concluded that in the partner configuration, more constrained tasks (jigsaw and decision-making) tend to elicit a higher level of correctness in both lexical and grammatical composite collocations. This may be due in part because participants are more focused on completing various steps in the assignment, which require more frequent use of vocabulary provided on the handouts. The difference between group configurations may be a reflection of editing. In the follow-up survey and interviews, participants indicated that in partner work, they were less rushed to submit an entry, because they knew their partner would wait for a reply. In contrast, they felt that small groups were more “hectic,” because if they waited too long to reply, the discussion may have moved on to another thread. Participants reported that they felt they, therefore, spent more time constructing and revising their entries during the partner activities.

The data suggest that SCMC is a rich context for observing the status of collocations in the learners’ interlanguage. Generally, over half of all lexical and grammatical composites were used correctly. In contrast to the findings of Farghal and Obiedat (1995), who concluded that upper-division English majors were “deficient” in their collocation use, the results of the current study show favorable progress in learner acquisition of restricted lexical and grammatical composites.

Appropriate Usage of Lexical Composites

Instances were coded “appropriately attempted” if the collocation (either correct or incorrect) was used where necessary (where lexical simplification strategies such as synonymy, paraphrasing, avoidance, or repetition were not possible). Instances were

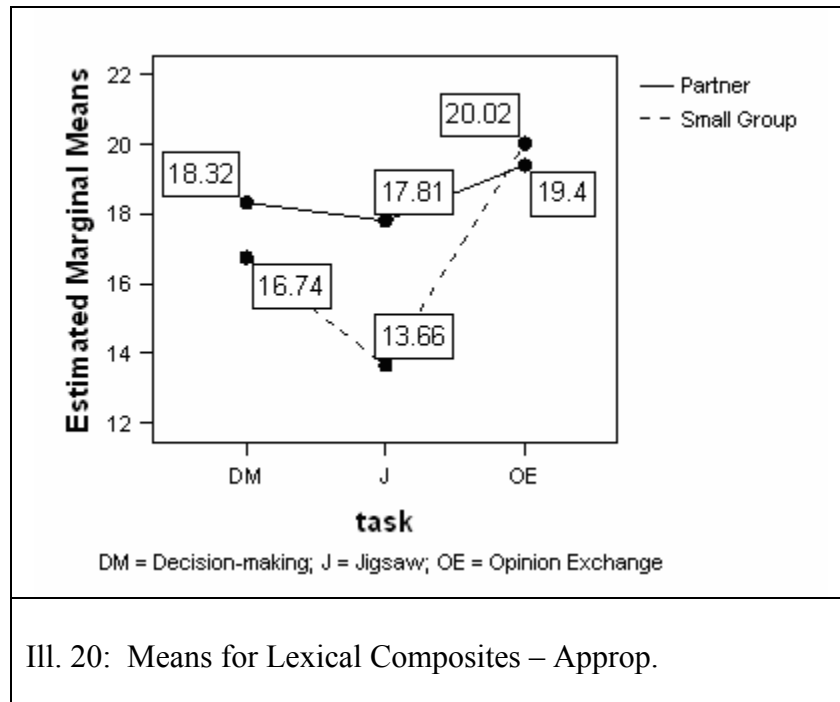
coded “inappropriately attempted” in cases where meaning could not be adequately conveyed by the lexical simplification strategy used by the participant (e.g., by paraphrasing). Repeated measures ANOVA revealed significant effects for task, group and task-group interaction in the appropriate use of restricted lexical composites. Results are reported by category in Table 40.

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Post Hoc Comparisons (Significant Differences)</i>
Task	983.005	2	491.503	29.005	< .001	OE>DM (p < .001) OE>J (p < .001) DM>J (p = .004)
Group	270.132	1	270.132	21.824	< .001	(P>SG)
Task*Group	351.618	2	175.809	13.690	< .001	OESG>DMSG (p < .001) OESG>JSG (p < .001) DMSG>JSG (p < .001)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 40: ANOVA for Lexical Composites - Appropriateness

The results are depicted graphically in Illustration 20.



Post-hoc analyses revealed that the number of appropriately used lexical composite collocations (either correct or attempted where appropriate) was significantly higher in opinion exchange tasks over either jigsaw or decision-making tasks and in partner over small group configurations. Opinion exchange-small group tasks elicited the highest occurrence of appropriately used lexical composites.

Appropriate Usage of Grammatical Composites

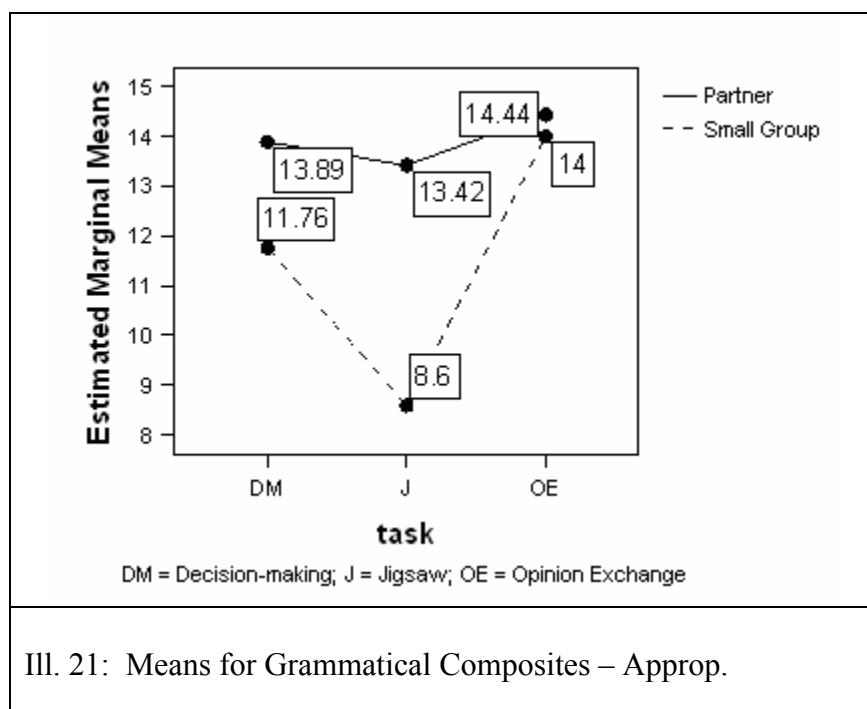
Significant effects for task, group and task-group interaction were found in the appropriate use of restricted grammatical composites. Results are reported by category in Table 41.

Source	SS	df	MS	F	p	Post Hoc Comparisons (Significant Differences)
Task	639.016	2	400.638	15.336	< .001	OE>DM (p = .004) OE>J (p < .001) DM>J (p = .015)
Group	541.938	1	541.938	34.584	< .001	(P>SG)
Task*Group	282.683	2	141.341	8.735	.001	OESG>DMSG (p < .001) OESG>JSG (p < .001) DMSG>JSG (p < .001)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 41: ANOVA for Grammatical Composites – Approp.

The results are depicted graphically in Illustration 21.



Post-hoc analyses showed that appropriate use of grammatical composite collocations (either correct or attempted where appropriate) was significantly higher in opinion exchange tasks over either jigsaw or decision-making tasks and in partner over small group configurations. Opinion exchange-partner tasks elicited the highest occurrence of appropriately used grammatical composites.

Non-Attempted Lexical Composites

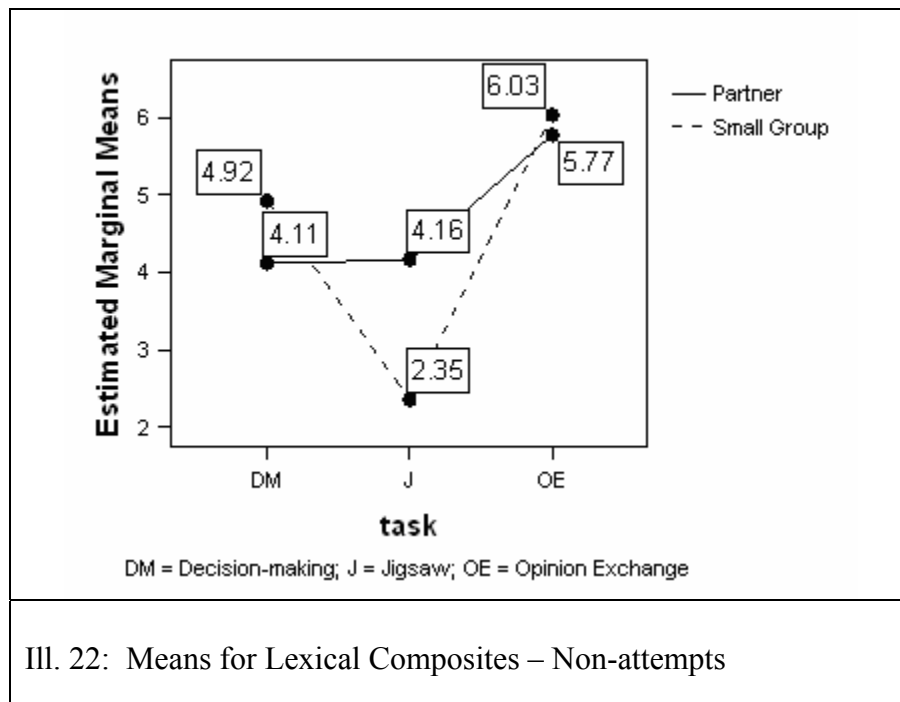
Part of determining appropriate use of collocations is also considering to what extent participants did not attempt them where it was necessary to do so. Such non-attempts were recorded for each student in each task-group configuration and a repeated measures ANOVA revealed significant effects for task and task-group interaction in the frequency of non-attempted lexical composites. Results are reported by category in Table 42.

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Post Hoc Comparisons (Significant Differences)</i>
Task	434.151	2	217.075	14.513	< .001	OE>DM (p < .001) OE>J (p < .001)
Group	5.688	1	5.688	.758	.387	
Task*Group	117.699	2	58.849	8.190	.001	OEP>DMP (p = .001) OESG>DMSG (p = .024) OESG>JSG (p < .001) DMSG>JSG (p < .001)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 42: ANOVA for Total Non-attempted Lexical Composites

The results are depicted graphically in Illustration 22.



Post-hoc analyses revealed that the number of non-attempted lexical composite collocations was significantly higher in opinion exchange tasks over either jigsaw or decision-making tasks and in partner over small group configurations. Opinion exchange-small group tasks elicited the highest occurrence of non-attempted lexical composites, whereas jigsaw-small group had the least amount.

Non-Attempted Grammatical Composites

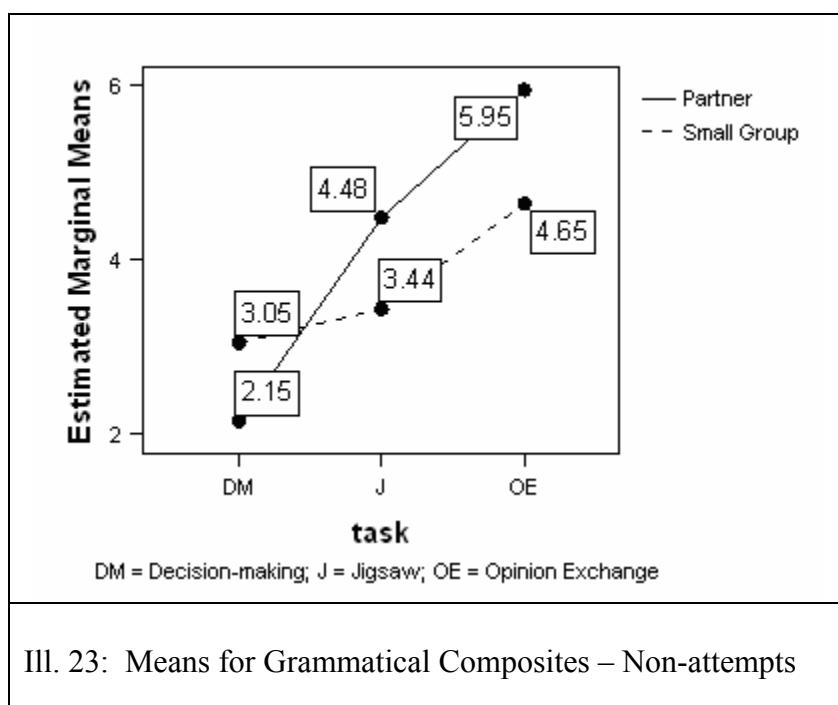
Significant effects for task, group and task-group interaction were found in the occurrence of non-attempted restricted grammatical composites. Results are reported by category in Table 43.

Source	SS	df	MS	F	p	Post Hoc Comparisons (Significant Differences)
Task	452.532	2	226.266	23.672	< .001	DM<J (p < .001) DM<OE (p < .001) J<OE (p = .003)
Group	21.774	1	21.774	7.742	.007	(SG<P)
Task*Group	90.500	2	45.250	6.586	.002	DMP<JP (p < .001) DMP<OEP (p < .001) DMSG<OESG (p < .001) JSG<OESG (p = .017)

J=jigsaw, DM=decision-making, OE=opinion exchange; P=partner, SG=small group

Table 43: ANOVA for Total Non-attempted Grammatical Composites

The results are depicted graphically in Illustration 23.



Post-hoc analyses revealed that frequency of non-attempted grammatical composite collocations was significantly higher in opinion exchange tasks over either jigsaw or decision-making tasks and in partner over small group configurations. Opinion exchange-partner tasks elicited the highest occurrence of non-attempted grammatical composites, whereas decision-making-partner tasks elicited the least.

On the whole, it may be concluded from the results for these factors of quality – correctness, appropriateness and non-attempts – that different task-group configurations can significantly influence the level of quality in collocation use. For restricted lexical composites, the decision-making task scored highest for correctness, the opinion exchange task scored highest for appropriate use, and the jigsaw task elicited the least amount of non-attempted collocations. For restricted grammatical composites, the jigsaw task scored highest for the most correct use, the opinion exchange task scored highest for the most appropriate use, and the decision-making task elicited the least amount of non-attempts. In all cases, the partner configuration elicited a higher quality of collocation use than the small group configuration. Recommendations for specific task-group configurations to use to promote each of these factors of collocations is included in Appendix G.

Summary

The results in the frequency and quality of collocation use in the current study are summarized in Table 44.

Variable	Findings
<i>Frequency</i>	<p><i>Restricted Lexical Composite Collocations:</i></p> <ul style="list-style-type: none"> -Highest frequency in opinion exchange tasks -Higher frequency in the partner configuration -Opinion exchange-partner tasks elicited the most lexical composites
	<p><i>Restricted Grammatical Composite Collocations:</i></p> <ul style="list-style-type: none"> -Highest frequency in opinion exchange tasks -Higher frequency in the partner configuration -Opinion exchange-partner tasks elicited the most grammatical composites
<i>Quality</i>	<p><i>Restricted Lexical Composite Collocations:</i></p> <p><i>Correctness:</i></p> <ul style="list-style-type: none"> -Highest in decision-making tasks -Higher in partner configurations -Decision-making-partner tasks elicited the most correct use <p><i>Appropriate Use:</i></p> <ul style="list-style-type: none"> -Highest in opinion exchange tasks -Highest in partner configurations -Opinion exchange-small group tasks elicited the highest occurrence of appropriately used lexical composites <p><i>Non-attempts:</i></p> <ul style="list-style-type: none"> -Highest in opinion exchange tasks -Highest in partner configurations -Opinion exchange-small group tasks elicited the highest occurrence of non-attempts -Jigsaw-small group had the least amount
	<p><i>Restricted Grammatical Composite Collocations:</i></p> <p><i>Correctness:</i></p> <ul style="list-style-type: none"> -Highest in partner configurations -The jigsaw-partner configuration elicited the most correct use <p><i>Appropriate Use:</i></p> <ul style="list-style-type: none"> -Highest in opinion exchange tasks -Highest in partner configuration -Opinion exchange-partner tasks elicited the highest occurrence of appropriately used grammatical composites <p><i>Non-attempts:</i></p> <ul style="list-style-type: none"> -Highest in opinion exchange tasks -Highest in partner configurations -Opinion exchange-partner tasks elicited the most non-attempts -Decision-making-partner elicited the least
<p>Table 44: Findings for RQ 6 & 7 – Collocations</p>	

The highest scoring task-group configuration for each analysis of lexical composites is summarized in Table 45.

Analysis	Jigsaw		Decision-making		Opinion Exchange	
	P	SG	P	SG	P	SG
Frequency					X	
Quality–Correctness			X			
Quality–Approp.					X	
Quality–Non-attempts		X				
Table 45: Best Task-Group Configuration for Lexical Composites						

The highest scoring task-group configuration for each analysis of grammatical composites is summarized in Table 46.

Analysis	Jigsaw		Decision-making		Opinion Exchange	
	P	SG	P	SG	P	SG
Frequency					X	
Quality–Correctness	X					
Quality–Approp.					X	
Quality–Non-attempts			X			
Table 46: Best Task-Group Configuration for Grammatical Composites						

As Tables 45 and 46 show, different task-group configurations can influence the frequency and quality of lexical and grammatical composites in significant ways. If, for example, teachers wish to increase the frequency of composite use, the opinion exchange-partner configuration is most beneficial.

In answer to Research Questions 6 and 7, it may be generally stated that task-type, group configuration and the interaction of these factors in the SCMC environment do affect the frequency and quality of collocations in the discourse of FL learners of German. Though previous research on the use of restricted lexical and grammatical composites in *task-based* research is virtually nonexistent, findings in the current data do support much of the previous research on formulaic speech (including collocations). The frequency with which such composites occurred supports Pawley and Syder's (1983) assertion that lexical phrases form the bulwark of fluent and connected speech and that ready-made forms coexist with forms created from generative rules. Collocation use in the present study largely reflected their communication function (Yorio, 1989) – learners attempted to use these collocations to communicate ideas, even if they had not completely acquired the correct forms. This supports Ellis' (1984) conclusion that formulas are used as “conversational hedges” to keep the flow of communication going.

Though this study did not attempt to determine how SCMC led to the acquisition of correct collocation forms or formulations of productive rules (as Wong-Fillmore, 1976, found), transcripts did provide evidence of the status of learners' interlanguage. Instances of correct and incorrect use were noted, often within the same learner's discourse. The findings also support those of Farghal and Obiedat (1995), who investigated the acquisition of lexical collocations specifically. They found that learners often resorted to lexical simplification strategies and that even common fixed collocations were often incorrect. Though simplification strategies such as paraphrasing or substitution can be just as effective for communicating ideas, the fact remains that there are instances in which only fixed collocations are appropriate.

The results suggest that SCMC discussions may be an effective context to assist learners in experimenting with formulas. Just as Cowie and Howarth (1996) observed in

their study of restricted lexical collocations, the use of restricted lexical and grammatical collocations in the current study was highly individualized. The accessibility of SCMC discussion transcripts could allow teachers to easily review learner discourse to pinpoint common challenges in the use of restricted collocations.

Research Question 8: Learner Reactions

What are foreign language learner reactions to the use of partner and small group task-based discussions via SCMC?

Data for Research Question 8 consisted of the entrance and follow-up surveys and the learner interviews. The entrance and follow-up surveys were analyzed both quantitatively and qualitatively to determine learner reactions to the use of task-based discussions via SCMC.

Quantitative Analyses

Responses to Questions 1-4 on the entrance survey (see Appendix B1) were entered into SPSS as nominal variables to compute descriptive statistics of learner demographics regarding gender, computer and online chat experience and typing speed. These results were utilized in describing the participants of the study. Questions 5-11 of the entrance survey and Questions 6-42 of the follow-up survey (see Appendix D) consisted of Likert scale responses. The scale of *Strongly Disagree-Disagree-Neutral/No Opinion-Agree-Strongly Agree* was converted to a numeric scale of 1 (*Strongly Disagree*)

to 5 (*Strongly Agree*). Numeric data was then entered into SPSS to calculate the average response to each prompt.

Qualitative Analyses

Questions 1-5 of the follow-up survey and the “comments” section of the Likert-scale questions were open-ended and analyzed qualitatively along with the transcripts from the learner interviews to provide further evidence about learner experiences with task-based SCMC discussions.

Entrance Survey

The likert-scale questions on the entrance survey were administered to ascertain initial student comfort levels and perceptions of the use of SCMC discussions in their language course. Questions 5, 7 and 8 addressed student comfort levels with the use of computers and online chats in general. The mean scores for each are reported here by question.

5.	I generally feel comfortable with computers.	Mean = 4.4194
7.	I already have experience with online chats. (Please note where – i.e. internet, class, etc.)	Mean = 4.2581
8.	I do not find the prospect of doing an online chat intimidating.	Mean = 3.9032

Participants felt very comfortable with using computers in general. A large majority of students also already had experience with online discussions from chatting on the internet, completing discussions in other courses, and using instant messaging online. Many noted that they had completed online discussions in their first- and second-semester German courses as well. Lower scores on Question 8 were often attributed to a

lack of confidence in the participant’s level of German. Conversely, high scores on Question 8 indicated that learners were comfortable with the prospect of completing online discussions.

Questions 6 and 9 asked about comfort levels with using computers and SCMC discussions specifically in their language course.

6.	I am not nervous about using a computer in this class.	Mean = 3.9194
9.	I am not nervous about completing the chats in German.	Mean = 3.4355

Very few students were nervous about using computers in their German class, but many students were apprehensive about completing the discussions in German. Participants made references to a lack of adequate vocabulary, concern about grammar, and a general lack of confidence with the language (Student 42: “I’m not very confident with my German”). This was also reflected in the mean score for Question 10:

10.	I feel I will have enough German to get my point across in the chats.	Mean = 3.5000
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These results on comfort level with computers, the online format, and the level of nervousness about completing the chats in German are roughly equivalent to what M. Arnold (2002) found in her study of third-semester German students.

In Question 11, students were asked to what degree they believed online sessions would be beneficial to their language learning:

11.	I feel that online chat sessions will be beneficial for learning German.	Mean = 3.8548
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Though the majority of participants anticipated that the discussions would be helpful in some way (Student 13: “it helps to talk coherently in German”), some students

expressed concern that it would not be beneficial, because the instructor would not be giving feedback during the chats (Student 23: “No instructor to mistakes our correct [*sic*]”); because they had not had good experiences in past online discussions (Student 4: “The chats in my last class always ended in talking about movies and video game and two word responses”); or because they felt it would not improve speaking.

Follow-Up Survey and Learner Interviews

The purpose of the follow-up survey was to elicit students’ reactions to the partner and small group task-based discussions via SCMC in their course and their perceptions of the use and utility of this media in FL instruction. The purpose of the exit interview was to clarify the intent behind student responses on the follow-up survey and to gain additional insight into their experiences with the SCMC discussions.

The follow-up survey included five open-ended questions to elicit information on student perception of strengths and weaknesses of online discussion (Q1, Q2), preference for a particular task (Q3, Q4) and suggested improvements (Q5).

Strengths of online discussion (Question 1). For Question 1 and during the learner interviews, participants reported that the online discussions were especially beneficial for a number of reasons.

Social benefits that were often mentioned included that they liked the openness of the discussions and the opportunity to express their opinions (as in Beauvois, 1995; Kelm, 1992; Thorne, 1999). They felt that the online context was more relaxed and less formal (as in Beauvois, 1995; Kelm, 1992; Kern, 1995). As Student 27 noted, “there was less pressure than speaking in front of others.” Some felt it was a good way to get to know the other students in the class (as in Chun, 1994 and Kern, 1995), and many indicated that it was a nice break from the everyday routine.

