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**THE USE OF ONLINE CHATTING TO IMPROVE  
SPEAKING SKILLS FOR EFL  
UNIVERSITY STUDENTS**



**A Thesis Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Arts in English Language Studies**

**Suranaree University of Technology**

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**THE USE OF ONLINE CHATTING TO IMPROVE SPEAKING  
SKILLSFOR EFL UNIVERSITY STUDENTS**

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for a Master's Degree.

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วัตถุประสงค์ของการวิจัยครั้งนี้เพื่อศึกษาความสามารถทางภาษาในกรณีของความถูกต้อง  
ของภาษาเมื่อนักศึกษามหาวิทยาลัยเทคโนโลยีสุรนารี (มทส.) ใช้ห้องสนทนาออนไลน์ในห้องเรียน  
ภาษาอังกฤษ นอกจากนี้ประเภทของความผิดพลาดทางภาษาที่นักศึกษาผลิตในขณะที่แชทก็ถูกศึกษาด้วย  
เช่นกัน นอกจากนี้ความคิดเห็นของนักศึกษาถูกสำรวจหลังจากการแชทเช่นกัน ผู้เข้าร่วมของ  
งานวิจัยนี้คือนักศึกษา 40 คนที่เรียนวิชาภาษาอังกฤษ 1 ในขณะนั้น นักศึกษา 40 คนถูกแบ่ง  
ออกเป็นกลุ่มแชทเล็ก ๆ 10 กลุ่มและแชทกับเพื่อนในกลุ่มเป็นเวลา 10 สัปดาห์ วิธีการทางสถิติที่ใช้  
วิเคราะห์ในงานวิจัยนี้คือ การวิเคราะห์ความแปรปรวน (ANOVA) ใช้เพื่อศึกษาเวลาแชทที่มี  
ผลกระทบต่อพัฒนาความถูกต้องของภาษา ประเภทของความผิดพลาดทางภาษาถูกแบ่งประเภทตาม  
เนื้อหาของเรียนของวิชาภาษาอังกฤษ 1 และถูกวิเคราะห์โดยค่าความถี่และเปอร์เซ็นต์ สุดท้าย  
ความคิดเห็นของนักศึกษาถูกตีความและวิเคราะห์ด้วยค่าความถี่และเปอร์เซ็นต์เช่นกัน จากผล  
การทดลอง ความถูกต้องของภาษาไม่แสดงนัยสำคัญทางสถิติที่ค่าความเชื่อมั่น  $p < 0.091$  เมื่อเวลา  
แชทเพิ่มขึ้น ผลของความผิดพลาดทางภาษาพบว่าความผิดพลาดของรูปแบบประโยคแสดงเปอร์เซ็นต์  
สูงที่สุด จากผลของคำถามงานวิจัยที่ 1 และ 2 ซึ่งให้เห็นว่าเวลาแชทไม่กระทบต่อการพัฒนาการ  
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นักศึกษามทส. ได้แสดงความคิดเห็นเกี่ยวกับการใช้ห้องสนทนาออนไลน์เพื่อการพัฒนา  
ภาษาอังกฤษในแบบสอบถามด้วย

สาขาวิชาภาษาอังกฤษ  
ปีการศึกษา 2554

ลายมือชื่อนักศึกษา \_\_\_\_\_  
ลายมือชื่ออาจารย์ที่ปรึกษา \_\_\_\_\_

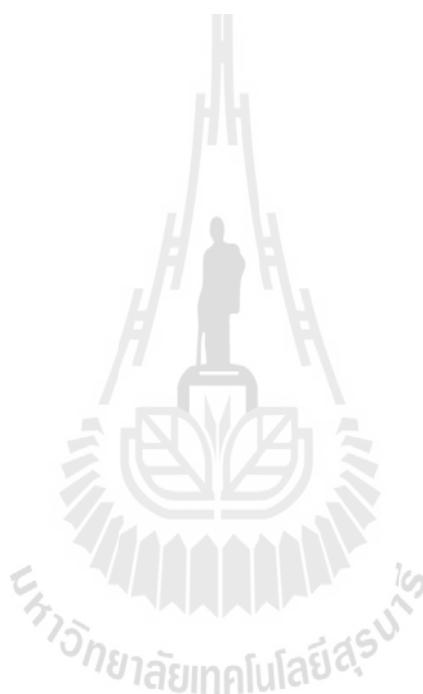
WORAWAN SLEESONGSOM : THE USE OF ONLINE CHATTING TO  
IMPROVE SPEAKING SKILLS FOR EFL UNIVERSITY STUDENTS.

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ONLINE CHATTING/ SPEAKING SKILLS/ LANGUAGE ACCURACY/  
LANGUAGE ERROR TYPES

The purposes of this study were to investigate the language ability in terms of language accuracy when Suranaree University of Technology (SUT) students used chat rooms in the English classroom. It also investigated the types of language errors that students produced while chatting. Furthermore, the students' opinions were explored after chatting. The participants of this study were 40 EFL students who were studying English 1. The students were separated into ten small chat groups and chatted in a group with their classmates for ten weeks. The statistical analysis used in the current study was ANOVA which investigated how the chat sequences affected language accuracy improvement. The language error types were categorized by following the course outline of English 1 and analyzed by frequency and percentage. Finally, the students' opinions were coded and analyzed by frequency and percentage as well. From the results, the language accuracy did not show a significant difference at  $p < 0.091$  when the chat sequences increased. The results of language error types found that an error of sentence forms had the highest percentage. The results of research questions one and two indicated that chat times did not affect language accuracy improvement or language error types that found in chat rooms. Moreover,

SUT students also gave their opinions in a questionnaire about using online chatting for improving English speaking skills.