Participants noted many perceived linguistic benefits to the online discussions. Students often mentioned that it was a good opportunity to interact and practice their German conversational skills, and they felt they could be more creative with the language, since there was more emphasis on communication than on form (similar to the findings of Beauvois, 1995; Belz & Reinhardt, 2004; Chun, 1994; Kelm, 1992; and Kern, 1995). As Student 11 stated, “It raised German above the bogging [*sic*] details of grammar to the important goal of communication.” Interestingly, students often referenced their experience with words such as “speaking” and “listening” in addition to writing and reading. Student 1, for example, felt that the discussions were a good opportunity to “listen” to German. Some participants indicated that they felt their reading, writing and even speaking had improved. Student 60 mentioned that he felt the discussions made him “think on [his] feet” more in German and that this transferred to his speaking skills.

Another linguistic benefit that was often mentioned was that students appreciated the opportunity to learn “new and useful” vocabulary – including phrases used often in conversations – from the handouts and from each other during the discussions. Students also noticed their linguistic deficiencies. As Student 17 stated, “I ran across phrases I wanted to say but didn’t know in German, and I could make a note to ask about them later.” Student 31 felt it was helpful to see the grammar being used by others as a means to improve his own.

An affective benefit that students mentioned repeatedly was that the online discussions helped to build the learners’ confidence in using German (as in M. Arnold, 2002). As Student 29 stated, “I became more confident in my ability to communicate ideas.” Student 13 wrote, “it was a way to see what I knew and trying [*sic*] to use that knowledge to talk to others. I’m not so nervous about using the little German I have

learned anymore.” It was also mentioned that the discussions helped participants overcome their fear of making mistakes.

Some comments were specific to the benefits of the online context versus FTF speech. Many students noted that they liked the fact that they could take more time to think about what they wanted to say and to formulate their responses (as in Beauvois, 1995; Blake & Zyzik, 2003; Kelm, 1992). Student 38 stated, “I liked being able to think a little bit without too much pressure, when trying to say something more complicated.” Many mentioned that it was easy to look up vocabulary they did not know online in order to keep the conversation flowing. Many liked the written format, because they could actually see how certain words were spelled and because it was easier for them to understand than speech. A few participants mentioned that they liked not having to worry about pronunciation. As Student 42 stated, “It was good at working on using sentence structure while not having to worry about pronunciation!” Finally, students often indicated that they felt they could get more individual practice than what was possible in class.

With regard to specific tasks, many students reported that they liked the structure and having a specific theme or topic. They also felt that small groups were very beneficial for keeping the conversation going and at the same time were more organized than one large group.

Weaknesses of online discussion (Question 2). When asked about what was least beneficial about the online discussions, participants noted a variety of issues. With regard to social disadvantages, Student 18 stated that he did not like being forced to talk to strangers in groups and Student 54 mentioned that he did not like the lack of contact with people.

Linguistic disadvantages dealt largely with frustration about their language ability or the pace of the discussion (as in Beauvois, 1995). Student 33 wrote, “If you are not confident in your skills they are very intimidating. When there was a large group it is [*sic*] hard to communicate because there are so many people and the discussion moves so fast.” Some students mentioned that they were frustrated when they wanted to communicate something, but lacked the necessary vocabulary. As Student 14 commented, “I find it kinda frustrating to have so many thoughts but I cannot express them clearly in German.”

Another perceived disadvantage was that there was no immediate feedback during the discussion when the students made mistakes (also found by Beauvois, 1995). “I didn’t like that at the time during the chats I didn’t really know what I was doing wrong. If I was making a mistake over and over again, there wasn’t any way for me to know.” Because of this, Student 11 felt that grammar suffered and that the discussions did nothing to improve her knowledge of grammar. Concerns about decreased grammatical accuracy were also found by Kelm (1992), Kern (1995), Lee (2002b) and Sotillo (2000).

Comments specific to the online context related to the pace of the discussions (also in Beauvois, 1995). As Student 57 remarked, “Sometimes it takes a while to form a response and by that time the conversation has moved on.” Student 22 felt it was easier to follow a dialogue between partners than the small group discussions, and that he generally did not contribute much to the small group conversations, because it always seemed too late to respond. “It was hard to type fast, with more people, topics changed too quickly.”

Specific to the tasks, many learners alluded to the fact that they felt limited during the jigsaw tasks either because of the content or time constraints. Student 4 stated, “Jigsaw limited our need to explore and improvise while chatting.” The jigsaw

assignments sometimes took longer than what time allowed, so they were unable to complete the task (also in Blake, 2000). A few participants also stated that they were sometimes paired with less-than-desirable partners (e.g. got off topic; did not respond very quickly; did not contribute very much to the discussion). A few students found the partner configuration difficult, because they did not know much about the topic and it was, therefore, harder to talk for the whole 30 minutes. Finally, many students felt strongly about the venue of the discussions. They preferred to complete the task from home, rather than have to meet in the computer lab. Two participants were not comfortable with talking online with people sitting in the same room as them. Student 44 commented, "I did not like being in the same room with my partner(s). It's just weird to be talking to the person who is sitting by you."

A summary of the perceived strengths and weaknesses from the current study of SCMC discussions is included in Table 47.

Perceived Strengths of SCMC Task-based Discussions
<p><i>Social Benefits</i></p> <ul style="list-style-type: none"> -Opportunity to express opinions -More relaxed and less formal than face-to-face discussions -Opportunity to get to know classmates -A break from the everyday routine <p><i>Linguistic Benefits</i></p> <ul style="list-style-type: none"> -Opportunity to interact and practice conversational skills -More emphasis on communication than form = more creativity -Improved reading and writing -Learned useful vocabulary -Helped students notice linguistic deficiencies and grammatical constructions <p><i>Affective Benefit</i></p> <ul style="list-style-type: none"> -Built confidence in using German <p><i>Online Benefits</i></p> <ul style="list-style-type: none"> -More time to construct and edit responses -Could easily access resources such as online dictionaries -Written format allowed them to see how words were spelled -Did not have to focus on pronunciation -More individual practice than in the classroom <p><i>Task Benefits</i></p> <ul style="list-style-type: none"> -Enjoyed the structure and having specific themes or topics to address -Small groups beneficial for maintaining the flow of the conversation
Perceived Weaknesses of SCMC Task-based Discussions
<p><i>Social Weaknesses</i></p> <ul style="list-style-type: none"> -Did not like talking to strangers in groups -Lack of face-to-face contact with people <p><i>Linguistic Weaknesses</i></p> <ul style="list-style-type: none"> -Pace of discussions sometimes overwhelming for students of lower proficiency -Frustration in not being able to communicate their thoughts effectively -No immediate feedback for errors -Less focus on grammar <p><i>Online Weaknesses</i></p> <ul style="list-style-type: none"> -Difficult to follow small group discussions and contribute at the same time <p><i>Task Weaknesses</i></p> <ul style="list-style-type: none"> -Jigsaw tasks too restrictive, did not allow for more open discussion -Sometimes not enough time to complete tasks -Sometimes not satisfied with their group members -Difficult to maintain the discussion in partner configuration -Did not like meeting together in the computer laboratory
<p>Table 47: Perceived Strengths and Weaknesses of SCMC Task-based Discussions</p>

Task Preference (Question 3). To the question of which task the students liked best, there was an almost unanimous preference for the opinion exchange task. This was also borne out in the Likert-scale questions regarding task preference. The responses to Questions 32, 33, 34 and 37 indicated a clear preference for opinion exchange over other task configurations.

32.	I liked the jigsaw tasks (see handout) better than the decision-making tasks.	Mean = 2.3065
33.	I liked the decision-making tasks better than the opinion exchange tasks.	Mean = 2.5806
34.	I did not like any particular task-type (jigsaw, decision-making, opinion exchange) more than any other.	Mean = 2.0806
37.	I preferred the chat sessions with more detailed, specific assignments than the open-ended discussions.	Mean = 2.6290

The most common reasons for this were because: 1) it was less restrictive and a more open discussion (Student 3: “I liked the OE because you weren’t as restricted to your discussion as with the other chat types”); 2) they enjoyed hearing the opinions of others (Student 7: “It was neat finding out other people’s views on things”); 3) participants were less rushed, because there were no goals to achieve (Student 12: “I didn’t have to collaborate with the group to decide what we liked”); 4) the conversation flowed more easily; 5) there was more time to focus on creative use of German (Student 30: “I didn’t feel rushed to achieve a specific goal so I could take more time to use good grammar and form creative sentences.”); 6) it required more discussion rather than information interpretation; 7) it required them to form the most meaningful sentences “instead of just asking back and forth for information” (Student 29); and 8) there was a broader topic to discuss. This finding contrasts the results of Cottam (1999), who reported that learners preferred the information gap tasks (more constrained) than open discussions. This finding is however congruent with Nakahama et al. (2001), whose subjects stated that

they found conversational activity to be more challenging than the information gap activity, because they had to pay attention to the entire discourse in the former, but mainly focused on lexical items in the latter. Nakahama et al. challenged claims that conversational interactions do not provide learners with as much language practice as do more highly structured interactional activities and concluded that conversational interactions (like the opinion exchange discussions) had the potential for offering substantial learning opportunities at multiple levels of interaction (e.g., discourse management, topic continuity) over more constrained tasks.

Of the remaining students, decision-making was the second most popular. Participants preferred this task over opinion exchange or jigsaw because: 1) there was an actual task to complete (in contrast to most students, who preferred no task) (Student 16: “We had a goal and made decisions.”); 2) it had a list of options to choose from; 3) it was more focused; and 4) it stimulated everyone to participate (Student 23: “it forced everyone to interact more”). Jigsaw was preferred only seldom, but those that selected this task did so because: 1) it had a rewarding goal (Student 40: “it was fun to work out a puzzle – a good rewarding goal”); 2) it left less room for distraction; 3) it was the most task driven; 4) the additional information was interesting and helpful; and 5) there was “concrete information to share instead of trying to defend [ones] opinion” (Student 32).

Least preferred task (Question 4). Of the three task-types, there was overwhelming consensus that the jigsaw task was the least preferred. The most cited reasons for this included: 1) it was confusing to follow the discussion with everyone contributing their information at once (Student 8: “Jigsaw it is too difficult to figure out who is answering whose question in a large group”); 2) there was little creative use of the language (Student 9: “little creativity and variance in language is used”); 3) it involved listing information and not really talking (Student 14: “I get that rat in a maze feeling”);

4) they “were harder because there was more information to keep track of” (Student 20); 5) the tasks were lengthy; and 6) they were not as interesting as the other tasks.

Those who preferred decision-making the least gave such reasons as: 1) it was hard to come to a conclusion; 2) it was difficult to organize opinions (Student 21: “it’s hard to organize opinions in a different language with everyone talking at once”); 3) oftentimes people just agreed with what others said (Student 59: “a lot of times people just went along with whatever anybody else was saying”); and 4) making a list was time consuming. Those that selected the opinion exchange as their least favorite felt: 1) it did not always stimulate discussion; 2) there was no goal, so everyone just talked randomly (Student 5: “I liked the opinion exchange the least because it had no goal. Everyone just talked randomly and after a while you do not know what else to say.”); 3) sometimes they ran out of things to say; 4) it was difficult to express and defend opinions in German (Student 32: “OE because I don’t have a strong vocabulary in defending my opinions”); and 5) it was less focused and easier to get off topic (Student 46: “I didn’t like OE because it could wander off topic”).

Recommendations for improvement (Question 5). Based on their experiences in the current study, the participants gave a number of recommendations for improving the online discussions to include: 1) allowing students to pick the topics of discussion (e.g., current events or something relevant to their lives); 2) giving more open-ended, opinion-based topics; 3) always completing opinion exchange in small groups and jigsaw tasks in pairs; 4) having the instructor or an advanced speaker in the discussion to make spot corrections; and 5) allowing students to complete the discussions from home instead of in the lab.

Likert-scale questions. For the 37 Likert-scale questions of the follow-up survey, students were asked to circle one of five levels of agreement (*strongly disagree, disagree,*

neutral/no opinion, agree and strongly agree). Questions 6-8, 11, 25, 26 and 36 were designed to elicit information about the participants comfort levels with completing the SCMC discussions. The means are reported here for each question:

6.	I felt comfortable communicating in German in the online chats.	Mean = 4.2419
7.	I did not feel worried or nervous before each online chat session.	Mean = 4.2419
8.	I felt comfortable with the fact that other students in the class could read my ideas on the screen.	Mean = 4.1935
11.	The written (as opposed to oral) format of the online chat allowed me to feel more confident about participating.	Mean =4.1774
25.	I felt comfortable with the amount of messages to read on the screen during the small group chats.	Mean = 3.9032
26.	I felt more comfortable with the amount of messages to read on the screen during the partner chats.	Mean = 3.6613
36.	I felt more comfortable in the small group chats than in the partner chats.	Mean = 3.2258

Students stated that even when they felt nervous initially, they became increasingly more comfortable with each subsequent discussion. Many commented that the written format was much more comfortable than speaking FTF, because there was time to plan and edit responses. Even though the small groups were limited to no more than five members, some students at this level were uncomfortable with the pace, stating that it was too fast and that it resulted in “too many people trying to communicate at the same time” (Student 55). By the same token, however, five participants were uncomfortable with the amount of messages in the partner work, not due to too fast a pace, but rather too slow a pace with less fluid conversation and more pressure to respond. Those that disagreed most with Question 36, felt that small group tasks were “rather chaotic.” These mixed reactions to partner and small group work are further supported by the answer to Question 35, which asked about perceived benefits of group structure in the discussions. Participants indicated that they felt small groups were only slightly more beneficial than partner exchanges.

35.	I felt the small group chats were more beneficial than the partner chats.	Mean = 3.4032
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In general, the resulting means for responses to these questions indicate that students became relatively comfortable with the online discussion environment.

Questions 9, 10, 12 and 18 were designed to elicit information about the use of German in the discussions.

9.	I felt comfortable with my classmates seeing mistakes I made in German.	Mean = 4.0323
10.	I wrote less, because I was afraid of making mistakes in German.	Mean = 1.9839
12.	I felt like I had enough German to get my point across.	Mean = 3.9032
18.	I experimented more with German in online chat than I did in class.	Mean = 3.7742

Generally, participants felt comfortable with others seeing their mistakes in German, because as Student 12 noted, “we are all at the same level and are struggling with the same issues.” Learners were not deterred from participating by the prospect of making mistakes. Some learners even reported caring “less and less” about making mistakes with each subsequent discussion. Most participants agreed that they felt they had enough German to get their point across, even though they at times still felt frustrated if they did not know how to use a particular construction. Students reported they did not feel they experimented more with German in the online discussions than they did in class, but they clearly felt that they had more of an opportunity to practice than was often the case in the regular classroom meetings.

Questions 30 and 39 were designed to assess the participants’ perceptions about the use and usefulness of SCMC, and questions 31, 38, 41 and 42 elicited information about resulting attitudes toward online discussions.

30.	I feel that class time was not wasted in online chat sessions.	Mean = 4.1290
39.	I would have liked more online chat sessions in this course.	Mean = 3.3710
31.	The online chats were a welcome change from the usual classroom routine.	Mean = 4.4516
38.	I looked forward to the online chat sessions.	Mean = 3.8387
41.	I felt like skipping class during online chat sessions.	Mean = 1.6290
42.	I feel that participating in the online chat has been a positive experience.	Mean = 4.2903

Few students expressed a dislike for the discussions in general or felt that the sessions were a waste of class time. For the most part, the students reported that six discussions at two week intervals were the right amount to incorporate in class. Students agreed quite strongly that the online discussions were a welcome change from the normal classroom routine, and they generally looked forward to the discussions. Participants indicated that they did not feel like skipping class on the days that online discussions were scheduled, and most agreed that SCMC had been a positive experience.

Questions 13 through 15 were designed to elicit information about the effect of SCMC discussions on group cohesion.

13.	Writing to my peers in the online chat contributed to a better atmosphere during non-computer based class sessions.	Mean = 3.2742
14.	I got to know my classmates better, because of the online chats.	Mean = 3.3387
15.	I was interested in what my peers wrote during the chats.	Mean = 3.8065

The online discussions did not appear to have an effect on the regular classroom atmosphere, though a few participants commented that it was nice to get to know classmates and their opinions better. The finding that group cohesion in the classroom was not affected by the SCMC discussions in the current study runs counter to the conclusions of Beauvois (1995), Chun (1994) and Kern (1995).

Questions 16, 17, 23, 24, 27-29 and 40 pertained to participation and motivation.

16.	I was frustrated, when other students did not stick to the assignment.	Mean = 2.6129
17.	I was frustrated, when other students did not stick to German.	Mean = 2.6290
23.	I felt more actively involved during chat sessions than in regular class sessions.	Mean = 3.9355
24.	I participated more in the regular class sessions than in the chat sessions.	Mean = 2.3548
27.	I feel that the small group chat sessions were more interesting and motivating than the partner chat sessions.	Mean = 3.6935
28.	I feel I participated more during the small group chat sessions than during the partner chat sessions.	Mean = 2.8871
29.	I feel I participated about the same amount during the partner and small group chat sessions.	Mean = 3.1935
40.	Grading influenced the amount I participated in the online chats.	Mean = 2.7097

Many students commented that they did not experience other students in their discussions straying off-task, nor was there a problem with students using English excessively. Grading appeared to play a role in keeping students both on task and using German. As Student 8 stated, “because of grading, no one really spoke English except for phrases.” Some students commented that it was not a concern for them that others used English to complete ideas or in substitution for unknown words. They saw it as a means for preserving the flow of communication. Learners generally indicated that they participated more actively in online discussions than in regular classroom sessions, because the format was more collaborative and interactive. Most students did not feel that the group configuration influenced their participation or motivation to participate and indicated that grading did not significantly influence the amount they participated in discussions.

Questions 19, 20, 21, and 22 were designed to elicit reactions regarding to what extent the participants felt the discussions affected learning the language and culture.

19.	Completing online chats in class helped me improve the quality of my writing skills in German.	Mean = 3.6290
20.	Completing online chats in class helped me improve the quality of my speaking skills in German.	Mean = 3.2742
21.	Completing online chats in class helped me improve the quality of my reading skills in German.	Mean = 3.5484
22.	Completing the online chats improved my knowledge of German culture.	Mean = 3.3387

Those students that disagreed most with the statement that the discussions improved their writing quality stated that they would have liked specific feedback about errors in their language use. As Student 37 recommended, “I don’t really know what mistakes I was making. Maybe a report back of a few major mistakes I made?” Although a few students alluded to the fact that the discussions were beneficial for building oral proficiency, on the whole, their responses on the follow-up survey indicated that the participants did not consider SCMC discussions to have a significant effect on their speaking skills. For reading skills, some learners indicated that they were able to learn more vocabulary from the written format versus the spoken format of FTF discussions. Some participants, however, expressed concern that the German they were reading included uncorrected mistakes (similar to Kern’s (1995) findings). With regard to cultural learning, students did not feel that this was significantly impacted by the discussions, largely because only the jigsaw tasks included cross-cultural comparisons between German and American opinions, and because the German opinions were conveyed through statistics, which were also filtered by the perceptions of the American participants.

Summary of Learner Reactions

The results for Research Question 8 (learner reactions to the use of SCMC task-based discussions) from the current data are summarized below (the percentage

represents the number of participants that agreed or strongly agreed with each of these statements).

- Participants are comfortable with the use of computers (94%) and the online environment (87%);
- Though some learners were initially nervous about completing the discussions in German (24%), the nervousness gradually disappeared with each subsequent discussion;
- There was an overwhelming preference for opinion exchange tasks (87%), because they allowed participants to express their opinions and were more conversation-like;
- Jigsaw tasks were preferred least (79%), because they were too restrictive and sometimes confusing;
- The discussions had little effect on group cohesion (55%);
- Learners were equally motivated to participate in both group configurations (42%).
- Participants saw improvement in their writing (63%) and reading (68%) skills; and
- Students reacted positively to the online discussions (89%) and generally perceived them as a useful technique for language learning (76%).

CONCLUSION

The results of this study make contributions to the existing corpus of research on task-based SCMC instruction and to the achievement of one objective of the current

study – to provide concrete recommendations for specific task-group configurations that are most beneficial for particular language learning objectives.

In the investigation of how the amount of learners' FL output is influenced by task and group configurations (Research Question 1), the results indicate that, in general, the less constrained decision-making and opinion exchange tasks elicited more FL output than the more constrained jigsaw task, and partner work elicited more FL than small group work.

Quality of learner output (Research Question 2) was investigated by analyzing a number of factors:

- holistic scores for language quality and task completion;
- count data for non-target language output and off-task discussion;
- frequency of lexical targets;
- the grammatical accuracy of the FL output;
- the percentage of off-task versus total output in each learner's discourse (off-task discussion ratio); and
- the extent to which tasks were completed.

Analyses of all of these factors revealed that:

- there was a tendency for opinion exchange tasks and the partner configuration to promote a higher level of holistically scored language quality;
- holistically scored task completion was of a higher quality when conducted in the partner configuration;

- use of non-target language occurred most often when learners employed the lexical transfer communication strategy during negotiation of meaning;
- decision-making tasks and the partner configuration produced the most off-task discussion;
- jigsaw-partner tasks elicited the most lexical targets;
- grammatical accuracy was highest in decision-making-partner tasks;
- opinion exchange-small group tasks elicited the lowest percentage of off-task discussion within the individual participants total output; and
- tasks were more likely to be completed in the decision-making and small group configurations.

Overall, the decision-making-partner configuration had the highest level of quantity and quality in FL output, but different teaching objectives may warrant the use of different task-group configurations. The most beneficial task-group configurations are summarized by language objective in Appendix G.

Research Question 3 investigated the form of negotiation of meaning in task-based SCMC discourse. It was found in this study that negotiated interactions in SCMC discussions largely reflected the model developed by Smith (2001, 2003a). The researcher made modifications to this model, however, to accommodate divergent patterns that occurred primarily in the small group configuration. Negotiation patterns were predominately short and non-understanding was often resolved by means of lexical transfer (direct translations). Lexical Triggers, Local Indicators, Minimal Responses and Minimal and Task Appropriate Reactions to the Responses were the strategies used most often, and no significant difference was found in the preference for specific categories or in the frequency of negotiation in different task-group configurations (Research Question

4). Nor was there a significant difference in the likelihood of negotiations to be remediated. Understanding was often achieved and primarily negotiated by using direct translations (Research Question 5). That task-group configuration had no effect on the amount or quality of negotiated interaction in the current study runs counter to previous research. In past studies of FTF and SCMC negotiation, more constrained tasks have been recommended for increasing the amount of modified interaction, but results from the current study suggest that, regardless of the assigned task, students will negotiate meaning to facilitate comprehension of their ideas, and teachers can be confident that tasks completed in SCMC accommodate this type of interaction. The group configuration was more influential than the task-type in eliciting negotiations. Small groups were likely to collectively pool their linguistic resources and collaborate to achieve understanding.

As part of quality, restricted lexical and grammatical composite collocations were also investigated in this study. For Research Questions 6 and 7, it was found that less constrained tasks (decision-making and opinion exchange) elicited a higher frequency of restricted collocations than the jigsaw task, and that partner work provided more opportunity to produce collocations. Lexical composites occurred more frequently than grammatical composites and approximately half of all attempted collocations were used correctly. Research of collocation in the SCMC environment is very limited, but results suggest that SCMC discussions are an effective context to assist learners in experimenting with formulas. Additionally, by recording the learners' discourse, SCMC gives educators an addition tool for reviewing the status of collocations in learners' interlanguage.

The learner reactions to and perceptions of SCMC in the current study (Research Question 8) were largely similar to previous findings about SCMC discussion use in

language instruction. Participants were comfortable with using computers and the online environment and were more nervous about their language abilities. Students reported, however, that nervousness gradually subsided and their level of confidence in communicating in German grew as they completed each subsequent discussion. Students reacted positively to SCMC and generally perceived such discussions as a useful technique for language learning. The participants in this study preferred opinion exchange tasks the most, because they believed them to be more conversation-like and enjoyed sharing their opinions. Students preferred jigsaw tasks the least, because they felt they were too restrictive and sometimes confusing. More than half of participants perceived improvement in their writing and reading skills.

Chapter five includes a discussion of what implications these findings have for practical implementation of SCMC discussions in the FL classroom, the limitations of the current study, and suggestions for future research.

Chapter 5: Conclusions

The basic questions that motivated this research were how SCMC could most effectively be used in FL instruction and, more specifically, what effect task-type and group size may have on the amount and quality of discourse features and interaction; and how learners of German as an FL perceive and react to tasks and the use of this mode of communication. In his metaanalysis of the history and use of various technologies in language teaching, Salaberry (2001) emphasizes the importance of integrating CMC in a way that exploits the uniqueness of its environment. As with any technology, we must have clear reasons for justifying its use over regular FTF interaction in the classroom. In other words, why would using this tool be more beneficial than completing the same task in the traditional classroom setting? Salaberry argues that teachers must ask themselves whether there are differential outcomes in learning effects brought about by a particular medium and choose the most appropriate medium accordingly.

UNIQUE QUALITIES OF SCMC

It is necessary to bear in mind what makes SCMC a unique technology and how its uniqueness can be particularly well suited for completing classroom objectives. There are a number of factors about SCMC that allow it to fulfill a particular niche in language learning and teaching. Firstly, distance is transcended in SCMC discussions. Learners are not bound to a specific location to interact. This has important implications for providing increased interaction with both native and other non-native speakers of the language. Learners gain access to a larger language community.

Secondly, as Beauvois (1998a) observed, SCMC discussions promote a unique blend of written and spoken discourse. It is a means to provide learners with a step-wise

approach in preparing them to speak the FL. The discussions are conversation-like, therefore stretching students to use conversational and discourse strategies, while at the same time providing the opportunity to participate at one's own pace. Learners have the opportunity to formulate, edit and review their utterances before submitting them as entries in the discussion. This contrasts with FTF speech in which learners must produce the language more quickly. It provides an opportunity for learners to practice discursive moves and gradually build up to spontaneous speech.

Thirdly, the written format of the discussions provides visual reinforcement of what students “hear” and focuses learner attention explicitly on form. In the current study, many participants mentioned that *seeing* the language helped them to comprehend better. If something was unclear, they could re-read an entry, before having to ask for clarification. This provides them also with a step-wise approach to “listening” comprehension - the ability to review what has been “said” as often as is necessary for the learner.

Fourthly, in the language classroom, use of partner or small group work provides a means for increasing the learner-learner interaction that has been proposed in theory (e.g., Long, 1996) as crucial for language acquisition. At the same time that increased interaction is achieved in small group work, however, the instructor has less control over monitoring each learner's use of the language. In online discussion software (such as Blackboard), discussion transcripts can be archived. The instructor can, therefore, review all of the learner discourse to identify common problematic areas to address in instruction. An additional benefit to this involves accountability. In FTF partner or small group discussions, it is difficult to hold all learners accountable at all times, but with the ability to archive transcripts, students are aware that their discussions will be reviewed and, therefore, know that they will be held accountable for their contributions.

TASK USE IN SCMC

As Ellis (2003) aptly stated, task-based instruction allows for teaching *through* communication rather than *for* communication. Problem-based learning moves completion of classroom activities beyond completion for the sake of language practice and toward using the FL as a means for achieving specific goals. It places emphasis on language as a tool for communication rather than the focus of communication. When task goals are meaningful and relevant to students, they can also serve to increase student motivation. When using the language for purposes of communicating to achieve a goal, learners are more likely to notice forms or lexical items they lack for successfully executing discourse functions. Forms are contextualized in the moment of communication, rather than isolated for mechanical practice. Designing activities around tasks, can therefore, provide more stimulation and focus on communication while at the same time achieving objectives for focus on form and development of learner communicative strategies and linguistic proficiency. The SCMC environment brings a unique set of possibilities to task-based instruction. It transcends space to allow access to a larger language community and increases access to additional resources (via the world-wide web) to use for meeting task goals. Therefore, utilizing tasks in SCMC can be as beneficial as FTF task completion, while at the same time meeting additional needs of the learners (e.g., increased resources).

CONTRIBUTIONS TO THEORY

To what extent does SCMC promote the points outlined in sociocultural and interactionist theories and Swain's (1995) output hypothesis? Although this study did not attempt to determine the extent to which SCMC led to language learning, the results

do provide clear evidence that what is proposed by these theories to lead to language acquisition - namely, collaborative learning, interaction, and comprehensible output - is promoted in the SCMC environment.

Vygotsky's sociocultural theory (1978) suggests that learning occurs when students collaborate to build knowledge, and that the collective knowledge of learners can assist in scaffolding to achieve understanding. Many instances of collaboration were observed in the data of the current study. Learners worked together not only to make input and the new lexical items comprehensible to one another, but also to achieve the assigned task objectives. By using SCMC for discussions, learners had access to additional resources such as online dictionaries and references to assist them in formulating their ideas and completing the tasks.

The interactionist theories (associated with Krashen's input hypothesis, 1985 and Long, 1980, 1996) suggest that only through learner interaction and particularly through negotiation of meaning can input be made comprehensible and lead to language acquisition. The results of the current study clearly indicate that SCMC is a rich environment for promoting learner interaction and that negotiation of meaning to remediate non-understanding does occur quite frequently in this mode of communication.

Swain's (1995) output hypothesis suggests that only by producing comprehensible output will learners notice their gaps in linguistic knowledge and have a chance to test out hypotheses regarding the FL. Many participants of the current study commented on the utility of the task-based SCMC discussions for assisting them in noticing linguistic deficiencies. From instances of negotiation of meaning and self-correction in the discussion transcripts, it is also clear that learners did attend to how they formulated their utterances. In meaning negotiation, understanding was overwhelmingly achieved. SCMC, therefore, provided a rich context for exposing learners to a large

amount of comprehensible input and prompted them to produce comprehensible output. Based on the data, it is unclear to what extent SCMC interaction fulfills the metalinguistic function of the output hypothesis. Students rarely used language to reflect on language in the discussions, but rather to discuss task logistics.

CONTRIBUTIONS TO APPLIED LINGUISTICS

The current study adds to the existing corpus of studies of SCMC use in FL learning in a number of ways. Previous research has attempted to determine to what extent elements of FTF communication such as negotiation of meaning transfer to the SCMC environment (Fernández-García & Martínez-Arbelniz, 2002; Smith, 2003a). Other studies have compared the amount of language produced in FTF versus SCMC discussions (e.g., Kern, 1995) and learner reactions to its use (e.g., Beauvois, 1998a; Blake, 2000). Still other studies have attempted to describe how learners interact in this environment (e.g., Chun, 1994; Darhower, 2002; Sotillo, 2000). The current study also adds to existing research of the use of SCMC in FL teaching and learning firstly by examining not only the quantity but also the quality of learner output. Only a limited number of studies have attempted to assess quality of language use (e.g., Abrams, 2003; Warschauer, 1996), although it is a particularly important factor – increased quantity does not always equal higher quality language use.

Secondly, this study examined the extent to which task-type and group configuration influenced the quantity and quality of language use in SCMC. Existing research had focused mainly on comparing the more constrained task-types (jigsaw, information gap, decision-making) (e.g., Blake, 2000; Cottam, 1999; Lee, 2002a) or describing the effect of open-ended discussions in SCMC (e.g., Kelm, 1992; Kern, 1995; Lee, 2002b). This researcher examined a selection of task-types across the whole of Pica

et al.'s (1993) task typology – the most constrained jigsaw task, the moderately constrained decision-making task and the least constrained opinion exchange task – to determine if certain task-types were more efficient at promoting specific language use (e.g., negotiation of meaning, collocations, lexical targets). In previous research, group size has typically been limited to either dyadic (Smith, 2003a), small group (Lee, 2002b) or whole group discussions (e.g., Kelm, 1992). The current study sought to determine if group size had significant effects on task completion and language use. Ultimately the goal was to make recommendations for task-group configurations most beneficial for achieving specific language learning objectives.

Thirdly, previous research had established that negotiation of meaning took an alternate form in the SCMC versus FTF environment. The current study tested Smith's (2001, 2003a) model of negotiated interaction for the SCMC environment, and the results assisted in modifying the model to accommodate small group as well as partner negotiation.

Finally, previous research of the use of collocations in SCMC task-based discussions was very limited. This study, therefore, attempted to determine to what extent SCMC could provide a rich context for collocation use, and if task-group configurations influenced the quantity or quality of their use.

In the remainder of this chapter, I summarize by research question the results of this study and what implications they have for language teaching and learning. I then discuss the limitations of the current study and provide suggestions for future research.

SUMMARY OF FINDINGS AND PEDAGOGICAL IMPLICATIONS

Research Question 1: Foreign Language Output – Amount

Summary of Findings

In the current study, learners produced more FL output in decision-making and opinion exchange tasks than in jigsaw tasks. The decision-making-partner configuration elicited the most FL output overall. In all tasks, partner work spurred learners to produce more of the FL than small group work. It may be concluded from these results that less constrained tasks (decision-making and opinion exchange) appear to elicit more FL discourse than the most constrained task (jigsaw). This contrasts Cottam's (1999) research of third-semester Spanish students who produced more output during information gap tasks (the more constrained task) than in opinion exchange tasks; Blake's (2000) results in which jigsaw tasks elicited the most output and decision-making tasks elicited the least; and Smith's (2001) findings that there was no statistically significant difference in the amount of output produced in jigsaw or decision-making tasks.

Pedagogical Implications

As with any research in Applied Linguistics, it is necessary to view results in light of how they can inform the teaching of an FL and choices of the most effective technique for achieving specific objectives. The results for Research Question 1 suggest that in SCMC discussion, providing learners with a specific goal for a task (with numerous possible outcomes) that also allows for a solution based on a discussion of opinions regarding the outcome may provide the most stimulus for student interaction in the FL.

Research Question 2: Foreign Language Output – Quality

Summary of Findings

In assessing the quality of language output in the current study, it was found that the highest holistically scored language quality was achieved in the decision-making-partner configuration, although there was a tendency for opinion exchange tasks and the partner configuration to promote a higher level of language quality overall. The highest quality in holistically scored task completion was also achieved in the decision-making-partner configuration with partner work generally promoting a higher quality than small group work.

Use of the non-target language (English) occurred primarily as lexical transfers in negotiated interactions. In general, it was found that English occurred least often in jigsaw tasks, and there was a tendency toward less use in small groups. However, the jigsaw-partner task elicited the least amount over all. The use of English in these SCMC discussions is inconsistent with the findings of Darhower (2002) and Chun (1994), who both reported little L1 use in learner SCMC discourse.

Off-task discussion also occurred infrequently, but the results suggest that decision-making tasks and the partner configuration elicited the most off-task discussion. The opinion exchange-small group configuration elicited the least. That off-task discussion was limited in the current data runs counter to the results of Darhower's (2002) study, in which he concluded that off-task discussion occurred frequently in the SCMC discussions of fourth-semester Spanish students.

With regard to lexical targets, the jigsaw-partner task elicited the most use and the partner configuration generally elicited a higher frequency of lexical targets than small

group work. No previous studies that quantified lexical targets specifically in the task-based SCMC environment were found for comparison.

The highest degree of grammatical accuracy was found in the decision-making-partner configuration, with decision-making tasks and partner configurations eliciting the highest degree of accuracy in general. Generally, previous research suggests that grammatical accuracy is lower in SCMC than in other modes of writing (Kelm, 1992; Kern, 1995; Lee, 2002b; Sotillo, 2000), but research quantifying and comparing grammatical accuracy between tasks-types in SCMC did not exist.

Finally, with regard to task completion, decision-making tasks and the small group configuration promoted the highest rate of task completion. This factor has also not been considered in previous studies of SCMC, so no prior results existed for comparison.

Pedagogical Implications

Based on the results for quality of learner output in the SCMC environment, it may be concluded that, in general, the decision-making-partner configuration should be used if the goal is to promote a higher quality of learner interaction in the SCMC environment. However, caution must be exercised in viewing this configuration as the end-all-be-all for task development. Results indicated that, for example, if an instructor is targeting the use of new lexical items, the jigsaw-partner configuration was more effective. English was used systematically for negotiation meaning, but off-task discussion was relatively infrequent. It may be concluded that clearly stated guidelines and expectations for the online discussions (e.g., no use of English), have more influence over their use than the task-type or group size.

Research Questions 3-5: Negotiation – Form, Frequency & Quality

Summary of Findings – Form

The form of negotiation largely reflected that found in previous studies. Patterns of negotiation in the current study were for the most part accommodated in the modified model for negotiation in the SCMC context established by Smith (2001, 2003a). Minor modifications were made primarily to reflect negotiations completed in small group configurations. Deviations from the model in the current study included: 1) that each component (e.g., Indicator, Response) could include one or multiple entries by one or more participants; 2) that initiators may return to the Indicator component if they are not satisfied with the Response they receive; and 3) that negotiations could be abandoned after the Indicator component. These modifications have important implications for our understanding of SLA processes in the SCMC setting. Evidence from the current data suggest that in the small group configuration, learners collectively collaborate to negotiate meaning by pooling their linguistic knowledge to achieve understanding. Additionally, although negotiations were seldom abandoned, this happened more frequently in small groups, where the discussion had turned to another thread. If the goal is to promote learner exposure to comprehensible input, the partner configuration may be the wiser choice, because understanding is more likely to be successfully negotiated.

Lexical Triggers, Local Indicators, Minimal Responses and Minimal or Task Appropriate Reactions to the Responses were the specific categories of each component used most often in the current data. That lexical triggers were used most often is congruent with the results in Fidalgo-Eick's (2001) study of intermediate Spanish learners, who used lexical and global triggers predominately, and the prevalence of Local

Indicators reflected the finding of Fernández-García and Martínez-Arbelniz (2002) that most Indicators were explicit statements of non-understanding.

Summary of Findings – Frequency

No statistical significance for task, group or task-group interaction was found for influencing the likelihood that learners would negotiate meaning. This result directly contrasts the conclusions of Fidalgo-Eick (2001), who found that decision-making tasks elicited a higher amount of requests for clarification; Smith (2003a), who stated that decision-making tasks elicited more negotiation than jigsaw tasks; and Blake (2000), who concluded that jigsaw tasks elicited the highest amount of negotiation. However, these results were similar to those of Foster (1998), who found no overall effect for task-type or grouping in FTF negotiations.

Summary of Findings – Quality

In the current study, task, group and task-group interaction also did not have a significant influence on the level of quality of negotiations. Almost all negotiations were remediated, and learners often relied on lexical transfer (direct translations in English) to remediate non-understanding of the problematic item.

Pedagogical Implications

Whereas Foster concluded that in FTF negotiation, students were not predisposed to initiate negotiation, the participants in the current study of negotiation in the SCMC environment initiated and remediated negotiations quite frequently. This is similar to the results of Darhower (2002), who concluded that his fourth-semester Spanish students

were able to overcome the challenge of maintaining understanding in communication in the SCMC environment.

Teachers can anticipate that negotiations in the SCMC context do occur. It may be helpful to provide students with phrases (e.g., *how do you say...*) that can assist them in communicating non-understanding. Collaborative remediation of negotiation can be further enhanced by using the small group configuration. In the current data, more than two students would often contribute to remediating the non-understanding. Instructors wishing to promote lengthier negotiations should consider requiring all negotiation to be completed in the FL. This would shift the tendency to use Minimal Responses and shorter patterns found in the current data to more use of Rephrasal/elaboration Responses and, therefore, a higher instance of circumlocution or paraphrasing strategies.

Research Question 6-7: Collocations – Frequency & Quality

Summary of Findings – Frequency

Results from the current data indicate a significant effect for the use of both restricted lexical and grammatical composite collocations. Both were used most often in opinion exchange tasks and partner configurations, with the specific task-group configuration of opinion exchange-partner eliciting the largest amount of these collocations. Lexical composites occurred more often than grammatical composites, and this result supports Pawley and Syder's (1983) assertion that lexical phrases form the bulwark of fluent and connected speech.

Summary of Findings – Quality

It is in the quality of collocation use that the lexical and grammatical composites differ. Correct usage for lexical composites occurred in decision-making and partner configurations, whereas the most correct usage of grammatical composites occurred in the jigsaw and partner configurations. For both lexical and grammatical composites, the opinion exchange-partner configuration elicited the most appropriate use of these collocations. While the jigsaw-small group configuration produced the least amount of non-attempted lexical composites, the decision-making-partner configuration elicited the least amount of non-attempted grammatical composites.

It was concluded, therefore, that task, group and task-group interaction did affect both the amount and quality of lexical and grammatical composite collocations in the current study. The data in this study also support the results of Farghal and Obiedat (1995), who found that learners often resorted to lexical simplification strategies and that even common fixed collocations were often incorrect. Though simplification strategies such as paraphrasing or substitution can be just as effective for communicating ideas, the fact remains that there are instances in which only fixed collocations are appropriate. Since previous research of collocation use in the SCMC environment is very limited, the results of this study may serve to provide a preliminary description of the use of lexical and grammatical composites specifically in this environment. Further studies are, of course, necessary to determine whether these results can be replicated and how other types of collocations are used in the SCMC environment.

Pedagogical Implications

It has been argued that we fall woefully short as educators in providing adequate instruction about the existence of collocations in general and in targeting the learning of specific collocations in instruction (Farghal & Obiedat, 1995). To address the difficulty ascribed to the mastery of collocations by FL learners (Moon, 1992; Scarcella, 1979, Yorio, 1989), the use of online discussions may provide a more real-life context for communicating, in which learners notice their gaps with regard to the necessary collocations for expressing discourse functions most effectively.

As Willis (1990) suggests, observation and imitation of language in “real world” experiences may be particularly important for the learning of collocations, because such contexts can cue learners about preferred sequences and usual forms within a given speech community. SCMC with its increased access to native-speaking communities may, therefore, provide an opportunity to promote such interaction. In addition, given that one purpose for using collocations is as a means to economize on processing functions, they become valuable in particular during demanding concurrent tasks (Wray, 1992). Therefore, task-based SCMC may provide the richest context for emphasizing their use – a means for students to observe, practice and assimilate prefabricated strings.

Just as Cowie and Howarth (1996) observed in their study of restricted lexical collocations, the use of restricted lexical and grammatical collocations in the current study was highly individualized. It is recommended that instructors provide students with common collocations they believe will be necessary in pre-discussion activities. In addition, the accessibility of SCMC discussion transcripts allows teachers to easily review learner discourse and pinpoint common challenges in the use of restricted collocations. These problematic areas can then be addressed in follow-up activities. Finally, the results of this study may guide teachers in selecting the appropriate task-

group configuration. If, for example, they wish to promote a higher frequency of appropriate collocation use an opinion exchange-partner task may be the most effective configuration.

Research Question 8: Learner Reactions

Summary of Findings

Results from the current study reflected many similarities with the findings in previous studies regarding learner reactions to SCMC. In general, participants were comfortable with the use of computers and the online environment, and initial nervousness about conducting the discussions in German gradually disappeared in subsequent discussions. Students reacted positively to SCMC discussions (e.g., Blake, 2000) and generally perceived them as a useful technique for reinforcing their language knowledge and developing communication skills (e.g., Lee, 2002a). Many self-reported improvement in their writing and reading skills (e.g., Beauvois, 1995; Kelm, 1992). Completing the discussions generally increased their confidence in using German and their awareness of its communicative value (e.g., M. Arnold, 2002). Participants often noted that the SCMC discussions were less stressful than FTF interaction, because they felt less pressured and had more time to formulate and edit their responses (e.g., Beauvois, 1995; Kelm, 1992). The extra time also allowed them to experiment more with language structures they were learning (e.g., Kelm, 1992).

There was an overwhelming preference for the opinion exchange task-type, because learners felt they were more conversation-like, and therefore more beneficial for noticing gaps in their linguistic knowledge. This contrasts the results of Cottam (1999), who reported that learners preferred the information gap tasks (more constrained) over

open discussions. This finding is however congruent with Nakahama et al. (2001), whose subjects stated that they found conversational activity to be more challenging than the information gap activity, because they had to pay attention to the entire discourse in the former, but mainly focused on lexical items in the latter. Nakahama et al. challenged claims that conversational interactions do not provide learners with as much language practice as do more highly structured interactional activities and concluded that conversational interactions (like the opinion exchange discussions) had the potential for offering substantial learning opportunities at multiple levels of interaction (e.g., discourse management, topic continuity) over more constrained tasks. The preference for opinion exchange discussions may also be a reflection of how students perceive SCMC discussions. It is possible, that if they perceive SCMC as a means to facilitate conversation rather than to complete a forum or debate (as described by Hanna & de Nooy, 2004), then they are more likely to accept the format of opinion exchange over jigsaw tasks.

Participant recommendations were also similar to the findings in previous studies. Many preferred to have some type of feedback on their language use – either during or after the discussions (e.g., Beauvois, 1995), and in some instances, students lamented the lack of time to complete tasks (Blake, 2000).

Pedagogical Implications

The results of this study suggest that the use of SCMC discussions in FL instruction is perceived by students as a viable technique for language learning. SCMC is unique in that it provides students more opportunity than in spontaneous oral production to formulate and revise their thoughts before actually producing them. Instructors wishing to provide students with pre-oral preparation can feel confident that SCMC

discussions are one means to achieve that. Learner focus in SCMC task-based discussions can be easily influenced by the guidelines set up by the instructor. If, for example, focus on a particular form is the goal, instructors must communicate this to the students prior to the online task and reflect this goal in task design, grading and post-discussion activities. If the goal is to build skills in discourse moves and increase awareness of the communicative value of the language, opinion exchange tasks are the clear choice.

GENERAL RECOMMENDATIONS

A summary of the most beneficial task-group configurations for particular language teaching and learning objectives is included in Appendix G. Some general suggestions based on the researcher's experience for the practical implementation of SCMC discussions, however, are also in order:

- Involve the learners in establishing topics for discussion. Brainstorm topics in advance or give them a choice of two or three different topics from which the class may select. Select topics related to the regular course content;
- Provide a pre-discussion activity that includes the necessary vocabulary students will need to complete the task successfully;
- Explicitly define the objectives of each task for assisting language learning and clearly define the genre of the SCMC discussion (conversation, forum or debate);
- Review discussion transcripts afterward and select the most predominant errors to target in instruction. Check for useful phrases that the students lack for contributing to the flow of the discussion (e.g., *in my opinion...*, *I actually disagree...*);

- At the university level, give students the opportunity to participate from any venue. In order to accommodate those students without access to the technology, recommend computer labs that allow online chatting or schedule a classroom computer lab to provide as an alternate place for students to complete the discussion. One word of warning - online discussions are best conducted with high-speed internet access. Students attempting them with a dial-up connection may be repeatedly booted out of the discussion. This causes frustration and reduces the time that students have to interact;
- Develop a grading rubric that reflects the objectives of the task and give students the rubric ahead of time. Grading appears to encourage students to use the FL as much as possible and to remain focused on task completion. It also increases the legitimacy of SCMC use as a technique in language instruction; and
- Test out the lab equipment and software prior to the first discussion and be prepared for technical difficulties to arise during the discussions – they are inevitable.