School of English

Student's Signature\_\_\_\_\_

Academic Year 2011

Advisor's Signature\_\_\_\_\_

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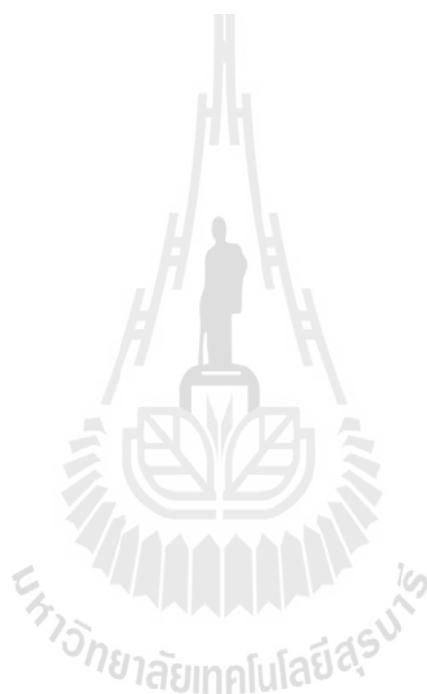
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# **CHAPTER 1**

## **INTRODUCTION**

This study aims to use online chatting as a technological tool to investigate how chat sequences affect language accuracy improvement. And the language error types that are produced by students are also investigated to explore their language improvement by using online chatting. Moreover, students' opinions are also explored after they have chatted online in the English language classroom. This chapter includes the background, the rationale, the purposes, the research questions, the scope and limitations of the study, definitions of the key terms, the significance of the study, and a summary.

### **1.1 Background and Rationale of the Study**

In Thailand, Thai students study English as a foreign language (EFL). The English curriculum for Thai students focuses on practicing language skills (speaking, listening, writing, and reading). However, Thai students study English by following the textbook rather than practicing English in real situations. Therefore, they have fewer chances to use English than in countries where English is taught as a first or second language. They cannot produce complicated sentences and lack grammar and vocabulary accuracy (Sangarun, 2003). Additionally, Thai students have a limited knowledge of grammar and vocabulary which affects their self-confidence in speaking in English. Noom-ura (2008) mentions the problems for Thai students in

the English classroom are utterance, grammar inaccuracy, and pronunciation needs concentrated listening. Designing tasks and curriculum for Thai students is to motivate them to study English by using the tools in language classrooms. Wiriyachitra (2001) explains that Thai university students encounter difficulties in learning English because they lack an opportunity to use English in their daily life. They need the grammar and vocabulary knowledge to construct sentences. Richards (2001) proposes that learning and teaching English based on the study of Latin that became the standard in studying foreign language. Textbook was covered by grammar and vocabulary. Students needed to memorize grammatical structure and lexical items to make correct sentences. Richards (2001) and Sangarun (2003) support that grammar and vocabulary knowledge are also needed for practicing four skills; writing, reading, listening, and speaking skills. Richards (2001) also mentions that moving from focus on form, the communicative approach focuses on using the language and is becoming the trend in foreign language teaching. Students study language for communicating rather than memorizing the forms to make correct sentences. Van De Bogart (2006) proposes that Thai students need to speak and learn English conversation but they do not need to memorize grammatical structure and worry about grammar accuracy while making sentences in real time. They need only to know how to have a conversation using English. Abrams (2003) suggests that teaching and learning speaking skills for EFL students requires vocabulary and grammatical knowledge and accuracy to produce any output. From the problems mentioned above, it is obvious that students need more opportunities to practice their English. They also need more vocabulary and grammatical knowledge to produce language.

Similarly, the problems of learning and teaching English at Suranaree University of Technology (SUT) are that SUT students have a limited knowledge of the language with respect to its grammar and vocabulary (Sangarun, 2003). In addition, Wannarak (2001) claims that SUT students can communicate in English only at a low level. They cannot communicate in English in real situations when they meet foreigners. She also asserts that it is because students have few chances to practice English outside the classroom and they have limited grammar and vocabulary knowledge to construct sentences.

According to Suppasetsee (2000), the use of the computer in teaching English can help teachers to save time in teaching and enhance the students' computer and language skills. SUT provides the technological tools for language learning and teaching. Moodle is an e-learning course that is available for SUT students, and teachers can use it to design their own courses (Suppasetsee and Dennis, 2010). Free Internet access and computer rooms are available 24 hours a day throughout the campus. The university also provides a fully equipped English Language Resource Unit (ELRU) and computer labs to help students with their English learning (Suppasetsee, 2000). According to Apibalsri and Pramoolsook (2002), the Internet, email, chat rooms, web board, and teleconferencing have called for the need to revise and adjust the way teachers teach, the way students learn, the printed materials and classroom activities to suit learning and teaching in the new era.

To encourage students to have more opportunity to practice and use language and to enhance their vocabulary and grammatical knowledge, they are encouraged to use free chat rooms and the web board on the Internet to communicate with people around the world. Computer Assisted Language Learning (CALL) can motivate them

to learn and improve their English (Charupan, Soranastaporn, and Suwattananand, 2001; Lai and Zhao, 2005). Computers can be used to help students communicate comfortably by means of Computer Mediated Communication (CMC) (Abrams, 2003; Almeida d'Eça, 2003; Chen, 2005). CMC on the Internet includes investigation of information, interactive collaborative learning groups, and the use of language in real world situations (Charupan et al., 2001). CMC can be Asynchronous Computer Mediated Communication (ACMC) which is unreal-time communications on the Internet such as email, web board, blogs, and so on, or Synchronous Computer Mediated Communication (SCMC) which is real-time communication on the Internet, such as chat rooms, videoconferences, telephone conferences, and so on (Charupan et al., 2001; Apibalsri and Pramoolsook, 2002; Abrams, 2003; Yuan, 2003; Alahmadi, 2009). Both ACMC and SCMC are very useful in language learning and teaching. Almeida d'Eça (2003) mentions that language teachers often see difficulties in getting students to use language in the classroom. However, online chatting which is a type of SCMC can motivate language students to interact with people in real-time in the same way as in a face-to-face interaction. In addition, Peterson (2001) mentions that the nature of online chatting in language learning can encourage students to produce language and it can also help develop language skills and knowledge. Moreover, some studies also explore language error types in chat rooms to help provide teachers with the knowledge of students' weak points in grammar. For example; Yuan (2003) investigated error types in chat rooms, the results show that the participants' self-repair when they get errors in chat rooms. Lai and Zhao (2006) mention that chat rooms promote students to notice their errors and they can see their linguistic mistakes more than in face-to-face conversation. Abrams (2003) proposes that

students can see their errors in conversations in web board and chat rooms. For students who have limited grammar and vocabulary knowledge, the corrective feedback can help them to improve their language skills (Truscott, 1999).

Several studies in Second Language Acquisition (SLA) have explored the opportunities of online chatting to provide students with a greater awareness of forms and meanings. Online chatting also explores and investigates the quantity of language production, its accuracy, and the types of language errors produced (Kern, 1995; Peterson, 2001; Abrams, 2003; Yuan, 2003; Chen, 2005; Nik, 2010). Abrams (2003) proposes that the online chatting can enhance language knowledge in terms of lexical richness, lexical density, complexity, and the amount of language production. Chen (2005) mentions that online chatting can enhance authentic input and students can practice vocabulary and grammatical knowledge. Furthermore, Yuan (2003) suggests investigating the amount of error types in a chat conversation can guide instructors towards the means of improving their students' language competences.

Based on previous research and problems in teaching and learning English in SUT context, online chatting has proved its importance in providing a positive online learning experience and its potential to facilitate language learning. Therefore, the current study has integrated online chatting into English classrooms at SUT in order to examine its effectiveness to learning and teaching language.

## **1.2 Purposes of the Study**

This study aims

- 1.2.1 To investigate how chat sequences affect the language accuracy. The students' language accuracy may be improved by using online chatting.
- 1.2.2 To investigate language error types produced by students in chat rooms. The language error types may provide teachers and students with the opportunity to see the errors and correct the errors to help improve grammatical knowledge.
- 1.2.3 To explore students' opinions about using online chatting for improving their English speaking skills.

## **1.3 Research Questions**

The following questions guided the research:

- 1.3.1 What are the effects of chat sequences on language accuracy?
- 1.3.2 What are the language error types produced by students in online chatting?
- 1.3.3 What are the students' opinions about the advantages and disadvantages of using online chatting for improving English speaking skills?

## **1.4 Scope of the Study**

- 1.4.1 The population of this study were the students at Suranaree University of Technology (SUT), Thailand. These students were studying English 1 course in trimester 1/ 2010. At the time the data was being collected, the result cannot be generalized to other populations.

- 1.4.2 The language error types follow the topics for speaking in English 1, Unit 1 “All about You”, Unit 3 “Favorite People and Celebrities”, Unit 4 “Routines”, and Unit 5 “Free Time and Hobbies”.
- 1.4.3 This study does not focus on the articles “a”, “an”, or “the” and prepositions because conversations are real-time and those can be avoided in spoken language.

## 1.5 Definitions of Key Terms

Definitions of the key terms used in this study are as follows:

- 1.5.1 **Computer Assisted Language Learning (CALL)** is defined as the uses or applications of the computer and new technology as a tool for language learning and teaching. The uses and applications of CALL aim to develop language skills for learners.
- 1.5.2 **Computer Mediated Communication (CMC)** is defined as a communication that takes place between human beings via the technical tools of a computer.
- 1.5.3 **Asynchronous Computer Mediated Communication (ACMC)** means ‘unreal-time’ network communication. The users have to post or send messages to other users, the messages will be opened when the receiver logs in and opens their mailbox i.e. email, private messages, web board discussion, etc.
- 1.5.4 **Synchronous Computer Mediated Communication (SCMC)** means ‘real-time’ network communication such as online chatting, video

conferencing, telephoning, etc. with this type of communication, the participants interact with other people in real-time situations.