LIMITATIONS OF THIS STUDY

The current study had certain methodological limitations that need to be mentioned. This was classroom-based research of intact groups without random assignment. The results, therefore, may only be true under conditions similar to those of the current study and are limited in their generalizability. It should be reiterated, however, that such classroom-based research was necessary for gaining an understanding of how the use of SCMC task-based discussions played out in practice as opposed to a laboratory setting. One purpose of this study, was to provide clear and concrete guidelines for language instructors wishing to incorporate SCMC in their teaching.

This study had a relatively small number of participants ($N=62$). Only six sections of the third-semester course were taught during the semester the data was collected, so the researcher was limited by the actual pool of participants available. The number of participants was further reduced by the omission of one section of the course that was taught by the researcher.

Most learners in the current study already had experience with SCMC discussions in other courses or in communication with friends and family on the web. The learning curve was relatively low for conducting discussions in their German class. At the same time, however, few of the participants had experience with task-based discussions and completing the types of tasks included in this study – in particular the jigsaw and decision-making tasks, which were much less conversation-like (what learners were used to) than the opinion exchange task. There was a high cognitive load for students in the combination of task, use of the German and use of the online medium. The researcher incorporated a counterbalanced design in which all task-group configurations were completed in a different order, to account for novelty and training effects in the data. To further reduce cognitive load, however, it may have been advantageous to incorporate the completion of each task-type in English, to familiarize students with the general processes involved.

According to Leontiev's (1978) activity theory, even though participants might display the same overt behaviors during completion of a task, the activities in which they are engaged (e.g., completing the task to obtain a good grade versus to learn how to function in a particular social context) might be quite different based on the differences in motives or goals of the learners. What this means for the classroom context is that task-based instruction may yield positive learning outcomes, but the individual learners are the ultimate decision-makers with regard to the actual activity in which they engage when

completing a task (Lantolf, 2000). Important to remember then is that even with careful planning of a specific task, we may not necessarily be able to control the activity in which the learner is engaged. By extension, this becomes an important limitation of task-based research, because controlling for task-type at the external or overt level is possible, but controlling for motives, goals or Vygotsky's intrapersonal private speech is not.

A limitation specific to task-group configurations involved the investigation of the jigsaw task in the small group configuration. The researcher wished to assess the effect of group size across all three task-types, but it should be mentioned that using small groups in the jigsaw format could have watered down the "required" participation constraint of Pica et al.'s (1993) task typology. Jigsaw is described as requiring the exchange of information from each interlocutor. In the jigsaw-small group configurations of the current study, however, there were only two sets of different information, so a group of four students, for example, would result in two people having one set of information and the other two participants having the other set. In practice, almost all students actively participated (perhaps because of the grading requirements), but in theory, it would have been possible for the group to complete the task successfully if only two people with different information actively participated. The nature of the jigsaw task – that all participants must interact – would not have been achieved.

For the follow-up survey and learner interview, the memory factor may have influenced participant responses. The most recent discussions may have been more prominent in students' memories. To partially control for this, each participant received a summary of the tasks they completed in each of the six discussions (see Appendix D) when they completed the follow-up survey. These summaries were also provided to those participants who completed the exit interview. That the exit interview was voluntary may also be seen as a limitation. It is possible that those that volunteered had

more polemic responses to the online discussions – either they really liked them or disliked them enough to want to spend time telling me about it. This may have skewed the results of the interview, but much of what was included in the interviews was substantiated in the follow-up survey, which was completed by all participants.

This study did not control for additional factors such as learning style or language ability. Learning styles could significantly affect student receptiveness to and participation in the online discussions and this may be reflected but not accounted for in the survey instruments and interview responses. Language ability may also have affected the learners' experiences with SCMC discussions. This study was limited to students enrolled in third-semester German courses, but it is possible that their proficiency levels varied widely within and between their different language skills (e.g., reading, writing, and speaking). Learners with lower reading proficiency may have, for example, been frustrated by the pace of the discussions more than learners with higher reading proficiency.

Finally, the researcher attempted to complete coding and analysis as objectively as possible by establishing interrater reliability and adhering to the definitions and rubrics for each measure in coding, and by eliciting the assistance of a statistician in selecting the most appropriate statistical analyses to answer the research questions. However, as with any research, results are susceptible to human error and bias.

RECOMMENDATIONS FOR FUTURE RESEARCH

This study was designed to determine to what degree the quality and quantity of the specific factors of language output, negotiation of meaning, lexical targets and collocations were influenced by task-group configuration in the SCMC environment. It did not attempt to quantify to what extent these factors led to language learning. The

results of this study suggest, for example, that certain task-group configurations can promote increased use of lexical targets. Future research incorporating pre- and post-test instruments to determine the extent to which such increased use leads to language learning is necessary.

Future research is also necessary to determine to what extent the unique environment of SCMC for delayed response and editing contribute to development of speaking proficiency. Few studies have attempted to determine this (e.g., Abrams, 2003; Beauvois, 1998b) and the results have varied. Whereas Abrams concluded that quality of language produced was unaffected by the use of SCMC in subsequent oral production, Beauvois found that the use of SCMC resulted in superior oral achievement over the use of FTF interaction. Does, for example, the increased confidence learners reported in using the FL in this study (and the significant decrease in anxiety about speaking found by M. Arnold, 2002) transfer to a higher likelihood to experiment with spoken German? Can SCMC promote higher confidence levels in speaking?

Since quality of output in SCMC has only been investigated to a limited degree, a comparison of the level of quality in SCMC versus FTF interaction is in order. Are there differences, for example, in the quality of collocation use between the two treatments? Could one technique be more beneficial than the other for promoting higher quality use? In addition, this study examined the use of tasks that targeted new vocabulary related to the course content. Additional research should consider other aspects of language learning such as grammar or culture. Is it possible, for example, for students to improve their grammar by interacting with one another in the SCMC environment, even when the written discourse to which learners are exposed is not always correct?

Although this study investigated different task-types, the actual tasks dealt largely with opinions and statistics from opinion polls. Additional research is needed to

investigate the collaborative completion of real-world tasks such as finding and applying for an internship in Germany (and all the steps required in this process) or planning a trip to Berlin. Further research is needed to investigate how SCMC task-based discussions can best exploit the advantages of the online environment for promoting situated cognition.

Another area that remains unexplored in SCMC task-based discussions is the use of metatalk. The written nature of this medium could provide an invaluable window into the processes of language learning. Although metatalk was largely isolated in the current study to instances of task logistics, is there a means for stimulating linguistic metatalk that can be uniquely served by the SCMC environment?

Additionally, a study (similar to Hanna and de Nooy's investigation of CMC messageboards, forums and debates in British and French culture) that explicitly investigates how classroom culture dictates the genre applied to SCMC discussions in FL learning would be beneficial for gaining a better understanding of how SCMC is perceived and how this affects its implementation in classroom activities.

Finally, as with all classroom-based research, replication studies are needed in different educational contexts and at different levels of instruction. Striking differences may exist, for example, in beginning level language courses versus the third-semester level investigated here.

CLOSING REMARKS

SCMC is an increasingly popular means for communication in speech communities. Evidence suggests that it is a technological tool that can be exploited in FL education. As with any technology, however, the decision to incorporate it must be based on how that technology is uniquely more beneficial for achieving specific language

learning objectives than traditional classroom activities. Learning objectives vary widely and can range from focus on a particular grammatical form to building more global competencies to addressing affective needs (e.g., motivation, anxiety). The results of this study have contributed by outlining some guidelines for selecting task-group configurations, but what was examined was limited to three specific task-types, two specific group configurations, and activities designed to promote use of new lexical items. There is much research that remains to be done to determine the appropriate use of this medium in task-based instruction.

Appendix A: Pedagogical Recommendations for SMC Discussions

<i>Technical Issues and Initial Anxiety</i>
<ol style="list-style-type: none"> 1) Faculty should be acquainted with log-on procedures and technological logistics; 2) Faculty should model log-on procedures and distribute clear instructions on hard copy; 3) Schedule online activities on a regular basis; and 4) Give personal attention to students who are shy or nervous at the computer.
<i>Enhancing Sociability/Prevention of Communication Apprehension</i>
<ol style="list-style-type: none"> 1) Give students the option to use their name or a pseudonym (*although anonymity may also increase the use of flaming, or the use of overly direct language, attacks, or vulgar language); 2) Provide students with enough time to keep up with the discussion (esp. large group); 3) Loosely structure discussions – allow some freedom and flexibility to maximize sociability; 4) Give students the option to organize subgroup conferences; 5) Teach students how to skim and scan for relevant information (prevents reading anxiety); 6) Watch for divergent monologues, encourage convergent dialogues by expressing genuine interest in what the students write online and by synthesizing what is said; 7) Give students the option to synthesize what is said if they don't like sharing personal info; 8) Let off-track discussion occur for a short time, then gently redirect to the topic; 9) See if short comments from the instructor motivate or inhibit students' participation; 10) Minimize flaming (discuss mutual respect prior or between discussions); and 11) Give students a list of symbols to use (*e.g., emoticons, common abbreviations used in the target language).
<i>Enhancing Task Motivation</i>
<ol style="list-style-type: none"> 1) Brainstorm and discuss possible topics with students; 2) Select current, universal, or interdisciplinary topics; 3) Use authentic documents for students to prepare prior to the discussion; 4) Give students a choice of articles; 5) Have students locate expressions, vocabulary and facts that they will most likely need in order to explain their own arguments online; 6) Encourage students to take part in global networks to communicate with NS; and 7) Organize group studies to edit portions of the transcripts to develop linguistic monitoring.
<i>Balancing Intrinsic and Extrinsic Motivation</i>
<ol style="list-style-type: none"> 1) Announce CMC sessions on the syllabus; and 2) Avoid grading the quality or the quantity of on-line exchanges (*too strictly), but do grade them.
<p>*Comments of the researcher <i>Information summarized from Meunier, 1998, pp. 179-181</i></p>

Appendix B1: Entrance Survey

Online Chats – Entrance Survey

Name: _____

This semester, you will participate in online chats as part of your German course. Please complete this survey as honestly as possible. Your responses will remain confidential and will be very helpful in determining the integration of future chats in second-year language courses!

Demographic Data (please circle one)

- | | | | |
|----------------------------|---------------|-----------------|---------------|
| 1. Gender: | Male | Female | |
| 2. Computer Experience: | 0-6 months | 6 months-1 year | 1+ years |
| 3. Online Chat Experience: | 0-6 months | 6 months-1 year | 1+ years |
| 4. My typing speed is: | Above Average | Average | Below Average |

For the following questions, *please only circle one letter* that corresponds to the scale given below. Feel free to write additional comments you would like to make in the space provided.

SD - Strongly Disagree **D** - Disagree **N** – Neutral / No Opinion **A** – Agree **SA** - Strongly Agree

5.	I generally feel comfortable with computers.	SD D N A SA
	Comments:	
6.	I am not nervous about using a computer in this class.	SD D N A SA
	Comments:	
7.	I already have experience with online chats. (Please note where – i.e. internet, class, etc.)	SD D N A SA
	Comments:	
8.	I do not find the prospect of doing an online chat intimidating.	SD D N A SA
	Comments:	
9.	I am not nervous about completing the chats in German.	SD D N A SA
	Comments:	
10.	I feel I will have enough German to get my point across in the chats.	SD D N A SA
	Comments:	
11.	I feel that online chat sessions will be beneficial for learning German.	SD D N A SA
	Comments:	

Thank you for your participation!

Appendix B2: Pilot Study - Discussion 1 Handout

Guidelines for Synchronous Chat #1

On Friday, July 16th, we will complete an online chat assignment during part of our normal class period. We will be using the computer lab in CBA 5.325 (Mod Lab E) and will go together to the lab from our normal classroom.

The chat will begin at 11:00am and end at 11:30am. To join the chat:

- 1) Go to Blackboard (courses.utexas.edu) and click on our GER312L class.
- 2) Select "Communication" and then "Virtual Classroom"
- 3) Select the group to which you have been assigned
- 4) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 5) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although 'toll' and 'Ja, das stimmt' communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from the readings? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

****Please note =** Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of '0' for the chat.**

The topic for discussion is included below. As part of your homework, consider the discussion topic and write your ideas in the space provided in order to prepare for the chat.

Freizeit und Ausbildung: damals und heute

Wir haben Freizeit und Ausbildung im Kurs diskutiert. Wie war Ihr Leben als Kind in der Schule und zu Hause? Was haben Sie in der Schule und in Ihrer Freizeit gemacht? Wie hat sich Ihr Leben jetzt geändert? Welche Unterschiede gibt es zwischen Ihrer Kindheit und Ihrem Leben als Student und welche Dinge haben sich nicht verändert? Was finden Sie besser – Kind sein oder Erwachsener sein? Warum?

Stichworte: Schreiben Sie Ihre Gedanken für den Chat hier auf.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Appendix B3: Pilot Study - Discussion 2 Handout

Guidelines for Synchronous Chat #2

On Friday, July 23rd, we will complete an online chat assignment during part of our normal class period. We will be using the computer lab in SZB 439B and will go together to the lab from our normal classroom.

The chat will begin at 10:45am and end at 11:15am. To join the chat:

- 1) Go to Blackboard (courses.utexas.edu); select "Login" and then enter your EID and password
- 2) Select the GER312L course
- 3) Select "Communication" (left side) and then "Collaboration"
- 3) Select "Virtual Chat #2"
- 4) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 5) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although 'toll' and 'Ja, das stimmt' communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from the readings or handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of '0' for the chat.

The topic for discussion is included below. As part of your homework, consider the discussion topic and write your ideas in the space provided in order to prepare for the chat.

Wichtigsten Eigenschaften

Welche von den folgenden Eigenschaften eines Partners (einer Partnerin) sind für Sie am wichtigsten. Notieren Sie unten von 1 bis 10 die, die am wichtigsten für Sie sind. Seien Sie bereit, Argumente für Ihre Wahl zu vorzubringen /bzw. Ihre Wahl zu verteidigen. Wenn Sie andere Ideen dazu haben, bitte schreiben Sie sie hinein!

- | | |
|--|---|
| <p>_____ ist finanziell unabhängig</p> <p>_____ hat eine sympathische Familie</p> <p>_____ hat eine gute Bildung</p> <p>_____ gleiche politische Einstellung</p> <p>_____ gibt Ihnen Freiraum, Dinge unabhängig zu unternehmen</p> <p>_____ macht gern Hausarbeit</p> <p>_____ ist berufstätig</p> <p>_____ ist ordentlich</p> <p>_____ ist sauber</p> <p>_____ ist nicht eifersüchtig</p> <p>_____ hat den gleichen Musikgeschmack</p> <p>_____ hat Kinder gern</p> <p>_____ hat Haustiere gern</p> | <p>_____ fährt ein schnelles Auto</p> <p>_____ sieht oder treibt gern Sport</p> <p>_____ raucht nicht</p> <p>_____ ist romantisch</p> <p>_____ geht gern aus</p> <p>_____ ist ehrlich</p> <p>_____ ist treu</p> <p>_____ gibt zu, wenn er/sie nicht recht hat</p> <p>_____ ist sehr attraktiv</p> <p>_____ liebt Sie</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|---|

Im Chat: Jetzt müssen Sie als Gruppe entscheiden, welche 10 Eigenschaften am wichtigsten sind. Diskutieren Sie warum eine Eigenschaft auf der Liste sein soll! Als letztes soll einer von Ihnen alle 10 als Liste eintippen.

Appendix B4: Pilot Study - Discussion 3 Handout

Guidelines for Synchronous Chat #3

On Friday, July 30th, we will complete an online chat assignment during part of our normal class period. **We will meet FOR THE ENTIRE CLASS PERIOD in CBA 5.325** (Mod Lab E – up the stairs from the classroom; first room to the left from the stairwell).

The chat will begin at 10:45am and end at 11:15am. To join the chat:

- 1) Go to Blackboard (courses.utexas.edu); select “Login” and then enter your EID and password
- 2) Select the GER312L course
- 3) Select “Group” (left side) and then “Gruppe X” (check group assignments on the back of this sheet)
- 3) Select “Collaboration”
- 4) Select “Virtual Chat #3”
- 5) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 6) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you complete the homework assignment (3 pts); in German (2 pts)?	
2. Did you actively contribute <i>to the discussion topic</i> ? (e.g. related in some way to topic) Active = <i>at least</i> 4 questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (4 pts)	
3. Did you actively (see above) respond to the comments of others in the discussion. (4 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (2 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

The topic for discussion is included below. As part of your homework, consider the discussion topic and write your ideas in the space provided in order to prepare for the chat.

Europäische Union: Sollen wir etwas ähnliches in Amerika aushandeln?

Als Hausaufgabe: 1) Sehen Sie auf der Rückseite welches Land Sie nachschlagen sollen (Sie können natürlich mit einem Partner von Ihrer Gruppe tauschen, aber bitte nur in Ihrer Gruppe). 2) Suchen Sie Webseiten im Internet, die Informationen über Import, Export, Industrien, Brutto sozialprodukt, u.s.w. Ihres Landes geben und schreiben Sie Notizen *auf Deutsch* in die Tabelle (Webseiten auf Deutsch sind natürlich am besten). Seien Sie bereit zu diskutieren, 1) ob eine „Amerikanische Union“ überhaupt eingerichtet werden soll (warum oder warum nicht), und 2) wenn ja, warum Ihr zugeteiltes Land in die „Amerikanische Union“ aufgenommen werden soll oder nicht. *Die Tabellen werden am Ende der Stunde als Hausaufgaben eingesammelt.*

Im Chat: Jeder von Ihnen hat ein Land nachgeschlagen. Benutzen Sie die Informationen, die Sie im Internet gefunden haben, um zu diskutieren, 1) ob eine „Amerikanische Union“ überhaupt eine gute Idee ist (warum / warum nicht?), und 2) wenn ja, warum Ihr zugeteiltes Land in die „Amerikanische Union“ aufgenommen werden soll oder nicht.

Virtual Chat #3

Name: _____

Land:	
Vorteile	Nachteile

**Gruppen und Länder
Chat #3**

Studenten [names omitted for confidentiality]	Gruppen	Länder*
Student 1	6	Kanada
Student 2	6	Südamerika
Student 3	6	Zentralamerika
Student 4	7	Kanada
Student 5	7	Südamerika
Student 6	5	Kanada
Student 7	2	Karibik
Student 8	3	Karibik
Student 9	3	Zentralamerika
Student 10	3	Südamerika
Student 11	1	Zentralamerika
Student 12	2	Zentralamerika
Student 13	4	Karibik
Student 14	5	Südamerika
Student 15	2	Südamerika
Student 16	4	Kanada
Student 17	1	Karibik
Student 18	1	Südamerika
Student 19	5	Zentralamerika
Student 20	3	Kanada
Student 21	4	Südamerika
Student 22	1	Kanada
Student 23	5	Karibik
Student 24	7	Zentralamerika
Student 25	6	Karibik
Student 26	4	Zentralamerika
Student 27	2	Kanada

* Südamerika, Zentralamerika und Karibik = Bitte wählen Sie *ein Land* in der Region

Appendix B5: Pilot Study - Discussion 4 Handout

Guidelines for Synchronous Chat #4

On Friday, August 6th, we will complete an online chat assignment during part of our normal class period. **We will meet FOR THE ENTIRE CLASS PERIOD in CBA 5.325** (Mod Lab E – up the stairs from the classroom; first room to the left from the stairwell).

The chat will begin at 10:45am and end at 11:15am. To join the chat:

- 1) Go to Blackboard (courses.utexas.edu); select “Login” and then enter your EID and password
- 2) Select the GER312L course
- 3) Select “Group” (left side) and then “Gruppe X” (check group assignments on the back of this sheet)
- 3) Select “Collaboration”
- 4) Select “Virtual Chat #4”
- 5) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 6) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you complete the task by discussing a total of at least 3 stereotypes, differences or similarities found in the texts or film and their possible cultural implications? (3 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (2 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

The topic for discussion is included below. As part of your homework, consider the discussion topic and write your ideas in the space provided in order to prepare for the chat.

DDR Stereotypen, Realität, und kulturellen Implikationen

Als Hausaufgabe: Schreiben Sie eine Liste hier unten von 10 Stereotypen (auf Deutsch, bitte), die Sie schon über der DDR gehört oder gedacht haben (Denken Sie an die Diskussion von letzten Freitag, wenn Sie Ideen brauchen).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Im Chat: Was haben Sie im Film gesehen oder in den Texten gelesen? Gibt es Unterschiede oder Ähnlichkeiten von/zu den Stereotypen? Welche kulturellen Implikationen kommen dadurch vor? Besprechen Sie mit Ihrem Partner

(Ihrer Partnerin) im Chat *mindestens* 3 Stereotypen; die Unterschiede/Ähnlichkeiten, die dazu passen; und 3 möglichen Implikationen, die dazu passen könnten.

Virtual Chat #4

Stereotypen	Unterschiede/Ähnlichkeiten	Kulturellen Implikationen**
<p>Beispiel:</p> <p>Trabis – die kleinen häßlichen Autos, die sie alle in der DDR fahren</p>	<p>Film: Nicht alle Autos in der DDR waren Trabis</p>	<p>1) Vielleicht fahren nur die wichtigen Parteimitglieder oder Sozialisten die Mercedes. 2) Autos als Machtzeichen? 3) Gab es doch reiche Leute in der DDR?</p>

****Es gibt keine richtigen oder falschen Implikationen sondern nur Hypothesen!**

Appendix B6: Follow-up Survey – Pilot Study

Online Chats - Follow-up Survey

Name: _____

This semester, you have participated in online chats. Please complete this survey based on this experience. Your responses will remain confidential. Please answer as honestly as possible. Your responses are greatly appreciated and will be very helpful in determining the integration of future chats in second-year language courses!

Open Response

1. What did you like most about using online chats in your German class? How do you feel they were beneficial?

2. What did you like least about using online chats in your German class? How do you feel they were not beneficial?

3. What suggestions would you make to improve the use of online chats in a future German class?

For the following questions, *please only circle one letter* that corresponds to the scale given below. Feel free to write additional comments you would like to make in the space provided.