1.5.5 **Online chatting** means a communication tool on the Internet. Chat users have to sign up to be members of the program where they can enter or join the chat rooms. There are many free online chatting opportunities on the Internet such as Hotmail Messenger (MSN), Yahoo Messenger, SKYPE, etc. Online chatting in this study is text-chatting in a Moodle e-learning course that available at SUT.

1.5.6 **Language accuracy** means the grammatical accuracy in the way that the sentences or words are constructed. Moreover, the accuracy concerns the extent to which the language produced conforms to target language norms. In this study, language accuracy prefers to examine how accurately specific grammatical features such as sentence forms, subject-verb agreement, word choices, plural forms, time expressions, frequency adverbs, and possessive adjectives.

1.5.7 **Language error types** mean grammatical errors in the way that sentences or words are constructed. In this study, language error types will be limited to the course outline in English 1. The language error types includes the errors of sentence forms which are errors in sentence organizations such as using tenses (e.g. \* I *playing* computer). The errors of subject-verb agreement are errors in words formation (e.g. \* where *are your home?*). The errors of word choices are errors in word selections which influence on the meaning of words (e.g. \* someweekend, I'm *stay to sleep* in my room). The errors of plural forms

are errors in using wrong form of plural (e.g. \* I make a phone calls everyday). The errors of time expressions are errors in word formation such as missing words (e.g. \* I use computer evening). The errors of frequency adverbs are errors in wrong word order or missing words (e.g. \* I go to library two on week). And the errors of possessive adverbs which are errors in using wrong words or wrong selection of possess adverbs (e.g. \* I like his her music).

## 1.6 Significance of the Study

The results obtained and the conclusions may provide some implications for both language teachers and language students. For example,

- 1.6.1 The findings of this study are useful for language teachers to find out the students' common errors. And the teachers can correct the common errors to improve or enhance the grammatical knowledge of their students.
- 1.6.2 The findings of this study suggest ways of encouraging language students to improve their language abilities and enhance their motivation and self-confidence in communicating in English.
- 1.6.3 The findings of this study are useful for language teachers and students in terms of using online chatting as a technological tool for communication inside and outside classrooms. Moreover, the findings of students' opinions from this study may be used as a guide to integrate online chatting into the learning and teaching of English and of other subjects.

## 1.7 Summary

This chapter provides a brief introduction to the current study. First, it starts with the background and rationale of the study. It then, provides the purposes of the study, the research questions, the scope of the study, the definitions key terms, and significance of the study. Some explanations of useful items are also provided in this chapter respectively. In the next chapter, the review of related literature on using online chatting in language classrooms will be presented.



## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter presents a review of the related literature about the uses of online chatting in language teaching and learning which deal with (1) Computer Assisted Language Learning (CALL), (2) online chatting in language teaching and learning, (3) related studies in using online chatting for the improvement of speaking skills, (4) related studies in using online chatting for language accuracy and error types, (5) a summary.

#### **2.1 Computer Assisted Language Learning (CALL)**

Computer Assisted Language Learning (CALL) is defined as the uses and applications of computer and new technology in language learning and teaching to develop language for learners. The main aim of the uses of CALL is to develop the following language skills of students; speaking, listening, reading, and writing (Warschauer, 1996; Torut, 1999; Gong, 2002; Gündüz, 2005; Almekhlafi, 2006; Lai, 2006). CALL has more advantages for the language students and the instructors; however, it still has some limitations of applications into language classrooms. Here are some advantages of CALL in language learning and teaching.

##### **2.1.1 Advantages of CALL**

Many studies present the advantages of CALL in language teaching and learning (Torut, 1999; Gong, 2002; Gündüz, 2005). First, CALL provides

technological tools in language learning and teaching. Torut (1999) proposes that computers can provide greater assistance to students. CALL can be adapted to learners' abilities and preferences. CALL can be used to develop students' language abilities and their needs. It offers authentic tools for improving language skills i.e. writing, reading, listening, and speaking (Gong, 2002). Next, both language teachers and students can save time when using CALL materials in class room. Gündüz (2005) mentions that the use of CALL can save time for students in doing their assignments because it is easier and faster than using paper and pencil while being readily available to the instructors for the correction of their assignments and for providing them with feedback. Moreover, CALL can motivate students to study and use the target language. Jacob (2009) explains that CALL offers many technological tools for learning and teaching which can enhance students' motivation. For example, some programs offer reading skills practice, during which students can read texts on the screen of the computer, which combines sounds and images or animation to motivate them to practice and focus on their reading (Sangarun, 2003; Jacob, 2009). Then, CALL promotes positive learning environment to students. Lai (2006) and Han (2008) suggest that CALL provides students with an opportunity to learn language in a positive learning environment. It motivates them to study and practice language with using a computer and offers many authentic materials which are online i.e. language games, web board discussions, online chatting, and so on. These materials also reduce stress and anxiety of the students. It encourages them to study at any time either at school or at home by connecting to the Internet. Also, Han (2008) proposes that the Internet is beneficial to English language teaching. It can provide a new and interactive means of overcoming time and distance. Charupan, Soranastaporn, and

Suwattananand (2001) present that the Internet and CALL can promote a new interaction that is Computer Mediated Communication (CMC) that can provide students with the opportunity to use language in real world situations.

Another advantage of CALL is that it can enhance self-confidence of students when they use the language. Because students relax, it is easier for them to produce language when they learn a language on the computer (Gong, 2002). As points out above, some CALL materials can motivate students to practice and use the language. For example, the uses of text-chatting, voice-chatting, email, and webboard, which are free online programs on the Internet for communicating with people around the world because they have self-confidence in using the language (Almeida d'Eça, 2003). Motivation and self-confidence affect students' attitudes towards language learning. Jayachandran (2007) supported that CALL enhances the motivation and self-confidence of students in learning the language, especially when it is used for communication. Charupan et al. (2001) also point out that the use of CALL can make students more active. However, if the design of the online activity is not appropriate to the level of the students or not appropriate to the contents, the students may remain passive.

In conclusion, the advantages of CALL in the language classrooms are to develop the language skills of the students, provide authentic materials for students to learn the language, to assist the instructor in correcting work and giving feedback easily, and to motivate and enhance the self-confidence of the students. Moreover, the time is flexible, so when students want to study the language on the computer it is available on the Internet anytime and anywhere. Although there are many advantages of CALL, there are also some limitations, which will be dealt with in the next section.

### **2.1.2 Limitations of CALL**

Although CALL has many advantages, it also has some limitations for students, teachers, schools, and learning environments.

Firstly, CALL is expensive. Torut (1999) proposes that the high costs of using CALL are a problem for schools, where lack of an adequate budget for the implementation of CALL can be a serious problem because some software is also very expensive. Furthermore, Lai (2006) mentions that the design of good software requires expensive equipment and teamwork on the part of the programmers. Han (2008) also supports that a limitation of CALL is caused by financial barriers support the hardware and software, and the programs are continually being updated as the technology develops. The teamwork of programmers, computer labs, and an Internet connection are also needed on the campus.

Secondly, instructors and students who lack knowledge in using CALL. It is necessary that they should have a basic technological knowledge before using computer and computer programs to assist language teaching and learning (Gündüz, 2005; Lai, 2006). Han (2008) points out that language instructors and students need training to use the computers if the schools decide to include CALL in the syllabus. They need the technical knowledge about computers, the Internet, new programs and software that are developing very fast.

Thirdly, CALL may be inappropriate to language teaching if the software and course material are poorly designed, it may not be suitable to all activities that go on in the classroom (Gündüz, 2005; Han, 2008). The appropriate programs should be considered for students' levels and needs. Jayachandran (2007) points out that

programmers and instructors or authors should consult, design, and develop CALL activities and materials together.

Fourthly, the demand of computer memory for software is another limitation. Torut (1999) presents that CALL materials need a large memory for the storage of high quality digitized speech or video clips, sound files, and other recorded materials. Gong (2002) proposes that the software also has an effect on the quality of the system as well as the Internet connection. CALL materials and large files on the Internet may affect downloading. These problems may reduce students' motivation. Additionally, Jayachandran (2007) supports that accessing audio, video and graphic files on the Internet can be slow and unreliable on modem connections. These affect searching activities and materials on the Internet and search engines on the web which definitely takes time. Users may end up with no information after taking many hours of searching (Torut, 1999; Gong, 2002; Jayachandran, 2007). Torut (1999) argues that computer hardware is difficult to install and it needs a large memory. Large multimedia files, image, graphic and sound, video clips, etc., all need disk space.

Finally, unexpected situations or technical problems can be one limitation. For example, the Internet is too slow while using CALL. It may take a long time to give and to receive feedback on internet-quizzes (Torut, 1999).

The limitations of CALL i.e. budget, the basic technological knowledge of instructors and students, appropriate software, the quality of computer memory, Internet connection, and technological problems should be considered. Also, several kinds of CALL provide programs for communication. One kind of CALL is online chatting which is used to encourage students to interact with people and to practice and use the language. This is dealt with in the next section.

## **2.2 Online Chatting in Language Teaching and Learning**

Synchronous Computer-Mediated Communication (SCMC) is defined as online real-time communication where the users interact with each other by using computers and an Internet connection for online chat rooms, interactive television, video conferencing, telephone conferencing, etc (Spencer and Hiltz, 2002; Smith, 2003; Smith, 2004; Mason and Rannie, 2006). Online chatting is a kind of SCMC. Online chatting is a real-time interaction, usually written, between people over either a local- or wide area Network (Lampe, 1999). It can be separated into two types which are text-chatting and voice-chatting (Lee, 2002a). The users in chat rooms can communicate with people around the world where they have computers and connection to the Internet (Compton, 2004). Lee (2002a) mentioned that messages of users are typed, sent, and received instantaneously which is similar to the spoken language in face-to-face interaction. Moreover, Compton (2004) and Lee (2002a) supported that the users can use materials in online chatting i.e. text-colors, send images while chatting, emoticons, and so on. The online chatting is used in language classrooms to motivate students to produce language and practice grammar and vocabulary knowledge in real-time. Therefore, online chatting should be considered for integration in language classrooms.

### **2.2.1 Advantages of Online Chatting**

Some features of online chatting provide advantages for language teaching and learning. Many studies in the area of online chatting for improving language skills suggest that the use of online chatting has a good effect on language learners (Spencer and Hiltz, 2002; Paulus, 2007) such as improving speaking and reading skills,

enhancing communication and computer skills, increasing enjoyment and self-confidence, and motivating language students to produce language (Beauvois, 1998).