SD - Strongly Disagree **D** - Disagree **N** – Neutral / No Opinion **A** – Agree **SA** - Strongly Agree

4.	I felt comfortable communicating in German in the online chats.	SD D N A SA
	Comments:	
5.	I did not feel worried or nervous before each online chat session.	SD D N A SA
	Comments:	
6.	I felt comfortable with the fact that other students in the class could read my ideas on the screen.	SD D N A SA
	Comments:	
7.	I felt comfortable with my classmates seeing mistakes I made in German.	SD D N A SA
	Comments:	
8.	I wrote less, because I was afraid of making mistakes in German.	SD D N A SA
	Comments:	
9.	The written format of the online chat allowed me to feel more confident about participating.	SD D N A SA
	Comments:	
10.	I felt like I had enough German to get my point across.	SD D N A SA
	Comments:	
11.	Writing to my peers in the online chat contributed to a better atmosphere during non-computer based class sessions.	SD D N A SA
	Comments:	
12.	I got to know my classmates better, because of the online chats.	SD D N A SA
	Comments:	
13.	I was interested in what my peers wrote during the chats.	SD D N A SA
	Comments:	
14.	I was frustrated, when other students did not stick to the assignment.	SD D N A SA
	Comments:	
15.	I was frustrated, when other students did not stick to German.	SD D N A SA
	Comments:	
16.	I experimented more with German in online chat than I did in class.	SD D N A SA
	Comments:	
17.	Completing online chats in class helped me improve the quality of my writing skills in German.	SD D N A SA
	Comments:	
18.	Completing online chats in class helped me improve the quality of my speaking skills in German.	SD D N A SA
	Comments:	

19.	Completing online chats in class helped me improve the quality of my reading skills in German.	SD D N A SA
	Comments:	
20.	I felt more actively involved during chat sessions than in regular class sessions.	SD D N A SA
	Comments:	
21.	I participated more in the regular class sessions than in the chat sessions.	SD D N A SA
	Comments:	
22.	I felt comfortable with the amount of messages to read on the screen during the whole-group chat.	SD D N A SA
	Comments:	
23.	I felt comfortable with the amount of messages to read on the screen during the small-group chats.	SD D N A SA
	Comments:	
24.	I feel that the small-group chat session was more interesting and motivating than the whole-group chat session.	SD D N A SA
	Comments:	
25.	I feel that the partner chat session was more interesting and motivating than the small-group chat session.	SD D N A SA
	Comments:	
26.	I feel I participated more during the small-group chat session than during the whole-group chat session.	SD D N A SA
	Comments:	
27.	I feel I participated more during the partner chat session than during the small-group chat session.	SD D N A SA
	Comments:	
28.	I feel I participated about the same amount during the partner, small- and whole-group chat sessions.	SD D N A SA
	Comments:	
29.	I feel that class time was not wasted in online chat sessions.	SD D N A SA
	Comments:	
30.	The online chats were a welcome change from the usual classroom routine.	SD D N A SA
	Comments:	
31.	I liked the consensus task (10 most important personality traits) better than the jigsaw task (Should there be an American Union?).	SD D N A SA
	Comments:	
32.	I liked the jigsaw task (Should there be an American Union?) better than the open-ended task (DDR culture).	SD D N A SA
	Comments:	
33.	I do not like any particular task-type more than any other.	SD D N A SA
	Comments:	

34.	I felt the small-group chat was more beneficial than the whole-group chat.	SD D N A SA
	Comments:	
35.	I felt the partner chat was more beneficial than the small-group chat.	SD D N A SA
	Comments:	
36.	I felt more comfortable in the small-group chat than in the whole-group chat.	SD D N A SA
	Comments:	
37.	I felt more comfortable in the partner chat than in the small-group chat.	SD D N A SA
	Comments:	
38.	I would have preferred more structured chat sessions with detailed, specific questions from the instructor.	SD D N A SA
	Comments:	
39.	I looked forward to the online chat sessions.	SD D N A SA
	Comments:	
40.	I would have liked more online chat sessions in this course.	SD D N A SA
	Comments:	
41.	Grading influenced the amount I participated in the online chats.	SD D N A SA
	Comments:	
42.	I felt like skipping class during online chat sessions.	SD D N A SA
	Comments:	
43.	I feel that participating in the online chat has been a positive experience.	SD D N A SA
	Comments:	

Would be willing to participate in a short interview concerning your experiences with online chats this semester?

_____ **Yes** _____ **No**

Thank you for your feedback!

Appendix C1: Guidelines for Discussion #1 – Jigsaw Task

On Wednesday, September 8th, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X” (see handout for group assignment for this chat)
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #1”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least</i> 5 questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 11 or the handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

The topic for discussion is included below. As part of your homework, consider the discussion topic and write your ideas in the space provided in order to prepare for the chat.

Hausaufgabe: Was erwarten Sie von Ihrem Beruf? Was sind die wichtigsten Aspekte Ihres zukünftigen Berufs?

Welche von den folgenden Aspekten eines Berufs sind für Sie am wichtigsten? Notieren Sie unten von 1 bis 10 die, die am wichtigsten für Sie sind. Wenn Sie andere Ideen dazu haben, schreiben Sie sie bitte hinein!

- | | |
|---|--|
| <input type="checkbox"/> Spaß am Beruf haben
<input type="checkbox"/> Sicherheit des Arbeitsplatzes
<input type="checkbox"/> Aufstiegsmöglichkeiten
<input type="checkbox"/> flexible Arbeitszeiten
<input type="checkbox"/> daß ich selbstständig arbeite
<input type="checkbox"/> daß ich Menschen helfen kann
<input type="checkbox"/> viel Verantwortung tragen
<input type="checkbox"/> muß nicht viel Verantwortung tragen
<input type="checkbox"/> gut bezahlt
<input type="checkbox"/> Prestige / Ansehen haben
<input type="checkbox"/> muß nicht den ganzen Tag sitzen
<input type="checkbox"/> daß ich die Gelegenheit zu reisen habe
<input type="checkbox"/> sympathisch-er Chef / -e Chefin
<input type="checkbox"/> meine Mühe wird anerkannt | <input type="checkbox"/> sympathische MitarbeiterInnen
<input type="checkbox"/> daß ich draußen arbeiten kann
<input type="checkbox"/> abwechslungsreiche Tätigkeiten
<input type="checkbox"/> muß nicht mit Kunden umgehen
<input type="checkbox"/> keine Schmutzarbeit
<input type="checkbox"/> herausfordernde Arbeit
<input type="checkbox"/> daß ich nicht viel denken muß
<input type="checkbox"/> darf kreativ und innovativ denken
<input type="checkbox"/> wobei ich Erfahrung sammeln kann
<input type="checkbox"/> viele Urlaubstage bekommen
<input type="checkbox"/> wobei ich meine Ausbildung anwenden kann
<input type="checkbox"/>
<input type="checkbox"/> |
|---|--|

Im Chat: Sie und Ihre Partner haben unterschiedliche Informationen bekommen. Arbeiten Sie zusammen, um festzustellen, welche Person am besten zu welcher Arbeitsstelle passt. Es gibt nur eine logische Antwort pro Person / Stelle! Seien Sie sicher, daß Sie über alle Arbeitssuchenden diskutiert haben. [You and your partner have received different information. Work together in the chat to determine which person fits best with which employment. There is only one logical answer per person/position! Be sure that you have discussed all potential employees.]

Discussion #1 – Jigsaw Task; Individual Profiles

Arbeitssuchende #1

Name: Matthias
Alter: 32
Persönlichkeit: arbeitet gern mit anderen Leuten, sehr kreativ, und verantwortungsvoll
Familienstand: ledig

Ausbildung: 1991 Abitur, Heinrich Mann Gymnasium, Kassel
1997 Diplom in Betriebswirtschaft, Gesamthochschule Kassel, Kassel

Arbeitserfahrung: 1992-1995 Bedienung, im „Zum Postillion,“ Kassel
Praktikant bei H.G. Farben, Bonn
Arbeit an der Rezeption, „Hotel Schmidt,“ Kassel
1997-2004 Abteilungsleiter, „C & A,“ Hannover

Wünsche: möchte im Ausland arbeiten; will eine Arbeit mit Aufstiegsmöglichkeiten haben
Ort: am Besten in Europa, in deutsch- oder englischsprachigen Ländern
Andere Fähigkeiten: Sprachkenntnisse in Englisch und Französisch, Computerkenntnisse
Interessen: Reisen, Filme sehen, und reiten

Arbeitssuchende #2

Name: Monika
Alter: 24
Persönlichkeit: exakt, neugierig, selbstständig, und sympathisch
Familie: ledig

Ausbildung: 1999 Abitur, Karl-Heinz Schmidt Gymnasium, Hamburg
2004 Magister in Chemie, Universität Hamburg, Hamburg

Arbeitserfahrung: 1999-2002 Kassierer, in der „Apotheke Müller,“ Hamburg
2002-2004 Laborassistentin, bei „T. R. Goss,“ Hamburg

Wünsche: möchte sich in der Forschung hauptsächlich beschäftigen; möchte ihre Ausbildung benutzen; will nicht den ganzen Tag an einem Schreibtisch sitzen; und will mit verschiedenen Kunden arbeiten.
Ort: am Liebsten in Hamburg bleiben
Andere Fähigkeiten: besonders gut mit Kunden, Erfahrung mit Laborarbeit und Forschung
Interessen: segelt gern und liest gern

Arbeitssuchende #3

Name: Martin
Alter: 35
Persönlichkeit: selbständig, zuverlässig, verantwortlich, sympathisch und sehr geduldig
Familie: verheiratet

Ausbildung: 1985 Realschulabschluss, Wilhelm Tell Realschule, Göttingen
1989 Diplom in Sozialarbeit, Walter Rathenau Hochschule, Göttingen
1993 Magister in Psychologie, Universität Mannheim, Mannheim

Arbeitserfahrung: 1986 Zivildienst, Rainer Schwarz Krankenhaus, Göttingen
1993-1995 Sozialarbeitreferendar, Health and Human Services, Atlanta, GA
1996-2004 Betreuer, Max Kade Klinik, München

Wünsche: eine Arbeit mit abwechslungsreichen Tätigkeiten und flexiblen Arbeitszeiten; möchte hauptsächlich Menschen helfen.
Ort: am Liebsten irgendwo in der Nähe von Göttingen (Familie dort)
Andere Fähigkeiten: starker Arbeitsethos, reagiert schnell in schwierigen Situationen, physisch stark
Interessen: laufen, Philosophie, Ideen austauschen und diskutieren, unterrichten und lernen, Schreiben als Hobby

Arbeitssuchende #4

Name: Walter
Alter: 45
Persönlichkeit: praktisch, selbständig, treu, starker Arbeitsethos, ernst und reif
Familie: verheiratet mit zwei Kindern (13 und 15)

Ausbildung: 1978 Abitur, Karl-Marx Gymnasium, Berlin
1984 Diplom in Maschinen- und Elektrikbau, Freie Universität, Berlin

Arbeitserfahrung: 1985-1992 Ingenieur, Wappel GmbH, Leipzig
1993-2004 Ingenieur, Fischer und Fischer GmbH, Augsburg

Wünsche: arbeitet gern mit Kollegen, aber nicht unbedingt mit Kunden; möchte in Forschung und Entwicklung arbeiten; und einen sicheren Arbeitsplatz finden, wo seine Mühe anerkannt wird.
Ort: wohnt jetzt in Augsburg, aber ist bereit umzuziehen
Andere Fähigkeiten: kennt sich gut mit neuer Technik und Computern aus, Erfahrung als Abteilungsleiter.
Interessen: interessiert sich für Umweltprobleme und ist politisch aktiv in dem Bereich; geht gern Zelten und wandern mit der Familie.

Arbeitssuchende #5

Name: Kirsten
Alter: 31
Persönlichkeit: sehr ordentlich, Sinn für Humor, aktiv, genau
Familie: verheiratet

Ausbildung: 1992 Abitur, Bertholt Brecht Gymnasium, Magdeburg
1998 Diplom in Betriebswirtschaft, Universität Magdeburg, Magdeburg

Arbeitserfahrung: 1993 freiwilliges Jahr, Herman Becker Staatsklinik, Magdeburg
1997 Praktikantin, R. T. Rowe, Berlin
1998-2004 Büroleiterin, Weber Klinik, Leipzig

Wünsche: sucht eine herausfordernde Arbeit mit Aufstiegsmöglichkeiten und wobei Sie ihre Ausbildung anwenden kann.
Ort: möchte gern in Leipzig bleiben
Andere Fähigkeiten: Erfahrung mit allen Wirtschaftlichen Aspekten eines Klinikums, denkt kreativ und innovativ.
Interessen: geht gern ins Konzert, sieht gern Filme und tanzt gern

Arbeitssuchende #6

Name: Sabine
Alter: 27
Persönlichkeit: arbeitet gern mit sympathischen MitarbeiterInnen, kreativ, innovativ, ruhig und verantwortungsvoll, hochmotiviert
Familie: geschieden mit einer Tochter (8)

Ausbildung: 1993 Hauptschulabschluss, Friedrich Nietzsche Hauptschule, Stuttgart
1998 Diplom in Informatik, Boston Institute of Technology, Boston, MA

Arbeitserfahrung: 1994-1995 Au-pair, Familie Schlesinger, Boston, MA
1996-1999 Computerprogrammiererin, Wilmar & Associates, Boston, MA
1999-2003 Computer Support, IBM, Frankfurt

Wünsche: flexible Arbeitszeit und Spaß am Beruf haben
Ort: Stuttgart
Andere Fähigkeiten: kommuniziert sehr effektiv; Kenntnisse in MS Software und Support Software inklusiv SOD; Sprachkenntnisse in Englisch und Spanisch, viel Erfahrung mit telefonischem Support.
Interessen: spielt Racquetball und Fußball gern, hilft gern in der Schule ihrer Tochter, ist gern im Freien, bzw. wandert gern.

Discussion #1 – Jigsaw Task; Employment Advertisement Handout

Geschäftsführer/in

die/der unsere Führungsmannschaft verstärkt und folgende Voraussetzungen erfüllt:

- Erfolgreich abgeschlossenes betriebswirtschaftliches Hochschulstudium
- Fach- und Führungs-Kompetenz mit Erfahrung in der Führung einer Akutklinik, im Gesundheitswesen bzw. Erfahrung in der Wirtschaftsprüfung
- Innovationspotential und -wille
- Analytisches Denkvermögen
- Kreativität · Durchsetzungsvermögen
- Hohes Maß an persönlicher Integrität

Wir bieten eine sehr interessante, anspruchsvolle Aufgabe, die neben einer leistungsgerechten Vergütung eine attraktive Tantiemeregulung im Rahmen einer unbefristeten Anstellung vorsieht.

Für weitergehende Informationen stehen wir Ihnen unter der Tel.-Nr. 0341/865-1402 gerne zur Verfügung. Ihre kompletten Bewerbungsunterlagen (tabellarischer Lebenslauf, Lichtbild, Kopien von Schul- und Arbeitszeugnissen) richten Sie bitte an:

RHÖN-KLINIKUM AG Vorstand Sachsen

Strümpellstraße 39 ·

04289 Leipzig

Email: vsachsen@rhoen-klinikum-ag.com

<http://www.rhoen-klinikum-ag.com>

Diese Anzeige finden Sie in der F.A.Z. vom 28.8.2004 auf der Seite V14.

Ingenieur Elektrotechnik m/w

NULL DS Media Team GmbH

Wir brauchen Ihre Power! Hightech entwickeln, Zukunft gestalten, Menschen bewegen: Mit 525 Mitarbeiterinnen und Mitarbeitern bringen wir an fünf Standorten in Deutschland frischen Wind in die Energiebranche. Wir entwickeln, produzieren und vertreiben innovative Windenergie-Großanlagen und expandieren erfolgreich auch in internationalen Märkten. Sie suchen eine sichere Startposition in der Zukunftsbranche Wind-energie? Dann brauchen wir an unserem Standort in Rendsburg jetzt Ihre ganze Energie als Ingenieur Elektrotechnik (m/w) für unsere Patentabteilung (Patentingenieur) Innerhalb eines kleinen Teams sind Sie für die patentstrategische Absicherung der elektrotechnischen Entwicklungsprojekte inkl. dazu-gehöriger administrativer Aufgaben verantwortlich. Wenn Sie gern frischen Wind im Job spüren und sich wie wir für saubere Energien begeistern, ist Ihr nächster Schritt jetzt ganz klar: Schicken Sie Ihre vollständige Bewerbung unter Angabe der Kennziffer 226 in Windeseile an: REpower Systems AG . Personalleitung . Brigitte Jainz Rödemis Hallig . 25813 Husum REpower Systems im Internet.

PHARMAREFERENTEN (m/w)

für die Gebiete:

- 1003 Hamburg/Itzehoe/Norderstedt
- 1008 Walsrode/Hannover/Springe/Burgdorf
- 7068 Zwickau/Glauchau/Annaberg-Buchholz/Plauen
- 8077 Nürnberg/Amberg/Weiden
- 8079 Schwäbisch Hall/Heidenheim/Dillingen/ Nördlingen
- 9087 Leipzig/Delitzsch/Dahlen/Oschatz

Ihr Profil: Idealerweise sind Sie Naturwissenschaftler - auch unmittelbar nach dem Studium -, geprüfter Pharmareferent IHK oder haben auf anderem Wege die Voraussetzungen für die Tätigkeit als Pharmareferent erworben (PTA, MTA, CTA).

Wir bieten ein Prämiensystem (unlimitiert), einen Firmenwagen, acht Wochen intensive Produktausbildung vor dem Start und jährlich zwölf Tage Fortbildung für den gesamten Außendienst. Bitte versehen Sie Ihre vollständigen Bewerbungsunterlagen mit der Nummer des von Ihnen bevorzugten Gebietes.

Wir investieren jährlich mehr als 500 Mio. Euro in Forschung und Entwicklung. Das Ergebnis dieser intensiven Forschung sind innovative Präparate mit neuen Wirkmechanismen, die in den Wachstumsmärkten Osteoporose, Herz-Kreislauf und ZNS eingeführt werden. Zur Vervollständigung unserer zweiten Außendienstlinie suchen wir sowohl für den Start zum 01. November 2004 als auch zum 01. März 2005 Persönlichkeiten, die den Willen haben, in ihrer Aufgabe erfolgreich zu sein und die Zukunft des Unternehmens mitzugestalten. Wir haben die Produkte, die Budgets und bieten jedem Mitarbeiter den größtmöglichen Freiraum. Frauen und Männer haben bei uns grundsätzlich die gleichen Chancen - entscheidend sind Qualifikation, Engagement und Erfolg.

Für Vorabinformationen stehen Ihnen Frau Martina Springer unter Telefon 0 89 / 5 70 95 - 296 und Frau Petra Lehner unter Telefon 0 89 / 5 70 95 - 150 gerne zur Verfügung.

SERVIER Deutschland GmbH · Personalabteilung · Westendstrasse 170
80686 München
www.servier.de

Diese Anzeige finden Sie in der F.A.Z. vom 28.8.2004 auf der Seite V16.

Kinoleiterstellvertreter

Kinocenter - Wien

Wir bieten verlässlichen, flexiblen Persönlichkeiten mit positiver Lebenseinstellung die Einstiegsposition.

Wir wenden uns an Persönlichkeiten mit Erfahrung in der Führung und Motivation von Mitarbeitern im Dienstleistungs-, Veranstaltungs-, bzw. Gastronomiebereich. Sie sind verlässlich, engagiert und sehr flexibel in Ihrer Zeiteinteilung, besitzen Improvisationstalent und technisches Verständnis. Professionelle Eventabwicklung sowie ein ausgeprägtes Verständnis für die administrative Leitung eines Filialbetriebes runden Ihr Profil ab.

Wenn Sie Interesse an Kino / Film haben und sich privat an die zeitlichen Erfordernisse eines Veranstaltungsunternehmens anpassen können, senden Sie bitte Ihre schriftlichen Bewerbungsunterlagen an Frau Birgit Kümmel.

Code "72.735/JN"

Dr. Pendl & Dr. Piswanger

z.Hd.: Frau Birgit Kümmel

1010 Wien, Bartensteingasse 5

Tel. +43/1/ 402 76 08

Fax +43/1/ 402 76 08 DW 31

b.kuemmel@pendlpiswanger.at

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Die EUROGATE Technical Services GmbH ist ein technisches Dienstleistungsunternehmen mit über 420 Mitarbeitern an den Standorten Hamburg, Bremerhaven und Bremen. Unser Geschäft ist die Instandhaltung der technisch anspruchsvollen Anlagen und das Engineering für die EUROGATE Gruppe und andere Kunden. EUROGATE Technical Services GmbH Hamburg Britta Ercan Kurt-Eckelmann-Str. 1 21129 Hamburg Tel. (0 40) 7405 - 2067 www.eurogate.de Für das Profitcenter Fahrzeugtechnik/Vancarrier am Standort Hamburg suchen wir zum nächstmöglichen Eintrittstermin eine/n Sie suchen eine neue Herausforderung mit Führungsverantwortung? Sie arbeiten gerne sowohl selbständig als auch im Team? Wir freuen uns, Sie kennen zu lernen. Bitte senden Sie Ihre aussagefähigen Bewerbungsunterlagen mit Angabe Ihrer Gehaltsvorstellung und frühestmöglichen Eintrittstermin an unsere Personalabteilung.

Sozialarbeiter/Betreuer – Arbeit mit seelisch Erkrankten

Ihre Qualifikation:

--anerkannte Ausbildung im Bereich der sozialen und/oder päd./therapeutischen Arbeit erfolgreich absolviert. Darüber hinaus verfügen Sie über Kenntnisse des Tischler-Handwerks

--Sie arbeiten gern mit seelisch erkrankten Menschen und in schwierigen Situationen (z.B. Krisenintervention) behalten Sie den Überblick und meistern sie mit Zuwendung, aber auch der nötigen Distanz.

--Eine prosoziale Einstellung zu Mitmenschen mit seelischen Erkrankungen, hohe berufliche Motivation, Teamfähigkeit und Belastbarkeit kennzeichnen Ihre Persönlichkeit. Die Bereitschaft zum Schichtdienst, auch an Sonn- und Feiertagen ist eine Voraussetzung für diese Aufgabe.

Das Unternehmen:

--Die Aufgabe, seelisch erkrankten Menschen stufenweise die Rehabilitation und Rückkehr in die Gesellschaft zu ermöglichen.

--Hervorragende Sozialleistungen und intensive Förderung durch Fort- und Weiterbildungen. Flache Hierarchien und teamorientiertes Handeln prägen das Arbeitsumfeld.

Die Position:

-- Sie unterstützen seelisch erkrankte Menschen zu neuer Selbständigkeit und einer Zukunft außerhalb einer therapeutischen Einrichtung zu verhelfen.

-- Sie sind Ansprechpartner, Helfer und Vertrauensperson, aber auch „Lehrer“ und Förderer bei der Bewältigung schwieriger Alltagssituationen.

-- In einem Team von Betreuern und Ergotherapeuten bringen Sie Ihre Kenntnisse und Fähigkeiten ein und unterstützen diese in ihren jeweiligen Aufgaben.

personal total Hannover-Nord
Vahrenwalder Straße 265
30179 Hannover
Tel.: 0511-676659-90
Fax: 0511-676659-99

www.personal-total.de

Ihre Bewerbung unter Angabe der Kennziffer 3121500019:

Können Sie sich für diese Aufgabe begeistern? Dann freuen wir uns auf Ihre vollständige Bewerbung mit Angabe des möglichen Eintrittstermins und Ihrer Gehaltsvorstellung an bewerbung@koch-personal.de oder per Post.

Für Vorabinformationen steht Ihnen Herr Koch unter 0511 / 67 66 59-91 gerne zur Verfügung. Diskretion und Einhaltung von Sperrvermerken sind selbstverständlich.

Auf unserer Homepage www.koch-personal.de finden Sie nähere Informationen über **personal total**

IT Support m/w in Stuttgart

Unser Kunde, Hewlett-Packard, ist ein weltweit führender Anbieter von Produkten, Lösungen und Dienstleistungen rund um die Informations- und Bildbearbeitung im geschäftlichen und privaten Umfeld. Die HP-Kultur ist ein Synonym für eine moderne, partnerschaftliche und lernfähige Unternehmenskultur.