Moreover, online chatting can be a technological tool to explore and improve the oral proficiency of language learners (Abram 2003; Chen, 2005; Shekary and Tahririan, 2006; Tudini, 2007; Satar and Özdener, 2008; Alahmadi, 2009). SLA research also uses online chatting as a tool to investigate error types and linguistic forms (Yuan, 2003), to develop an awareness of forms and meanings (Yuan and Ellis, 2003), and to improve the lexical and grammatical competence of the language learners (Sotillo, 2000; Smith, 2004; Sotillo, 2005; Sanders, 2006; Xiao, 2007; Blake, 2009; Nik, 2010).

Another advantage of online chatting is fast and easy communication for language students. The students can use it anytime and anywhere there is a computer and an Internet connection (Lampe, 1999; Lai, 2006). It provides real-time interaction and it allows students to exchange different cultural ideas and to practice a foreign language at the same time (Freiermuth, 2001). It can be used in L1, L2, and the EFL classrooms to provide students with the opportunity to use and practice language with native and/or non-native speakers inside and outside the classroom (Kötter, 2001).

Next, Yuan (2003) and Chen (2005) mention that online chatting encourages students to participate in conversations and it allows them to share and discuss their ideas with their friends. Chat rooms demonstrate a high level of language use. It can motivate shy participants to produce more language than in face-to-face interaction (Böhlke, 2003). Students can practice and produce language by using online chatting as technological tool with respect to practice grammatical and lexical knowledge (Blake, 2009).

Furthermore, the participants in chat rooms have more self-confidence in producing language because they have time to analyze their own messages and they feel free to produce more language than in a face-to-face interaction (Beauvois, 1998). Online chatting affects students' attitudes to language learning because it can reduce anxiety and enhance their self-confidence while they are chatting online, supported by Smith et al., (2003). The participants in chat rooms can transfer their speaking skills from chatting to their oral proficiency with regard to grammar and vocabulary (Abrams, 2003). Furthermore, they have more opportunities to practice language. Chat room discussions, by nature, are highly communicative, interactive, and collaborative activities, which are ideal for language production and accuracy (Compton, 2004; Blake, 2009).

Also, online chatting can be an alternative instructional method that can be used to promote oral proficiency (Compton, 2004). It can be a technological tool for language students to practice speaking skills and others language skills i.e. reading, writing (typing), vocabulary, and grammar while chatting (Smith et al., 2003). Therefore, online chatting allows the instructor to give corrective feedback on the chat scripts to improve students' grammar (Yuan, 2003). Finally, conversations from chat rooms can be used to investigate language production, accuracy, and error types in order to improve the language skills of learners (Panova and Lyster, 2002; Pérez, 2003).

In conclusion, these are advantages in using online chatting in the language classroom, as mentioned above, the online chatting can be considered to use for encouraging language student practice language in real-time same as face-to-face interaction. Therefore, they may feel relaxed to produce language because chat rooms

can reduce their self-consciousness and enhance their self-confidence. The students also improve speaking and reading skills while chatting. Although, online chatting has many advantages in language classroom; it has some limitations that will be presented in the next section.

### **2.2.2 Limitations of Online Chatting**

An integration of online chatting into language classrooms should consider the following. First, text-chatting does not allow the users to practice pronunciation and listening skills same as does voice-chatting (Xiao, 2007). Moreover, users of online chatting cannot use eye contact and body language the same as in face-to-face interaction (Tudini, 2007).

Secondly, rapid typing seems to encourage students' fluency in terms of language production, rather than accuracy and complexity (Nik, 2010). The users may not focus on accuracy while chatting (Lee, 2002a). The speed of conversations in chat rooms may make users worried or annoyed when the chat room is busy and the students will be confused in conversations (Böhlke, 2003).

Another limitation is that group sizes in chat rooms are limited. Each chat group should have two to five members; otherwise conversations may be confusing and reduce the students' motivation (Lampe, 1999; Freiermuth, 2001; Böhlke, 2003).

Also, technological and Internet connection problems can occur while students are chatting. If the Internet connection is lost, it will slow down communication. There are unexpected situations that may reduce the motivation of chat users (Almeida d'Eça, 2002).

Moreover, the amount of time spent on chatting should also be considered, because it has an influence on the motivation and anxiety of students. If each chat

sequence takes a long time, some students may be active and/or some students may be passive (Xie, 2002).

Then, the design of tasks and the selection of topics for chatting can either increase or reduce the motivation of the students. The design of tasks should consider grade level when designing the tasks and selecting the topics of chatting (Abrams, 2003; Xiao, 2007).

Furthermore, Bölhke (2003) mentioned that participants in chat conversations may copy or memorize incorrect sentence forms from their friends, however, the corrective feedback during or after chatting may help them to improve their grammar.

The last limitation, Almeida d'Eça (2003) proposed that the abbreviations and simplifications are being used more and more nowadays, especially among the younger generation. This is obviously related to the new communication media, such as emails, instant-messaging, and mobile phones. In chat rooms, people tend to use the shortest text possible in the shortest time possible such as thx (refers to “thanks”), pls (refers to “please”), how r u (refers to “how are you”), ur right (refers to “you are right”), and so on. Although, the abbreviations and simplifications can help the chat users to save time in typing, they may cause some chat users to misunderstand the conversations or some users may not know the meaning of the shorter texts.

In brief, it can be seen that online chatting has its limitations and it can affect students who use it by improving their speaking skills. Language teachers should also consider how to apply the use of online chatting into classrooms for teaching speaking and improving language skills to students.

## **2.3 Related Studies in Using Online Chatting for the Improvement of Speaking Skills**

Several related studies present that an application of online chatting in language teaching and learning aims to encourage students to produce language and practice vocabulary and grammatical knowledge (Beauvois, 1998; Almeida d'Eça, 2003). Since online chatting had been utilized in EFL/ESL traditional classrooms, a lot of research (Abrams, 2003; Compton, 2004; La Point and Barrett, 2005) has reported differences between the practice of speaking skills in online chatting interactions and face-to-face interactions which show that students can obtain benefits from online chatting rather than from a group who practice speaking skills in face-to-face interactions (Beauvois, 1997; Smith, 2003; Blake, 2009).

The previous studies deal with the use of online chatting in the language classroom can help students to improve their speaking skills. Abrams (2003) tested how Computer Mediated Communication (CMC) can help EFL students to improve their oral proficiency by comparing the performance of three groups of participants (a control group, a chat group, and a webboard group). The results confirm that both online chatting and webboards can help students improve their oral proficiency. The quantity of language produced in a chat group increased, but the quality of language indicated that there were no significant differences among the three groups, both lexically and syntactically.

To support this, Compton (2004) investigated the uses of ICQ (free chat program on the Internet) to improve oral fluency. The results show that the participants improved their speaking skills. They could transfer their own output and their friends' output from chat room conversations to their own speaking skills. They

also expressed their opinion that they were better prepared to speak in class because they practiced and prepared the conversations beforehand in a chat room. Therefore, they thought that this enhanced their self-confidence in using the language.

Moreover, Beauvois (1997) compares the average oral test scores of students who participated in a weekly chat discussion with those in a comparable group who participated in a traditional face-to-face discussion. The findings show that students in chat groups demonstrated significantly higher mean scores on periodic oral exams than students in the face-to-face discussions.

And to support online chatting and speaking improvement, Payne and Whitney (2002) compare the oral proficiency development of 24 EFL students who participate in both chat and face-to-face activities with 34 students who participate in only face-to-face activities. Students in chat groups are found to have made significantly higher gains in oral proficiency than students in face-to-face groups.

Blake (2009) also examines the effect of text-based chats on oral fluency development of 34 ESL learners who participated in the same six-week course but in separate instructional environments; a text-chatting environment, a traditional face-to-face environment, and a control environment that involved no student interaction. The results found that the gain scores of participants in text-chatting environment are significantly higher on the phonation time ratio and mean length of run measures than the gain scores of participants in face-to-face environment and control environment. The findings suggest that text-chatting can be a useful way of building oral fluency by improving the lexical and grammatical knowledge for language students.

Online chatting can encourage students to produce language and improve speaking skills. Kern (1995) compares the quantity and characteristics of the

discourse produced by two groups of EFL students during text-chat group and oral class discussion on the same topic. The results show that the students have over twice as many turns, produced two to four times more sentences, and they use greater variety of discourse functions when chatting than they do in their oral discussion. Warschauer (1996) also explores the amount of student participation among 16 ESL students who engage in alternating online chatting and face-to-face discussions on assigned topics. Analysis of transcripts from both environments indicates a greater equality of participation and higher participation rate overall, as measure by numbers of words uttered per speaker, in online chat discussion.

To support that online chatting can encourage students to produce and practice speaking skills, Sanders (2006) compares language production of ESL students who use online chatting during class time with the students who use online chatting out of class. The study includes about 100 participants enrolled in 10 sections of a first-quarter Spanish course at a U.S. university. Students in the control group spend 30 minutes of their weekly class time in computer labs completing a chat room assignment. Students in the experimental group plan their own schedules for meeting 30 minutes each week, outside of class time, in chat rooms. Transcripts of the chat sessions were analyzed for duration, turns, words, vocabulary, socially appropriate comments, and comments off task. Production was greater when students met with their own work groups outside of class because they feel free to produce language without assigned topics.

Also online chatting can help students to communicate easier than face-to-face interaction. They can improve their communicative competence. Chun (1994) analyzes transcripts from 14 chat sessions that take place in a first year German

language class. The findings show that online chatting is beneficial for the development of interactive competences of EFL students such as turn-taking, asking and responding to questions, and discourse management. The findings suggest that online chatting can be a technological tool to improve and encourage EFL students to produce and practice language.

In summary, online chatting can lead to the improvement of speaking skills. It can be used for the improvement of speaking with regard to the practice of the students' lexical and grammatical knowledge, motivation, and self-confidence. These are the general reasons for using online chatting in the language classroom to improve students' speaking skills. Online chatting is used for communicating and learning language by means of computer and an Internet connection. It can enhance both computer and language skills at the same time. Therefore, it can also be used as a tool for investigating language accuracy. Also, different types of errors in the language can be explored. These will be presented in the next section.