AUFGABEN:

Im Rahmen der Arbeitnehmerüberlassung suchen wir eine/n IT Support zur

- * Durchführung von Routine Changes
- * Durchführung von Change Requests an der Microsoft Infrastruktur
- * Analyse von Störungen in verschiedenen Serverlandschaften
- * Telefonische Rufbereitschaft (Einwahl)

PROFIL:

- * Sie benötigen eine einschlägige Ausbildung
- * Mindestens 4 Jahre Berufserfahrung im Bereich IT Support
- * Sie sind flexibel, haben eine analytische Arbeitsweise, arbeiten gern im Team, und kommunizieren effektiv
- * Sie verfügen über gute Kenntnisse in: MS Office, Data Protector, W2K Servern, AD Services
- * Wenn Sie darüberhinaus idealerweise Kenntnisse in Exchange, CITRIX, SOD nachweisen können, dann bewerben Sie sich noch heute!

Schicken Sie uns einfach Ihre Bewerbung per Mail.

Wir freuen uns auf Ihre Bewerbung oder Ihren Besuch in unserer Niederlassung. Für Informationen vorab kontaktieren Sie unter Angabe der Referenz-Id: -MP154018174- folgende

Kontaktadresse:

Manpower GmbH
Personaldienstleistungen
Cosima Leskien
Königstraße 60
70173 Stuttgart
scs@Manpower.de
Tel.: (0049) 0711 / 2255580

Appendix C2: Guidelines for Discussion #1 – Decision-making Task

On Wednesday, September 8th, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X” (see handout for group assignment for this chat)
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #1”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 11 or the handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

The topic for discussion is included below. As part of your homework, consider the discussion topic and write your ideas in the space provided in order to prepare for the chat.

Hausaufgabe: Was erwarten Sie von Ihrem Beruf? Was sind die wichtigsten Aspekte Ihres zukünftigen Berufs?

Welche von den folgenden Aspekten eines Berufs sind für Sie am wichtigsten? Notieren Sie unten von 1 bis 10 die, die am wichtigsten für Sie sind. Seien Sie bereit, Argumente für Ihre Wahl vorzubringen /bzw. Ihre Wahl zu verteidigen. Wenn Sie andere Ideen dazu haben, schreiben Sie sie bitte hinein!

- | | |
|--|--|
| <p>_____ Spaß am Beruf haben</p> <p>_____ Sicherheit des Arbeitsplatzes</p> <p>_____ Aufstiegsmöglichkeiten</p> <p>_____ flexible Arbeitszeiten</p> <p>_____ daß ich selbstständig arbeite</p> <p>_____ daß ich Menschen helfen kann</p> <p>_____ viel Verantwortung tragen</p> <p>_____ muß nicht viel Verantwortung tragen</p> <p>_____ gut bezahlt</p> <p>_____ Prestige / Ansehen haben</p> <p>_____ muß nicht den ganzen Tag sitzen</p> <p>_____ daß ich die Gelegenheit zu reisen habe</p> <p>_____ sympathisch-er Chef / -e Chefin</p> <p>_____ meine Mühe wird anerkannt</p> | <p>_____ sympathische MitarbeiterInnen</p> <p>_____ daß ich draußen arbeiten kann</p> <p>_____ abwechslungsreiche Tätigkeiten</p> <p>_____ muß nicht mit Kunden umgehen</p> <p>_____ keine Schmutzarbeit</p> <p>_____ herausfordernde Arbeit</p> <p>_____ daß ich nicht viel denken muß</p> <p>_____ darf kreativ und innovativ denken</p> <p>_____ wobei ich Erfahrung sammeln kann</p> <p>_____ viele Urlaubstage bekommen</p> <p>_____ wobei ich meine Ausbildung anwenden kann</p> |
|--|--|

Im Chat: Jetzt müssen Sie als Gruppe entscheiden, welche 10 Aspekte am wichtigsten (und in welcher Reihenfolge) sind. Diskutieren Sie, warum ein Aspekt auf der Liste sein soll! *Als letztes soll einer von Ihnen alle 10 als Liste eintippen.* [Now you must decide as a group, which 10 characteristics are most important (and in what order). Discuss why a characteristic should be included on the list. *At the end, make sure one of you types the list of 10 you have compiled as a group.*]

Appendix C3: Guidelines for Discussion #1 – Opinion Exchange Task

On Wednesday, September 8th, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X” (see handout for group assignment for this chat)
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #1”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 11 or the handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

The topic for discussion is included below. As part of your homework, consider the discussion topic and write your ideas in the space provided in order to prepare for the chat.

Hausaufgabe: Was erwarten Sie von Ihrem Beruf? Was sind die wichtigsten Aspekte Ihres zukünftigen Berufs?

Welche von den folgenden Aspekten eines Berufs sind für Sie am wichtigsten? Notieren Sie unten von 1 bis 10 die, die am wichtigsten für Sie sind. Wenn Sie andere Ideen dazu haben, schreiben Sie sie bitte hinein!

- | | |
|--|--|
| <input type="checkbox"/> Spaß am Beruf haben
<input type="checkbox"/> Sicherheit des Arbeitsplatzes
<input type="checkbox"/> Aufstiegsmöglichkeiten
<input type="checkbox"/> flexible Arbeitsstunden
<input type="checkbox"/> daß ich selbstständig arbeite
<input type="checkbox"/> daß ich Menschen helfen kann
<input type="checkbox"/> viel Verantwortung tragen
<input type="checkbox"/> muß nicht viel Verantwortung tragen
<input type="checkbox"/> gut bezahlt
<input type="checkbox"/> Prestige / Ansehen haben
<input type="checkbox"/> muß nicht den ganzen Tag sitzen
<input type="checkbox"/> daß ich die Gelegenheit zu reisen habe
<input type="checkbox"/> sympathisch-er Chef / -e Chefin
<input type="checkbox"/> meine Mühe wird anerkannt | <input type="checkbox"/> sympathische MitarbeiterInnen
<input type="checkbox"/> daß ich draußen arbeiten kann
<input type="checkbox"/> abwechslungsreiche Tätigkeiten
<input type="checkbox"/> muß nicht mit Kunden umgehen
<input type="checkbox"/> keine Schmutzarbeit
<input type="checkbox"/> herausfordernde Arbeit
<input type="checkbox"/> daß ich nicht viel denken muß
<input type="checkbox"/> darf kreativ und innovativ denken
<input type="checkbox"/> wobei ich Erfahrung sammeln kann
<input type="checkbox"/> viele Urlaubstage bekommen
<input type="checkbox"/> wobei ich meine Ausbildung anwenden kann |
|--|--|

Im Chat: Jetzt diskutieren Sie als Gruppe, was Sie von Ihrem Beruf erwarten! Ihrer Meinung nach, was sind die wichtigsten Aspekte Ihrer zukünftigen Berufe, und warum? [Now discuss as a group, what you expect from your profession. In your opinion, what are the most important characteristics for your future employment, and why?]

Appendix C4: Guidelines for Discussion #2 – Jigsaw Task

On Wednesday, September 22th, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #2”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from the readings or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

Hausaufgabe: Was meinen Sie? Männer oder Frauen?

Lesen Sie die folgenden Beschreibungen und notieren Sie, ob jede Beschreibung mehr auf Männer (M) oder Frauen (F) bezogen ist. *Schreiben Sie ganz spontan Ihre erste Reaktion!* Wenn Sie andere Ideen dazu haben, schreiben Sie sie bitte hinein!

- | | |
|--|---|
| <ul style="list-style-type: none"> _____ sollen viel Ansehen bei der Arbeit haben _____ sollen fit und gesund sein _____ sollen heiraten _____ sollen mehr Geld verdienen _____ sollen Kinder erziehen _____ sollen dünn / schlank sein _____ sollen intelligent sein _____ sollen durchsetzungsfähig sein _____ sollen für ein ‘Date’ bezahlen _____ sollen gut ausgebildet sein _____ sollen sympathisch sein _____ sollen nicht zu viel sprechen _____ sollen einen guten Sinn für Humor haben _____ sollen Kinder lieb haben | <ul style="list-style-type: none"> _____ sollen attraktiv sein _____ sollen politisch aktiv sein _____ sollen für die Familie verantwortlich sein _____ sollen die Hausarbeit (kochen, usw.) machen _____ sollen schicke Kleidung tragen _____ sollen sportbegeistert sein _____ sollen zur Kirche gehen _____ sollen ein tolles Auto fahren _____ sollen gern allein sein _____ sollen Alkohol trinken _____ sollen viel Initiative haben |
|--|---|

Im Chat: Sie haben unterschiedliche Informationen bekommen. Als Gruppe haben Sie die Resultate von einer Umfrage mit Amerikanern und von einer mit Deutschen bekommen. Arbeiten Sie zusammen, um festzustellen, welche Aspekte unterschiedlich sind. *Machen Sie zusammen eine Liste von den 3 Aspekten, die – laut der Resultate - am unterschiedlichsten sind.* Wenn Sie noch Zeit haben, diskutieren Sie was diese Unterschiede kulturell bestimmen könnten. [You have received different information. As a group you have received the results of a survey completed with Americans and one completed with Germans. Work together to determine which aspects are different. Make a list of 3 aspects that are, according to the results, the most different. If you still have time, discuss what these differences could mean culturally.]

Discussion #2 – Jigsaw Task; American Results Handout

Umfrage Resultate: Amerikaner

Wir haben Amerikaner gefragt, ob die folgenden Beschreibungen mehr auf Männer oder auf Frauen bezogen sind. Hier sind ihre ersten Reaktionen (das heisst, ohne zu viel zu denken).

Männer	Frauen	Beschreibung
67%	33%	sollen viel Ansehen bei der Arbeit haben
60	40	sollen fit und gesund sein
25	75	sollen heiraten
50	50	sollen mehr Geld verdienen
0	100	sollen Kinder erziehen
20	80	sollen dünn / schlank sein
40	60	sollen intelligent sein
75	25	sollen durchsetzungsfähig sein
80	20	sollen für ein 'Date' bezahlen
40	60	sollen gut ausgebildet sein
0	100	sollen sympathisch sein
75	25	sollen nicht zu viel sprechen
40	60	sollen einen guten Sinn für Humor haben
50	50	sollen Kinder lieb haben
33	67	sollen attraktiv sein
60	40	sollen politisch aktiv sein
67	33	sollen für die Familie verantwortlich sein
0	100	sollen die Hausarbeit (kochen, usw.) machen
25	75	sollen schicke Kleidung tragen
100	0	sollen sportbegeistert sein
50	50	sollen zur Kirche gehen
75	25	sollen ein tolles Auto fahren
67	33	sollen gern allein sein
100	0	sollen Alkohol trinken
33	67	sollen viel Initiative haben

Discussion #2 – Jigsaw Task; German Results Handout

Umfrage Resultate: Deutsche

Wir haben Deutschen gefragt, ob die folgenden Beschreibungen mehr auf Männer oder auf Frauen bezogen sind. Hier sind ihre ersten Reaktionen (das heisst, ohne zu viel zu denken).

Männer	Frauen	Beschreibung
100%	0%	sollen viel Ansehen bei der Arbeit haben
50	50	sollen fit und gesund sein
0	100	sollen heiraten
85	15	sollen mehr Geld verdienen
12,5	87,5	sollen Kinder erziehen
12,5	87,5	sollen dünn / schlank sein
50	50	sollen intelligent sein
87,5	12,5	sollen durchsetzungsfähig sein
100	0	sollen für ein 'Date' bezahlen
75	25	sollen gut ausgebildet sein
60	40	sollen sympathisch sein
17	83	sollen nicht zu viel sprechen
70	30	sollen einen guten Sinn für Humor haben
44	66	sollen Kinder lieb haben
25	75	sollen attraktiv sein
86	14	sollen politisch aktiv sein
44	66	sollen für die Familie verantwortlich sein
22	78	sollen die Hausarbeit (kochen, usw.) machen
22	78	sollen schicke Kleidung tragen
100	0	sollen sportbegeistert sein
17	83	sollen zur Kirche gehen
87,5	12,5	sollen ein tolles Auto fahren
63	37	sollen gern allein sein
88	12	sollen Alkohol trinken
75	25	sollen viel Initiative haben

Appendix C5: Guidelines for Discussion #2 – Decision-making Task

On Wednesday, September 22th, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #2”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least</i> 5 questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from the readings or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

Hausaufgabe: Was meinen Sie? Männer oder Frauen?

Lesen Sie die folgenden Beschreibungen und notieren Sie, ob jede Beschreibung mehr auf Männer (M) oder Frauen (F) bezogen ist. *Schreiben Sie ganz spontan Ihre erste Reaktion!* Wenn Sie andere Ideen dazu haben, schreiben Sie sie bitte hinein!

- | | |
|---|--|
| <p>_____ sollen viel Ansehen bei der Arbeit haben</p> <p>_____ sollen fit und gesund sein</p> <p>_____ sollen heiraten</p> <p>_____ sollen mehr Geld verdienen</p> <p>_____ sollen Kinder erziehen</p> <p>_____ sollen dünn / schlank sein</p> <p>_____ sollen intelligent sein</p> <p>_____ sollen durchsetzungsfähig sein</p> <p>_____ sollen für ein ‘Date’ bezahlen</p> <p>_____ sollen gut ausgebildet sein</p> <p>_____ sollen sympathisch sein</p> <p>_____ sollen nicht zu viel sprechen</p> <p>_____ sollen einen guten Sinn für Humor haben</p> <p>_____ sollen Kinder lieb haben</p> | <p>_____ sollen attraktiv sein</p> <p>_____ sollen politisch aktiv sein</p> <p>_____ sollen für die Familie verantwortlich sein</p> <p>_____ sollen die Hausarbeit (kochen, usw.) machen</p> <p>_____ sollen schicke Kleidung tragen</p> <p>_____ sollen sportbegeistert sein</p> <p>_____ sollen zur Kirche gehen</p> <p>_____ sollen ein tolles Auto fahren</p> <p>_____ sollen gern allein sein</p> <p>_____ sollen Alkohol trinken</p> <p>_____ sollen viel Initiative haben</p> |
|---|--|

Im Chat: Was meinen Sie? Welche von den oben genannten Stereotypen finden Sie mehr auf Männer bezogen? Welche mehr auf Frauen? Was heisst das kulturell? Welche Folgen haben diese Stereotypen? Sind einige gut – schlecht – unwichtig? Diskutieren Sie Ihre Meinungen in der Gruppe. *Welche Stereotypen stigmatisieren Frauen/Männer am meisten in der Gesellschaft und auch im Privatleben? Als Gruppe müssen Sie einen Stereotyp für Frauen und einen Stereotyp für Männer wählen! Sie können auch einen neuen Stereotyp einführen.* [What do you think? Which of the above named stereotypes do you find to apply more to men? Which for women? What does this mean culturally? What consequences do these stereotypes have? Are some good – bad – unimportant? Discuss your opinions in the group. *Which stereotypes stigmatize women/men the most in society and in their private lives? As a group, you must choose one stereotype for women and one stereotype for men. You can also introduce a new stereotype! Make sure to list your choices at the end of the chat!*

Appendix C6: Guidelines for Discussion #2 – Opinion Exchange Task

On Wednesday, September 22nd, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #2”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from the readings or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

Hausaufgabe: Was meinen Sie? Männer oder Frauen?

Lesen Sie die folgenden Beschreibungen und notieren Sie, ob jede Beschreibung mehr auf Männer (M) oder Frauen (F) bezogen ist. *Schreiben Sie ganz spontan Ihre erste Reaktion!* Wenn Sie andere Ideen dazu haben, schreiben Sie sie bitte hinein!

- | | |
|---|--|
| <p>_____ sollen viel Ansehen bei der Arbeit haben</p> <p>_____ sollen fit und gesund sein</p> <p>_____ sollen heiraten</p> <p>_____ sollen mehr Geld verdienen</p> <p>_____ sollen Kinder erziehen</p> <p>_____ sollen dünn / schlank sein</p> <p>_____ sollen intelligent sein</p> <p>_____ sollen durchsetzungsfähig sein</p> <p>_____ sollen für ein ‘Date’ bezahlen</p> <p>_____ sollen gut ausgebildet sein</p> <p>_____ sollen sympathisch sein</p> <p>_____ sollen nicht zu viel sprechen</p> <p>_____ sollen einen guten Sinn für Humor haben</p> <p>_____ sollen Kinder lieb haben</p> | <p>_____ sollen attraktiv sein</p> <p>_____ sollen politisch aktiv sein</p> <p>_____ sollen für die Familie verantwortlich sein</p> <p>_____ sollen die Hausarbeit (kochen, usw.) machen</p> <p>_____ sollen schicke Kleidung tragen</p> <p>_____ sollen sportbegeistert sein</p> <p>_____ sollen zur Kirche gehen</p> <p>_____ sollen ein tolles Auto fahren</p> <p>_____ sollen gern allein sein</p> <p>_____ sollen Alkohol trinken</p> <p>_____ sollen viel Initiative haben</p> <p>_____</p> <p>_____</p> |
|---|--|

Im Chat: Was meinen Sie? Welche von den oben genannten Stereotypen finden Sie mehr auf Männer bezogen? Welche mehr auf Frauen? Was heisst das kulturell? Welche Folgen haben diese Stereotypen? Sind einige gut – schlecht – unwichtig? Welche Stereotypen stigmatisieren Frauen/Männer am meisten in der Gesellschaft und auch im Privatleben? Diskutieren Sie Ihre Meinungen in der Gruppe. [What do you think? Which of the above named stereotypes do you find to apply more to men? Which for women? What does this mean culturally? What consequences do these stereotypes have? Are some good – bad – unimportant? Which stereotypes stigmatize women/men the most in society and in their private lives? Discuss your opinions in the group.]

Appendix C7: Guidelines for Discussion #3 – Jigsaw Task

On Wednesday, October 6th, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #3”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic</i> ? (e.g. related in some way to topic) Active = <i>at least</i> 5 questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 12 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

Hausaufgabe: Wie geben Sie Ihr Geld aus?

Lesen Sie die folgenden Kategorien und notieren Sie, wieviel Dollar Sie im Monat ungefähr dafür ausgeben (oder wenn das zu persönlich ist in Prozent Ihres Einkommens). Wenn Sie andere Kosten, die nicht auf der Liste sind haben, schreiben Sie sie bitte auch hinein!

_____ die Miete	_____ Lernmittel (Bücher, Disketten, u.s.w.)
_____ Nebenkosten (Strom, Wasser, Gas, u.s.w.)	_____ Kleidung
_____ Kabel und/oder Internetanschluß	_____ Freizeit (Sport, Ausgehen, u.s.w.)
_____ Handy und/oder Festnetzanschluss	_____ Sparen
_____ Auto (Abzahlung, Benzin, Reparatur)	_____
_____ Lebensmittel	_____
_____ Studiengebühren	_____
_____ Versicherung (Auto-, Leben-, Kranken-)	_____
_____	Kosten insgesamt

Im Chat: Sie haben unterschiedliche Informationen bekommen. Als Gruppe haben Sie die Resultate von einer Umfrage mit Deutschen im Osten und im Westen bekommen. Arbeiten Sie zusammen, um die Studentenbudgets im Osten mit den Budgets im Westen zu vergleichen. Beantworten Sie die folgenden Fragen:

- 1) Woher bekommen die Studenten ihr Geld? (Nennen Sie bitte die zwei grössten Unterschiede).
- 2) Wo ist das Leben als Student insgesamt teurer? Im Osten oder im Westen?
- 3) Was sind die drei größten Unterscheide (in Euro) zwischen den Kosten im Osten und im Westen?

[You have received different information. As a group you have received the results of a survey completed by Germans in the east and in the west. Work together to compare the student budgets in the east with budgets in the west. Answer the following questions:

- 1) From where do students get their money? (please name the two largest differences).
- 2) Is the life of a student more expensive overall in the east or in the west?
- 3) What are the three largest differences (in Euro) between the costs in the east and in the west?]

Discussion #3 – Jigsaw Task; German Student Budget in the West Handout

Die Budgets der Studenten im Westen

So finanzieren die Studierenden ihre Ausbildung...

Eltern	49%
Eigener Verdienst	31%
Bafög*	10%
sonstiges	10%

*die staatliche Unterstützung von Studenten, die ohne diese Hilfe keine Studium finanzieren könnten

...und so viel geben sie monatlich aus (Insgesamt: 642,00 €)

Miete	226€
Lebensmittel	134€
Fahrtkosten	59€
Kleidung und Körperpflege	57€
Lernmittel	30€
sonstiges**	136€

**Krankenversicherung, Telefon, Sport u.a.

Discussion #3 – Jigsaw Task; German Student Budget in the East Handout

Die Budgets der Studenten im Osten

So finanzieren die Studierenden ihre Ausbildung...

Eltern	53%
eigener Verdienst	21%
Bafög*	17%
sonstiges	9%

*die staatliche Unterstützung von Studenten, die ohne diese Hilfe keine Studium finanzieren könnten

...und so viel geben sie monatlich aus (Insgesamt: 506,00 €)

Miete	160€
Lebensmittel	110€
Fahrtkosten	60€
Kleidung und Körperpflege	48€
Lernmittel	27€
sonstiges**	101€

**Krankenversicherung, Telefon, Sport u.a.

Appendix C8: Guidelines for Discussion #3 – Decision-making Task

On Wednesday, October 6th, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #3”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least</i> 5 questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 12 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

Hausaufgabe: Wie geben Sie Ihr Geld aus?

Lesen Sie die folgenden Kategorien und notieren Sie, wieviel Dollar Sie im Monat ungefähr dafür ausgeben (oder wenn das zu persönlich ist in Prozent Ihres Einkommens). Wenn Sie andere Kosten, die nicht auf der Liste sind haben, schreiben Sie sie bitte auch hinein!

_____ die Miete	_____ Lernmittel (Bücher, Disketten, u.s.w.)
_____ Nebenkosten (Strom, Wasser, Gas, u.s.w.)	_____ Kleidung
_____ Kabel und/oder Internetanschluß	_____ Freizeit (Sport, Ausgehen, u.s.w.)
_____ Handy und/oder Festnetzanschluss	_____ Sparen
_____ Auto (Abzahlung, Benzin, Reparatur)	_____
_____ Lebensmittel	_____
_____ Studiengebühren	_____
_____ Versicherung (Auto-, Leben-, Kranken-)	_____
_____	_____ Kosten insgesamt

Im Chat: Sie wohnen mit ihrem “Bruder” (oder mit ihrer “Schwester”) zusammen, weil Sie beide zu UT gehen. Ihre Eltern können Ihnen insgesamt \$2,500 im Monat geben, um alle Kosten zu bezahlen. Sie haben im August ein Budget geschrieben und das haben Sie jetzt vor sich. Aber das Leben in Austin ist doch teurer als Sie gedacht haben, und Sie müssen jetzt zusammen entscheiden, welche Kosten Sie einsparen wollen, um alles bezahlen zu können. Welche Kosten sind am wichtigsten? Wo können Sie sparen? (Nennen Sie genau das, was Sie im Budget realistisch ändern können, um unter \$2,500 zu kommen).

[You live together with your “brother” (or “sister”), because you are both going to UT. Your parents can give you a total of \$2,500 a month to pay all living expenses. You wrote out a budget in August, and you have it in front of you now. But life in Austin is more expensive than you thought, and you have to decide now together, which costs you want to cut back on, in order be able to pay for everything. Which costs are the most important? Where can you save? (Name exactly what you can realistically change in the budget, in order to come in under \$2,500).]

Discussion #3 – Decision-making Task; Monthly Budget Handout

das monatliche Budget

<i>die Einnahmen (im Monat)</i>	
Von den Eltern	\$ 2,500.00
<i>die Ausgaben (im Monat)</i>	
die Miete	\$ 850.00
der Strom	85.00
das Kabel	55.00
der Internetanschluß	47.00
das Handy	39.99
das Telefon	35.00
das Auto – Benzin	50.00
die Autoabzahlung (\$225.00 / Auto)	450.00
die Autoversicherung (\$110.00 / Auto)	220.00
die Lebensmittel	325.00
die Lernmittel	115.00
die Kleidung	150.00
Freizeit – Ausgehen, Restaurants, Kino, u.s.w.	400.00
<i>Ausgaben Insgesamt</i>	\$ 2,821.99
	<\$ 321.99>

Appendix C9: Guidelines for Discussion #3 – Opinion Exchange Task

On Wednesday, October 6th, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #3”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least</i> 5 questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 12 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

Hausaufgabe: Wie geben Sie Ihr Geld aus?

Lesen Sie die folgenden Kategorien und notieren Sie, wieviel Dollar Sie ungefähr im Monat dafür ausgeben (oder wenn das zu persönlich ist in Prozent Ihres Einkommens). Wenn Sie andere Kosten, die nicht auf der Liste sind haben, schreiben Sie sie bitte auch hinein!

<p>_____ die Miete</p> <p>_____ Nebenkosten (Strom, Wasser, Gas, u.s.w.)</p> <p>_____ Kabel und/oder Internetanschluß</p> <p>_____ Handy und/oder Festnetzanschluss</p> <p>_____ Auto (Abzahlung, Benzin, Reparatur)</p> <p>_____ Lebensmittel</p> <p>_____ Studiengebühren</p> <p>_____ Versicherung (Auto-, Leben-, Kranken-)</p>	<p>_____ Lernmittel (Bücher, Disketten, u.s.w.)</p> <p>_____ Kleidung</p> <p>_____ Freizeit (Sport, Ausgehen, u.s.w.)</p> <p>_____ Sparen</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">_____ Kosten insgesamt</p>
---	--

Im Chat: Was meinen Sie? Ist das Leben als Student an UT teuer oder nicht so teuer? Warum oder warum nicht? Was sind die finanziellen Verpflichtungen eines Studenten? Was kann man alles machen, um Geld zu bekommen? Was kann man alles machen, um Geld zu sparen? Welche Lebenshaltungskosten sind am wichtigsten? Welche sind nicht so wichtig? Bitte diskutieren Sie dieses Thema in der Gruppe.

[What do you think? Is life as a student at UT expensive or not so expensive? Why or why not? What are the financial obligations of a student? What can one do to make money? What can one do to save money? Which costs of living are the most important? Which are not so important? Please discuss this theme in your group.]

Appendix C10: Guidelines for Discussion #4 – Jigsaw Task

On **Wednesday, October 20th**, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #4”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 13 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

****Please note =** Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.**

Hausaufgabe: Leben mit Technik

Welche von den folgenden technischen Geräten haben Sie zu Hause? Lesen Sie die folgenden Kategorien und kreuzen Sie sie an (X), wenn Sie sie haben. Wenn Sie andere Geräte oder technologische Dinge zu Hause haben, die nicht auf der Liste sind, schreiben Sie sie bitte auch hinein!

- | | |
|--|---|
| <p>_____ Kühlschranks</p> <p>_____ Fernsehgerät</p> <p>_____ Telefon (Festnetz)</p> <p>_____ Waschmaschine</p> <p>_____ Fahrrad</p> <p>_____ Pkw (Auto - Personenkraftwagen)</p> <p>_____ Gefriergerät</p> <p>_____ Videorecorder</p> <p>_____ Hi-Fi Anlage</p> <p>_____ Mikrowellengerät</p> <p>_____ Mobiltelefon (Handy)</p> <p>_____ Kabelanschluß</p> | <p>_____ DVD-spieler</p> <p>_____ Geschirrspülmaschine</p> <p>_____ Anrufbeantworter</p> <p>_____ Wäschetrockner</p> <p>_____ Satellitenempfangsanlage</p> <p>_____ Internetzugang</p> <p>_____ Videokamera</p> <p>_____ Digitalkamera</p> <p>_____ Faxgerät</p> <p>_____ Staubsauger</p> <p>_____ PC</p> |
|--|---|

Im Chat: Sie haben unterschiedliche Informationen erhalten. Als Gruppe haben Sie Statistiken über das Vorkommen bestimmter technischer Gegenstände in deutschen und amerikanischen Haushalten bekommen. Arbeiten Sie zusammen, um die Statistiken zu vergleichen und die folgenden Fragen zu beantworten:

- 1) Nennen Sie fünf technische Geräte, die *am häufigsten* in deutschen UND amerikanischen Haushalten benutzt werden.
- 2) Nennen Sie fünf technische Geräte, die *am wenigsten* in deutschen UND amerikanischen Haushalten verwendet werden.
- 3) Was sind die fünf grössten Unterschiede (prozentweise) zwischen dem Gebrauch von technischen Gegenständen in Deutschland und in den USA?
- 4) Wenn Sie noch Zeit haben, diskutieren Sie bitte, welche kulturelle Bedeutung die grössten Unterschiede implizieren könnten?

[You have received different information. As a group you have received statistics on the frequency of certain technologies found in German and American households. Work together to compare the statistics and to answer the following questions.

- 1) Name the 5 technologies that are used most often in German AND American households (used most often in both countries).
- 2) Name the 5 technologies that are used least often in German AND American households (used least often in both countries).
- 3) What are the five largest differences (by percent) between the use of technologies in Germany and the United States?
- 4) If you still have time, discuss what these largest differences might imply culturally.]

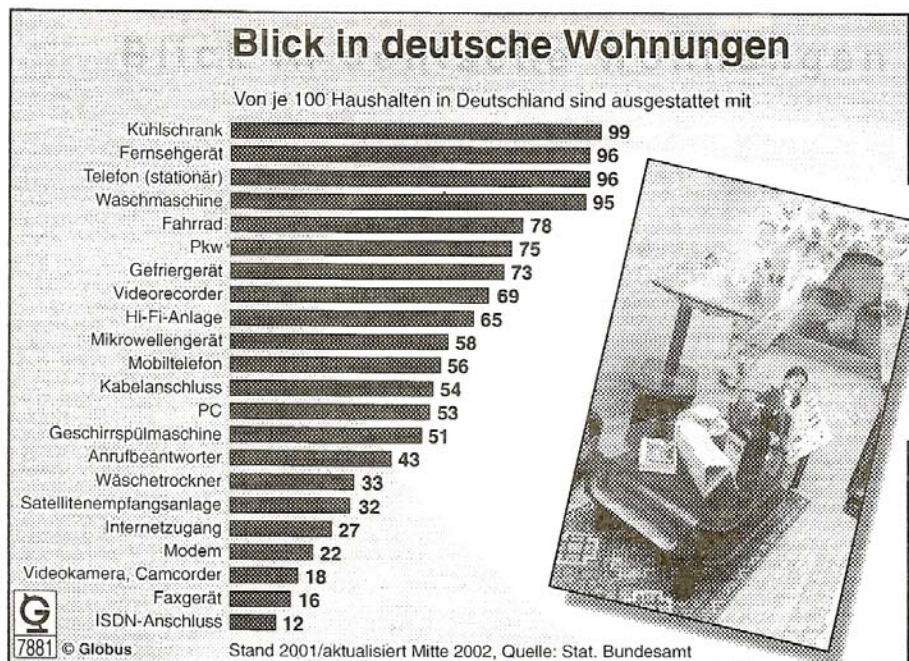
Discussion #4 – Jigsaw Task; American Household Handout

Blick in amerikanische Wohnungen

Von je 100 Haushalten in den Vereinigten Staaten sind ausgestattet mit...

Haushaltsgeräte	Prozentzahl
Kühlschrank	99%
Fernseher	97
Telefon (festnetz)	92
Pkw	89
Waschmaschine	85
Mikrowelle	82
Wäschetrockner	80
Stereoanlage	78
VCR	76
Geschirrspülmaschine	74
Kabelanschluss	71
PC	67
Fahrrad	60
Anrufbeantworter	55
Internetanschluss	51
Mobiltelefon (Handy)	48
Videokamera	38
Satellite	26
Faxgerät	25
Digitalkamera	12
Quelle: U.S. Census Bureau 2000/2001	

Discussion #4 – Jigsaw Task; German Household Handout



Appendix C11: Guidelines for Discussion #4 – Decision-making Task

On **Wednesday, October 20th**, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #4”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic</i> ? (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 13 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

Hausaufgabe: *Leben mit Technik*

Welche von den folgenden technischen Geräten haben Sie zu Hause? Lesen Sie die folgenden Kategorien und kreuzen Sie sie an (X), wenn Sie sie haben. Wenn Sie andere Geräte oder technologische Dinge zu Hause haben, die nicht auf der Liste sind, schreiben Sie sie bitte auch hinein!

<input type="checkbox"/> Kühlschrank <input type="checkbox"/> Fernsehgerät <input type="checkbox"/> Telefon (Festnetz) <input type="checkbox"/> Waschmaschine <input type="checkbox"/> Fahrrad <input type="checkbox"/> Pkw (Auto - Personenkraftwagen) <input type="checkbox"/> Gefriergerät <input type="checkbox"/> Videorecorder <input type="checkbox"/> Hi-Fi Anlage <input type="checkbox"/> Mikrowellengerät <input type="checkbox"/> Mobiltelefon (Handy) <input type="checkbox"/> Kabelanschluß	<input type="checkbox"/> DVD-spieler <input type="checkbox"/> Geschirrspülmaschine <input type="checkbox"/> Anrufbeantworter <input type="checkbox"/> Wäschetrockner <input type="checkbox"/> Satellitenempfangsanlage <input type="checkbox"/> Internetzugang <input type="checkbox"/> Videokamera <input type="checkbox"/> Digitalkamera <input type="checkbox"/> Faxgerät <input type="checkbox"/> Staubsauger <input type="checkbox"/> PC
--	---

Im Chat: Welche von den obengenannten technischen Geräte sind für Sie am wichtigsten? *Als Gruppe* teilen Sie die Gegenstände in drei Kategorien ein: Kategorie 1 – die notwendigen technischen Geräte (ohne die Sie nicht leben wollen); Kategorie 2 – wünschenswerte Gegenstände (ohne die Sie leben könnten, aber auf die Sie nur ungern verzichten würden); und Kategorie 3 – die entbehrlichen Geräte (ohne die Sie problemlos leben könnten und die Sie nicht vermissen würden).

[Which of the above-named technologies are the most important for you? *As a group*, assign each technology to one of three categories: Category 1 – the necessary technologies (without which you don’t want to live); Category 2 – the desired technologies (without which you could live, but you would prefer to have them); and Category 3 – the unnecessary technologies (without which you could live with no problem and which you wouldn’t miss at all).]

Appendix C12: Guidelines for Discussion #4 – Opinion Exchange Task

On **Wednesday, October 20th**, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #4”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 13 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

****Please note =** Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.**

Hausaufgabe: *Leben mit Technik*

Welche von den folgenden technischen Geräten haben Sie zu Hause? Lesen Sie die folgenden Kategorien und kreuzen Sie sie an (X), wenn Sie sie haben. Wenn Sie andere Geräte oder technologische Dinge zu Hause haben, die nicht auf der Liste sind, schreiben Sie sie bitte auch hinein!

- | | |
|---|---|
| <p>_____ Kühlschrank</p> <p>_____ Fernsehgerät</p> <p>_____ Telefon (Festnetz)</p> <p>_____ Waschmaschine</p> <p>_____ Fahrrad</p> <p>_____ Pkw (Auto - Personenkraftwagen)</p> <p>_____ Gefriergerät</p> <p>_____ Videorecorder</p> <p>_____ Hi-Fi Anlage</p> <p>_____ Mikrowellengerät</p> <p>_____ Mobiltelefon (Handy)</p> <p>_____ Kabelanschluß</p> | <p>_____ DVD-spieler</p> <p>_____ Geschirrspülmaschine</p> <p>_____ Anrufbeantworter</p> <p>_____ Wäschetrockner</p> <p>_____ Satellitenempfangsanlage</p> <p>_____ Internetzugang</p> <p>_____ Videokamera</p> <p>_____ Digitalkamera</p> <p>_____ Faxgerät</p> <p>_____ Staubsauger</p> <p>_____ PC</p> |
|---|---|

Im Chat: Welche von den obengenannten technischen Gegenstände haben Sie zu Hause? Welche Geräte sind für Sie absolut notwendig (ohne die Sie nicht leben könnten)? Welche sind nicht so wichtig aber praktisch zu haben (ohne die Sie leben könnten, aber deren Besitz das Leben angenehmer machen)? Welche sind für Sie absolut unwichtig (ohne die Sie problemlos leben könnten und die Sie nicht vermissen würden)? Meinen Sie, dass einige Dinge in Deutschland häufiger oder nicht so häufig wie in den USA verwendet werden? Warum (nicht)? Diskutieren Sie Ihre Antworten in der Gruppe.

[Which of the above-named technologies do you have at home? Which technologies are absolutely necessary for you (without which you couldn’t live)? Which are not so important but practical to have (without which you could live, but having them makes life easier)? Which are absolutely not important (without which you could live with no problem, and you wouldn’t even miss them)? Do you think that some things might be used more or less often in Germany than in the States? Why or why not? Discuss your answers in the group.]

Appendix C13: Guidelines for Discussion #5 – Jigsaw Task

On **Wednesday, November 3rd**, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
 - 2) Select your GER312K course
 - 3) Select “Groups” from the main page menu
 - 4) Select your assigned “Gruppe #X”
 - 5) Select “Collaboration”
 - 6) Select “Join” next to “Virtual Chat #5”
 - 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
 - 8) The language of the Discussion Board is German.
- Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 13 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

****Please note =** Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.**

Hausaufgabe: der Stundenplan

Welche von den folgenden Aktivitäten machen Sie und wann? Benutzen Sie die Fragen unten, um Ihren Stundenplan (*auf der Rückseite*) *auf Deutsch* auszufüllen. Wenn Sie noch andere Dinge machen, die nicht auf der Liste sind, schreiben Sie sie bitte in den Plan hinein!

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Arbeiten Sie? Wann und wo? 2. Welchen und um wieviel Uhr haben Sie Unterricht? 3. Wann stehen Sie auf? 4. Wann und wo frühstücken Sie? 5. Wann und wo essen Sie zu Mittag? 6. Wann und wo essen Sie zu Abend? 7. Wann und wie kommen Sie zur Uni? 8. Wann und wie kommen Sie zur Arbeit? 9. Wann und wo machen Sie Hausaufgaben? 10. Wann duschen Sie sich und ziehen Sie sich an? | <ol style="list-style-type: none"> 11. Wann und wie gehen Sie nach Hause? 12. Wann treffen Sie sich mit Freunden? 13. Was machen Sie normalerweise am Wochenende? 14. Wann gehen Sie zum Supermarkt oder einkaufen? 15. Wann entspannen Sie sich und wie? 16. Wann machen Sie Sport? 17. Wann gehen Sie ins Bett? 18. Nehmen Sie an außeruniversitären Aktivitäten teil?
Wann? 19. Haben Sie eine Lerngruppe oder Laborstunden? 20. Haben Sie andere Verpflichtungen? Was und Wann? |
|--|---|

Im Chat: Sie haben unterschiedliche Informationen erhalten. Als Gruppe haben Sie die Stundenpläne von zwei verschiedenen Studenten bekommen, die sich gerne treffen möchten, um zusammen zu lernen. Arbeiten Sie zusammen, um folgendes zu machen:

Füllen Sie die Aktivitäten von der anderen Person in die Tabelle hinein; und Bestimmen Sie dadurch die drei möglichen Uhrzeiten, zu denen sich die Beiden treffen könnten. *Bitte schreiben Sie Ihren Namen auf die Tabelle und geben Sie die Tabelle am Ende der Stunde ab.* Wenn Sie noch Zeit haben, diskutieren Sie bitte, welche Tage, ihrem Stundenplan zufolge, am besten oder am anstrengendsten für Sie sind und warum.

[You have received different information. As a group you have received the schedules of two different students, who would like to get together to study. Work together to complete the following: Fill in the activities from the other student into the table; and Determine from that the three possible times that both could meet. *Please write your name on the table and turn in the table at the end of the hour.* If there is still time, please discuss, according to your schedule, which days are best or worst for you and why.]

Discussion #5: Homework - der Stundenplan

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag	Sonntag
05.00							
06.00							
07.00							
08.00							
09.00							
10.00							
11.00							
12.00							
13.00							
14.00							
15.00							
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							
22.00							
23.00							
00.00							
01.00							
02.00							
03.00							
04.00							

Discussion #5 – Jigsaw Task; Martin’s Schedule Handout

Martins Stundenplan

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag	Sonntag
09.00	aufstehen/sich vorbereiten	aufstehen/sich vorbereiten	aufstehen/sich vorbereiten	aufstehen/sich vorbereiten	aufstehen/sich vorbereiten	ausschlafen!	ausschlafen!
10.00	Vorlesung: Bootstrap Methoden	Vorlesung: Applied Techniques	Praktikum: Statistik III	Vorlesung: Ökonometrische Analyse	Praktikum: Ökonometrische Analyse		
11.00							
12.00	Professor Meiers Sprechstunde	Vorlesung: Statistik III	Café Moritz: Bettina treffen	Vorlesung: Lineare Modelle	in der Mensa essen	Fahrradtour mit Roland, Michael und Jens	“Lindenstraße” im Fernsehen
13.00	in der Mensa essen						
14.00	Seminar: Englisch	Seminar: Englisch	Seminar: Englisch				
15.00	Susanne in der Bib treffen						
16.00							
17.00							
18.00						Abendessen mit den Zimmerkollegen	
19.00	Fußballspiel im Fernsehen	arbeiten im Irish Pub	in der Aula: Rocky Horror Picture Show Film und Party				
20.00							
21.00	Party bei Stefan						
22.00					mit Freunden ausgehen	mit Susanne ausgehen	
23.00							
00.00							
01.00	ins Bett gehen	ins Bett gehen	ins Bett gehen	ins Bett gehen			

Discussion #5 – Jigsaw Task; Gabi’s Schedule Handout

Gabis Stundenplan

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag	Sonntag
07.00	aufstehen/sich vorbereiten	aufstehen/sich vorbereiten	aufstehen/sich vorbereiten	aufstehen/sich vorbereiten	aufstehen/sich vorbereiten	ausschlafen!	in Bremen bei den Eltern
08.00	Vorlesung: Mikrobiologie	Tutorium: Mikrobiologie		Vorlesung: Mikrobiologie	Tutorium: Mikrobiologie		
09.00							
10.00			Sporthalle: Schwimmen				
11.00							
12.00	in der Mensa essen	in der Mensa essen	Laborstunden	in der Mensa essen	in der Mensa essen	in Bremen bei den Eltern	in Bremen bei den Eltern
13.00			In der Mensa essen		Professor Halles Sprechstunde		
14.00	Seminar: Englisch	Laborstunden	Seminar: Englisch	Zum Supermarkt	Seminar: Englisch		
15.00							
16.00					Laborstunden		
17.00			Ulli kommt vorbei		packen		
18.00	in der Videothek arbeiten	Abendessen bei Hans und Marin		in der Videothek arbeiten	Mit dem Zug nach Bremen fahren	in Bremen bei den Eltern	zurück nach Göttingen
19.00							
20.00							
21.00							
22.00							Bremen: Eltern besuchen
23.00				Mit Martin ausgehen	Mit Freunden tanzen gehen	Wäsche waschen und Wohnung aufräumen	
0.00	ins Bett gehen	ins Bett gehen	ins Bett gehen	ins Bett gehen			ins Bett gehen

Appendix C14: Guidelines for Discussion #5 – Decision-making Task

On **Wednesday, November 3rd**, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #5”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least</i> 5 questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 13 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

****Please note =** Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.**

Hausaufgabe: der Stundenplan

Welche von den folgenden Aktivitäten machen Sie und wann? Benutzen Sie die Fragen unten, um Ihren Stundenplan (*auf der Rückseite*) *auf Deutsch* auszufüllen. Wenn Sie andere Dinge auch machen, die nicht auf der Liste sind, bitte schreiben Sie sie auch in den Plan hinein!

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Arbeiten Sie? Wann und wo? 2. Welchen und um wieviel Uhr haben Sie Unterricht? 3. Wann stehen Sie auf? 4. Wann und wo frühstücken Sie? 5. Wann und wo essen Sie zu Mittag? 6. Wann und wo essen Sie zu Abend? 7. Wann und wie kommen Sie zur Uni? 8. Wann und wie kommen Sie zur Arbeit? 9. Wann und wo machen Sie Hausaufgaben? 10. Wann duschen Sie sich und ziehen Sie sich an? | <ol style="list-style-type: none"> 11. Wann und wie gehen Sie nach Hause? 12. Wann treffen Sie sich mit Freunden? 13. Was machen Sie normalerweise am Wochenende? 14. Wann gehen Sie zum Supermarkt oder einkaufen? 15. Wann entspannen Sie sich und wie? 16. Wann machen Sie Sport? 17. Wann gehen Sie ins Bett? 18. Nehmen Sie an außeruniversitären Aktivitäten teil? Wann? 19. Haben Sie eine Lerngruppe oder Laborstunden? 20. Haben Sie andere Verpflichtungen? Was und Wann? |
|--|---|

Im Chat: Sie haben nächste Woche Mittwoch eine Prüfung und möchten sich zusammen als Gruppe treffen, um dafür zu lernen. Vergleichen Sie Ihre Stundenpläne, und stellen Sie sich drei verschiedene Uhrzeiten fest, zu denen Sie sich am besten treffen könnten. Wenn Sie noch Zeit haben, diskutieren Sie bitte, welche Tage der Woche, Ihrem Stundenplan zufolge, normalerweise am besten oder am anstrengendsten für Sie persönlich sind und warum.

[You have a test on Wednesday of next week and want to meet as a group to study for it. Compare your weekly schedules, and determine three different times at which you could best meet. If you still have time, please discuss according to your schedule, which days of the week are usually the best or worst for you personally and why.]

Appendix C15: Guidelines for Discussion #5 – Opinion Exchange Task

On **Wednesday, November 3rd**, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
- 2) Select your GER312K course
- 3) Select “Groups” from the main page menu
- 4) Select your assigned “Gruppe #X”
- 5) Select “Collaboration”
- 6) Select “Join” next to “Virtual Chat #5”
- 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
- 8) The language of the Discussion Board is German.

Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from Chapter 13 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

****Please note =** Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.**

Hausaufgabe: der Stundenplan

Welche von den folgenden Aktivitäten machen Sie und wann? Benutzen Sie die Fragen unten, um Ihren Stundenplan (*auf der Rückseite*) *auf Deutsch* auszufüllen. Wenn Sie andere Dinge auch machen, die nicht auf der Liste sind, bitte schreiben Sie sie auch in den Plan hinein!

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Arbeiten Sie? Wann und wo? 2. Welche und um wieviel Uhr haben Sie Unterricht? 3. Wann stehen Sie auf? 4. Wann und wo frühstücken Sie? 5. Wann und wo essen Sie zu Mittag? 6. Wann und wo essen Sie zu Abend? 7. Wann und wie kommen Sie zur Uni? 8. Wann und wie kommen Sie zur Arbeit? 9. Wann und wo machen Sie Hausaufgaben? 10. Wann duschen Sie sich und ziehen Sie sich an? | <ol style="list-style-type: none"> 11. Wann und wie gehen Sie nach Hause? 12. Wann treffen Sie sich mit Freunden? 13. Was machen Sie normalerweise am Wochenende? 14. Wann gehen Sie zum Supermarkt oder einkaufen? 15. Wann entspannen Sie sich und wie? 16. Wann machen Sie Sport? 17. Wann gehen Sie ins Bett? 18. Nehmen Sie an außeruniversitären Aktivitäten teil? Wann? 19. Haben Sie eine Lerngruppe oder Laborstunden? 20. Haben Sie andere Verpflichtungen? Was und Wann? |
|---|---|

Im Chat: Wie sieht Ihr Stundenplan aus? Diskutieren Sie bitte die folgenden Fragen in der Gruppe:

- 1) Ihrem Stundenplan zufolge, welche Tage der Woche sind normalerweise am besten oder am anstrengendsten für Sie persönlich? Warum?
- 2) Haben Sie relativ viel oder relativ wenig Zeit, sich zu entspannen? Warum oder Warum nicht?
- 3) Wenn Sie mehr Zeit hätten, was würden Sie machen?
- 4) Könnten Sie Ihren Stundenplan irgendwie anderes organisieren, um mehr (Frei)zeit zu haben? Wenn ja, wie?

[What does your schedule look like? Please discuss the following questions in your group:

- 1) According to your schedule, which days of the week are usually best or worst for you personally? Why?
- 2) Do you have a lot or relatively little time to relax? Why or why not?
- 3) If you had more time, what would you do?
- 4) Could you organize your schedule somehow differently, in order to have more (free)time? If so, how?]

Appendix C16: Guidelines for Discussion #6 – Jigsaw Task

On **Wednesday, November 17th**, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
 - 2) Select your GER312K course
 - 3) Select “Groups” from the main page menu
 - 4) Select your assigned “Gruppe #X”
 - 5) Select “Collaboration”
 - 6) Select “Join” next to “Virtual Chat #6”
 - 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
 - 8) The language of the Discussion Board is German.
- Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from chapter 14 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

****Please note =** Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.**

Hausaufgabe: Probleme in der Gesellschaft - Welche von den folgenden Themen halten Sie für Probleme in unserer amerikanischen Gesellschaft? Notieren Sie für jedes Thema von 1 (kein grosses Problem) bis 5 (ein sehr grosses Problem) Ihrer Meinung nach, wie schwerwiegend sie sind. Wenn Sie noch weitere Ideen dazu haben, die nicht auf der Liste sind, schreiben Sie sie bitte hinein! (Das meiste Vokabular befindet sich auf Seite 426 im Textbuch.)

- | | |
|--|---|
| <input type="checkbox"/> Arbeitslosigkeit
<input type="checkbox"/> Armut
<input type="checkbox"/> Ausländerfeindlichkeit
<input type="checkbox"/> Drogensucht oder Drogen
<input type="checkbox"/> Gewalttätigkeit
<input type="checkbox"/> Obdachlosigkeit
<input type="checkbox"/> Korruption in der Regierung
<input type="checkbox"/> Krankheit
<input type="checkbox"/> Krieg
<input type="checkbox"/> Verletzung der Menschenrechte
<input type="checkbox"/> Gesundheitssystem
<input type="checkbox"/> Ausbildungssystem | <input type="checkbox"/> Rassismus
<input type="checkbox"/> Rechtsextremismus
<input type="checkbox"/> Terrorismus
<input type="checkbox"/> Umweltverschmutzung
<input type="checkbox"/> Kriminalität
<input type="checkbox"/> Wohlfahrtssystem
<input type="checkbox"/> Inflation
<input type="checkbox"/> Steuererhöhungen
<input type="checkbox"/> Wahlsystem
<input type="checkbox"/> Justiz
<input type="checkbox"/> Immigration |
|--|---|

Im Chat: Sie haben unterschiedliche Informationen erhalten. Als Gruppe haben Sie die Ergebnisse von einer Umfrage in Deutschland und von einer in den USA bekommen. Arbeiten Sie zusammen, um die Statistiken zu vergleichen. Beantworten Sie bitte die folgenden Fragen:

- 1) Nennen Sie die fünf größten Probleme (in Prozent) in der amerikanischen und in der deutschen Gesellschaft.
- 2) Nennen Sie die fünf Probleme, die am geringsten (in Prozent) in beiden Gesellschaften waren.
- 3) Was sind die fünf größten Unterschiede (in Prozent) zwischen den Problemen in den Staaten und in Deutschland?
- 4) Wenn Sie noch Zeit haben, diskutieren Sie bitte, welche kulturelle Bedeutungen die größten Unterschiede implizieren könnten.

[You have received different information. As a group you have received the results of a survey in Germany and one in the United States. Work together to compare the statistics. Answer the following questions:

- 1) Name the five largest problems (in percentages) in the American and in the German societies.
- 2) Name the five problems that were the least troubling (in percentages) in both societies.
- 3) What are the five largest differences (in percentages) between the problems in the States and in Germany?
- 4) If you still have time, please discuss what cultural meaning the largest differences could imply.]

Discussion #6 – Jigsaw Task; Germany Statistics Handout

Statistiken aus Deutschland

Prozentzahl von den befragten Leuten, die die Kategorie als seriöses Problem genannt haben.

%	Kategorie
35,0	Arbeitslosigkeit
11,1	Armut
29,1	Ausländerfeindlichkeit
21,3	Drogensucht oder Drogen
17,8	Gewalttätigkeit
8,3	Obdachlosigkeit
49,0	Korruption in der Regierung
43,1	Krankheit
20,1	Krieg
8,6	Gesundheitssystem
74,6	Ausbildungssystem
44,8	Rechtsextremismus
25,1	Terrorismus
32,5	Umweltverschmutzung
27,5	Kriminalität
50,5	Wohlfahrtssystem
36,9	Inflation
23,0	Justiz
41,4	Immigration

Quellen: GEO.de – Umfrage: Wie sieht's aus, Deutschland?

http://www.geo.de/GEO/kultur_gesellschaft/gesellschaft/2004_09_GEO_umfrage/index.html?linkref=geode_shortcut und www.perspektive-deutschland.de

Discussion #6 – Jigsaw Task; US Statistics Handout

Statistiken aus den USA

Prozentzahl von den befragten Leuten, die die Kategorie als seriöses Problem gesehen haben.

%	Kategorie
7	Arbeitslosigkeit
11	Armut
63	Drogensucht oder Drogen
12	Gewalttätigkeit
17	Obdachlosigkeit
70	Korruption in der Regierung
18	AIDS
27	Krieg
62	Verletzung der Menschenrechte
54	Gesundheitssystem
7	Ausbildungssystem
6	Rassismus
23	Terrorismus
28	Umweltverschmutzung
54	Kriminalität
2	Wohlfahrtssystem
18	Ökonomie
2	Steuererhöhungen
14	Wahlssystem
23	Justiz
55	Immigration
14	die moralischen Werte

Quelle: www.pollingreport.com 2003/2004

Appendix C17: Guidelines for Discussion #6 – Decision-making Task

On **Wednesday, November 17th**, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
 - 2) Select your GER312K course
 - 3) Select “Groups” from the main page menu
 - 4) Select your assigned “Gruppe #X”
 - 5) Select “Collaboration”
 - 6) Select “Join” next to “Virtual Chat #6”
 - 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
 - 8) The language of the Discussion Board is German.
- Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from chapter 14 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

Hausaufgabe: Probleme in der Gesellschaft - Welche von den folgenden Themen halten Sie für Probleme in unserer amerikanischen Gesellschaft? Notieren Sie für jedes Thema von 1 (kein grosses Problem) bis 5 (ein sehr grosses Problem) Ihrer Meinung nach, wie schwerwiegend sie sind. Wenn Sie noch weitere Ideen dazu haben, die nicht auf der Liste sind, schreiben Sie sie bitte hinein! (Das meiste Vokabular befindet sich auf Seite 426 im Textbuch.)

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Arbeitslosigkeit <input type="checkbox"/> Armut <input type="checkbox"/> Ausländerfeindlichkeit <input type="checkbox"/> Drogensucht oder Drogen <input type="checkbox"/> Gewalttätigkeit <input type="checkbox"/> Obdachlosigkeit <input type="checkbox"/> Korruption in der Regierung <input type="checkbox"/> Krankheit <input type="checkbox"/> Krieg <input type="checkbox"/> Verletzung der Menschenrechte <input type="checkbox"/> Gesundheitssystem <input type="checkbox"/> Ausbildungssystem | <ul style="list-style-type: none"> <input type="checkbox"/> Rassismus <input type="checkbox"/> Rechtsextremismus <input type="checkbox"/> Terrorismus <input type="checkbox"/> Umweltverschmutzung <input type="checkbox"/> Kriminalität <input type="checkbox"/> Wohlfahrtssystem <input type="checkbox"/> Inflation <input type="checkbox"/> Steuererhöhungen <input type="checkbox"/> Wahlsystem <input type="checkbox"/> Justiz <input type="checkbox"/> Immigration |
|--|---|

Im Chat: Ihrer Meinung nach, was sind die größten Probleme in der amerikanischen Gesellschaft und warum? Als Gruppe, arbeiten Sie bitte zusammen, um eine gemeinsame Liste mit den 10 größten Problemen in der amerikanischen Gesellschaft (von dem schwerwiegendsten (1) bis zu dem unwichtigsten Problem(10)) zusammenzustellen, UND fügen Sie bitte die Liste dem Chat hinzu.

[In your opinion, what are the biggest problems in American society and why? As a group, work together, to decide on a common list of the 10 biggest problems (from the most important (1) to the least important problem (10)), AND please write the list at the end of the chat.]

Appendix C18: Guidelines for Discussion #6 – Opinion Exchange Task

On **Wednesday, November 17th**, we will complete an online chat assignment during part of our normal class period. WE WILL MEET IN MEZES 2.120 FOR ENTIRE CLASS PERIOD.

To join the chat:

- 1) Go to Blackboard (<http://courses.utexas.edu>); select “Login” and then enter your EID and password
 - 2) Select your GER312K course
 - 3) Select “Groups” from the main page menu
 - 4) Select your assigned “Gruppe #X”
 - 5) Select “Collaboration”
 - 6) Select “Join” next to “Virtual Chat #6”
 - 7) You may type and edit an entry at the bottom of the screen at any time. Once you hit submit, your entry will be posted to the discussion board and cannot be edited.
 - 8) The language of the Discussion Board is German.
- Online chat discussions count toward 5% of your final grade. You will be graded for your contributions to this chat based on the following guidelines:

Criteria	Points Earned
1. Did you actively contribute <i>to the discussion topic?</i> (e.g. related in some way to topic) Active = <i>at least 5</i> questions/suggestions/ideas/comments (although ‘toll’ and ‘Ja, das stimmt’ communicate a thought, they do not qualify here) (5 pts)	
2. Did you actively (see above) respond to the comments of others in the discussion. (5 pts)	
3. Did you use at least two new vocabulary items from chapter 14 or this handout? (2 pts)	
4. Did you use German throughout the discussion (isolated words in English are okay, but no phrases/sentences)? (3 pts)	
Total Points	

Please note = Though I want you to feel free to communicate your ideas, *any* use of profanity and/or degrading or offensive comments will result in a grade of ‘0’ for the chat.

Hausaufgabe: Probleme in der Gesellschaft - Welche von den folgenden Themen halten Sie für Probleme in unserer amerikanischen Gesellschaft? Notieren Sie für jedes Thema von 1 (kein grosses Problem) bis 5 (ein sehr grosses Problem) Ihrer Meinung nach, wie schwerwiegend sie sind. Wenn Sie noch weitere Ideen dazu haben, die nicht auf der Liste sind, schreiben Sie sie bitte hinein! (Das meiste Vokabular befindet sich auf Seite 426 im Textbuch.)

- | | |
|---|---|
| <p>_____ Arbeitslosigkeit</p> <p>_____ Armut</p> <p>_____ Ausländerfeindlichkeit</p> <p>_____ Drogensucht oder Drogen</p> <p>_____ Gewalttätigkeit</p> <p>_____ Obdachlosigkeit</p> <p>_____ Korruption in der Regierung</p> <p>_____ Krankheit</p> <p>_____ Krieg</p> <p>_____ Verletzung der Menschenrechte</p> <p>_____ Gesundheitssystem</p> <p>_____ Ausbildungssystem</p> | <p>_____ Rassismus</p> <p>_____ Rechtsextremismus</p> <p>_____ Terrorismus</p> <p>_____ Umweltverschmutzung</p> <p>_____ Kriminalität</p> <p>_____ Wohlfahrtssystem</p> <p>_____ Inflation</p> <p>_____ Steuererhöhungen</p> <p>_____ Wahlsystem</p> <p>_____ Justiz</p> <p>_____ Immigration</p> |
|---|---|

Im Chat: Als Gruppe, diskutieren Sie bitte die folgenden Fragen:
Ihrer Meinung nach, was sind die größten Probleme in der amerikanischen Gesellschaft UND warum?
Welche von den obengenannten Themen sind vielleicht nicht sehr schwerwiegend UND warum?
Wenn Sie Präsident(in) wären, was würden Sie ändern und wie?

[As a group, please discuss the following questions:
In your opinion, what are the biggest problems in American society AND why?
Which of the above-named themes are perhaps not so bad AND why?
If you were president, what would you change and how?]

Appendix D: Follow-up Survey – Main Study

Online Chats Follow-up Survey

Name: _____

This semester, you have participated in online chats. Please complete this survey based on this experience. Your responses will remain confidential. Please answer as honestly as possible. Your responses are greatly appreciated and will be very helpful in determining the integration of future chats in second-year language courses!

Open Response

1. What did you like most about using online chats in your German class? How do you feel they were beneficial?

2. What did you like least about using online chats in your German class? How do you feel they were not beneficial?

3. Which type of chat (jigsaw, decision-making, opinion exchange) did you like the best? Why?
Jigsaw – Group members received different information that was then exchanged to find a specific answer.
Decision-making – Group members worked together to come to agreement (make a list, etc.) about the topic.
Opinion Exchange – Group members discussed their opinions about the topic (no final answer required).
[See the accompanying handout for the exact tasks of each type you completed.]

4. Which type of chat (see above description) did you like least and why?

5. What suggestions would you make to improve the use of online chats in a future German class?

For the following questions, *please only circle one letter* that corresponds to the scale given below. Feel free to write additional comments you would like to make in the space provided.

SD - Strongly Disagree **D** – Disagree **N** – Neutral / No Opinion **A** – Agree **SA** - Strongly Agree

6.	I felt comfortable communicating in German in the online chats.	SD D N A SA
	Comments:	
7.	I did not feel worried or nervous before each online chat session.	SD D N A SA
	Comments:	
8.	I felt comfortable with the fact that other students in the class could read my ideas on the screen.	SD D N A SA
	Comments:	
9.	I felt comfortable with my classmates seeing mistakes I made in German.	SD D N A SA
	Comments:	
10.	I wrote less, because I was afraid of making mistakes in German.	SD D N A SA
	Comments:	
11.	The written (as opposed to oral) format of the online chat allowed me to feel more confident about participating.	SD D N A SA
	Comments:	
12.	I felt like I had enough German to get my point across.	SD D N A SA
	Comments:	
13.	Writing to my peers in the online chat contributed to a better atmosphere during non-computer based class sessions.	SD D N A SA
	Comments:	
14.	I got to know my classmates better, because of the online chats.	SD D N A SA
	Comments:	
15.	I was interested in what my peers wrote during the chats.	SD D N A SA
	Comments:	
16.	I was frustrated, when other students did not stick to the assignment.	SD D N A SA
	Comments:	
17.	I was frustrated, when other students did not stick to German.	SD D N A SA
	Comments:	
18.	I experimented more with German in online chat than I did in class.	SD D N A SA
	Comments:	

19.	Completing online chats in class helped me improve the quality of my writing skills in German.	SD D N A SA
	Comments:	
20.	Completing online chats in class helped me improve the quality of my speaking skills in German.	SD D N A SA
	Comments:	
21.	Completing online chats in class helped me improve the quality of my reading skills in German.	SD D N A SA
	Comments:	
22.	Completing the online chats improved my knowledge of German culture.	SD D N A SA
	Comments:	
23.	I felt more actively involved during chat sessions than in regular class sessions.	SD D N A SA
	Comments:	
24.	I participated more in the regular class sessions than in the chat sessions.	SD D N A SA
	Comments:	
25.	I felt comfortable with the amount of messages to read on the screen during the small-group chats.	SD D N A SA
	Comments:	
26.	I felt more comfortable with the amount of messages to read on the screen during the partner chats.	SD D N A SA
	Comments:	
27.	I feel that the small-group chat sessions were more interesting and motivating than the partner chat sessions.	SD D N A SA
	Comments:	
28.	I feel I participated more during the small-group chat sessions than during the partner chat sessions.	SD D N A SA
	Comments:	
29.	I feel I participated about the same amount during the partner and small-group chat sessions.	SD D N A SA
	Comments:	
30.	I feel that class time was not wasted in online chat sessions.	SD D N A SA
	Comments:	
31.	The online chats were a welcome change from the usual classroom routine.	SD D N A SA
	Comments:	

32.	I liked the jigsaw tasks (see handout) better than the decision-making tasks.	SD D N A SA
	Comments:	
33.	I liked the decision-making tasks better than the opinion exchange tasks.	SD D N A SA
	Comments:	
34.	I did not like any particular task-type (jigsaw, decision-making, opinion exchange) more than any other.	SD D N A SA
	Comments:	
35.	I felt the small-group chats were more beneficial than the partner chats.	SD D N A SA
	Comments:	
36.	I felt more comfortable in the small-group chats than in the partner chats.	SD D N A SA
	Comments:	
37.	I preferred the chat sessions with more detailed, specific assignments than the open-ended discussions.	SD D N A SA
	Comments:	
38.	I looked forward to the online chat sessions.	SD D N A SA
	Comments:	
39.	I would have liked more online chat sessions in this course.	SD D N A SA
	Comments:	
40.	Grading influenced the amount I participated in the online chats.	SD D N A SA
	Comments:	
41.	I felt like skipping class during online chat sessions.	SD D N A SA
	Comments:	
42.	I feel that participating in the online chat has been a positive experience.	SD D N A SA
	Comments:	

Would you be willing to participate in a short interview at your convenience concerning your experiences with online chats this semester? Yes No

Thank you for your feedback!

Example: Section 1 – Tasks Completed for Each Discussion

Chat 1 “Employment Ads” Jigsaw [Partner]: You and your partner have received different information. Work together in the chat to determine which person fits best with which employment. There is only one logical answer per person/position! Be sure that you have discussed all potential employees.

Chat 2 “Stereotypes of Men and Women” Decision-making [Small Group]: What do you think? Which of the above named stereotypes do you find to apply more to men? Which for women? What does this mean culturally? What consequences do these stereotypes have? Are some good – bad – unimportant? Discuss your opinions in the group. *Which stereotypes stigmatize women/men the most in society and in their private lives? As a group, you must choose one stereotype for women and one stereotype for men. You can also introduce a new stereotype! Make sure to list your choices at the end of the chat!*

Chat 3 “Student Budgets” Opinion Exchange [Partner]: What do you think? Is life as a student at UT expensive or not so expensive? Why or why not? What are the financial obligations of a student? What can one do to make money? What can one do to save money? Which costs of living are the most important? Which are not so important? Please discuss this theme in your group

Chat 4 “Household Technologies” Decision-making [Partner]: Which of the above-named technologies are the most important for you? *As a group*, assign each technology to one of three categories: Category 1 – the necessary technologies (without which you don’t want to live); Category 2 – the desired technologies (without which you could live, but you would prefer to have them); and Category 3 – the unnecessary technologies (without which you could live with no problem and which you wouldn’t miss at all).

Chat 5 “Student Schedules” Jigsaw [Small Group]: You have received different information. As a group you have received the schedules of two different students, who would like to get together to study. Work together to complete the following:

- 1) Fill in the activities from the other student into the table; and
- 2) Determine from that the three possible times that both could meet.
- 3) *Please write your name on the table and turn in the table at the end of the hour.*
- 4) If there is still time, please discuss, according to your schedule, which days are best or worst for you and why.

Chat 6 “Societal Problems” Opinion Exchange [Small Group]: As a group, please discuss the following questions:

- 1) In your opinion, what are the biggest problems in American society AND why?
- 2) Which of the above-named themes are perhaps not so bad AND why?
- 3) If you were president, what would you change and how?

Appendix E: Semi-guided Interview Questions

Effect of Task-Type on L2 Learner Output in Synchronous Computer-Mediated Communication

Semi-Guided Interview Questions

Questions for the qualitative interview with subjects will be selected from the following question bank or will be follow-up questions to responses resulting from these questions. Not all questions will be posed to each subject. Questions posed will be selected based on subject responses in the online chat discussions or exit survey in order to solicit more specific information about his or her experiences.

1. How do you feel you benefited most from the online chats you completed this semester?
2. What do you feel was of little benefit with regard to the online chats?
3. How would you improve the use of online chats in German class?
4. Why were you nervous about doing online chats in German class?
5. Why did you find online chats intimidating?
6. Why are you more confident with the written format of chats?
7. Why do you feel you have/do not have enough German to communicate effectively in the chats?
8. How do you feel the online chats have contributed to a better atmosphere in the regular class sessions?
9. How do you feel you have/have not gotten to know your classmates better?
10. How did you react when other students were off-task or wrote in English? What did you do?
11. How did you experiment with the language in the online chats?
12. Why do you feel your writing (speaking/reading) has/has not improved?
13. Why did you feel more/less actively involved in the online chats than in the regular class sessions?
14. Why did you feel uncomfortable with the amount of messages to read?
15. Why do you think you participated more in small-/whole-group chats?
16. Why do you think online chats are a waste of time (good use of time)?
17. Why did you like the open-ended/consensus tasks better?
18. Why did you like/dislike having the instructor participate?
19. Why do you prefer small-group chats to whole-group chats?
20. Why do you feel more comfortable in small-group chats?
21. Why would you prefer more/less structured chat sessions?
22. Why would you like more/less chat sessions during the course?
23. Why do you feel participation in the chats has been a positive/negative experience?
24. Do you have anything you would like to add regarding your experience with the online chats in German class this past semester?

Appendix F2: Sample Coding-Collocations, Frequency & Quality

RQ4 Section 1 (36440/9-10a); Discussion 1 - JP

	Restricted Lexical Composites				Restricted Grammatical Composites			
Student	TLCol	Correct	Approp	Non-attempts	TLCol	Correct	Approp	Non-attempts
1								
2								
3								
4								
5								
6								
7								
8								

Appendix G: Summary of SCMC Configurations for Language Objectives

Beneficial SCMC Discussion Configurations	
Objective	Task-Group Configuration
Increased Foreign (FL) Language Output	Decision-making-partner
Increased Holistic Quality of FL	Decision-making-partner
Increased Quality in Task Completion	Decision-making-partner
Limit Use of Non-FL	Jigsaw-partner
Limit Off-task Discussion	Opinion exchange-small group
Increased Use of Lexical Targets	Jigsaw-partner
Increase Grammatical Accuracy	Decision-making-partner
Increase Likelihood for Task Completion	Decision-making-small group
Increased Negotiated Interaction	no significant difference
Increased Collaborative Negotiation	Small group
Increased Use of Restricted Lexical and Grammatical Collocations	Opinion exchange-partner
Correct Use – Lexical Collocations	Decision-making-partner
Correct Use – Grammatical Collocations	Jigsaw-partner
Most Appropriate Use of Restricted Lexical and Grammatical Collocations	Opinion exchange-partner
Reduce Non-attempted Use of Lexical Collocations	Jigsaw-small group
Reduce Non-attempted Use of Grammatical Collocations	Decision-making-partner
Promote Learning of Discourse Strategies	Opinion exchange

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Vita

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