## **2.4 Related Studies in Using Online Chatting to Improve Language**

### **Accuracy and Error Types**

The emergence of online chatting has gained in popularity and is considered a particularly effective means to facilitate second language acquisition (Abrams, 2003; Yuan, 2003). Several research studies in Second Language Acquisition (SLA) use online chatting to motivate students to produce language and it also allows instructors to explore error types and investigate language accuracy (Sotillo, 2000; Smith, 2004; Fiori, 2005; Sotillo, 2005; Sanders, 2006; Sauro and Smith, 2010). These studies show that online chatting allows students to develop not only linguistic competence,

but also communicative competence in the second language by actively negotiating meaning and forms with others. Correction of errors also helps the students to be aware and improve their language while producing language in chat rooms. Therefore, language error types can be examined in order to explore students' weak points and to guide instructors in ways to improve their grammatical knowledge (Lampe, 1999).

Sotillo (2000) investigates discourse functions and syntactic complexity in ESL students' output that are obtained from two experimental groups; APMC group and SCMC group discussions. Two instructors and twenty-five students from two advanced ESL writing classes participated in the study. The results show that the quantity and types of discourse functions present in synchronous discussions are similar to the types of interactional modifications that are found in face-to-face conversations. Discourse functions in asynchronous discussions are more constrained than those found in synchronous discussions and similar to the question response-evaluation sequence of the traditional language classroom. Concerning syntactic complexity, the delayed nature of asynchronous discussions gives learners more opportunities to produce syntactically complex language. In the hands of experienced teachers, both APMC and SCMC can be used as tools to enhance the language acquisition process by encouraging interaction among participants, collaborative text construction, and the formation of electronic communities of participants.

Also, Abrams (2003) compares three group discussions: an oral face-to-face group discussion in a regular classroom, a synchronous group discussion using online chatting, and an asynchronous group discussion using bulletin boards. The topics of oral discussion match the themes which are

covered in the textbook. She analyzes the data such as the amount of output in C-units (communicative units), lexical richness and lexical density, and syntactic complexity that students produced. The results show that the face-to-face group can produce a larger amount of language output than the synchronous group and the asynchronous group. The synchronous group can produce an amount of language output greater than the asynchronous group. He also suggested that chat rooms and bulletin boards can be technological tools for practicing and training speaking skills.

Online chatting can help students to notice the conversations more than face-to-face conversations and the students can see their errors while chatting. Lai and Zhao (2006) examine the capacity of text-chatting can promote learners to notice their problematic language productions. Twelve ESL learners formed six mixed-proficiency dyads. The same dyads worked on two spot the difference tasks, one via online chatting and the other through face-to-face conversation. The results show that students can notice conversations in text-chatting more than face-to-face conversations, especially in terms of notice their own linguistic mistakes.

Moreover, Yuan (2003) explores language error types and self-repair in chat conversations. The results of her study show that the participants see their own errors and peer errors such as word forms, word selection, spelling, structure, subject and verb agreements, and so on. They can share their knowledge of grammar and vocabulary in chat rooms with correcting the errors and they can improve their grammatical structures in the next chat sessions.

Smith (2004) also tests the pairs of intermediate-level non-native speakers of English ( $n = 24$ ) interacted with one another in a synchronous mode over a local area network while attempting to jointly complete jigsaw and decision-making tasks that

were seeded with largely unknown target lexical items. The results have shown that learners can negotiate meaning when problems in communication arise in chat room and they can resolve the problems, especially when they relate to negotiation around lexical items. Moreover, the learners can help their partner learn a new word while chatting.

A study of online chatting can improve students' grammatical competence. Sauro (2009) investigates corrective feedback that reformulates errors in the form of recasts, and corrective feedback provides students with metalinguistic information about the nature of their errors. The students were randomly assigned to two groups receiving feedback and one control group. After measuring learning outcomes, the results showed that there was no significant advantage for either of the feedback types on immediate gains in knowledge of the target forms, although the metalinguistic group showed significant immediate gains relative to the control group.

And also, Sauro and Smith (2010) examine the linguistic complexity and lexical diversity of both overt and covert L2 outputs that are produced during chatting. The chat scripts of 23 German learners are coded and analyzed for syntactic complexity, productive use of grammar, and lexical diversity. Results show that chat output that exhibits evidence of online planning in the form of post-production monitoring displays significantly greater linguistic complexity and lexical diversity than chat output that does not exhibit similar evidence of online planning.

Moreover, Sotillo (2005) examines corrective feedback in native speaker-nonnative speaker (NS-NNS) and NNS-NNS dyads while participants are engaged in communicative and problem-solving activities via Yahoo Instant Messenger. The findings of the study show that the error corrections are available in an instant

messaging context and, in this context, more indirect corrective feedback that focuses primarily on grammatical and lexical errors is provided to L2 learners.

In brief, online chatting is used to investigate language abilities in terms of language production and accuracy. Language error types can be investigated to provide and help the improvement of grammatical knowledge as a result of corrective feedback and recasting during chatting and/or after chatting. Moreover, they can improve the communicative competence and fluency of the students.

## **2.5 Summary**

Chapter two provides an overall picture of literature review related to online chatting for improving English. It starts with CALL which consists of advantages and limitations of CALL in learning and teaching language. It also presents the SCMC in learning and teaching language which includes advantages and limitations. Then, it discusses using online chatting for improving speaking skills. It ends with the related studies in using online chatting for exploring language accuracy and error types. The next chapter explains the methodology used in this study.

## **CHAPTER 3**

### **METHODOLOGY**

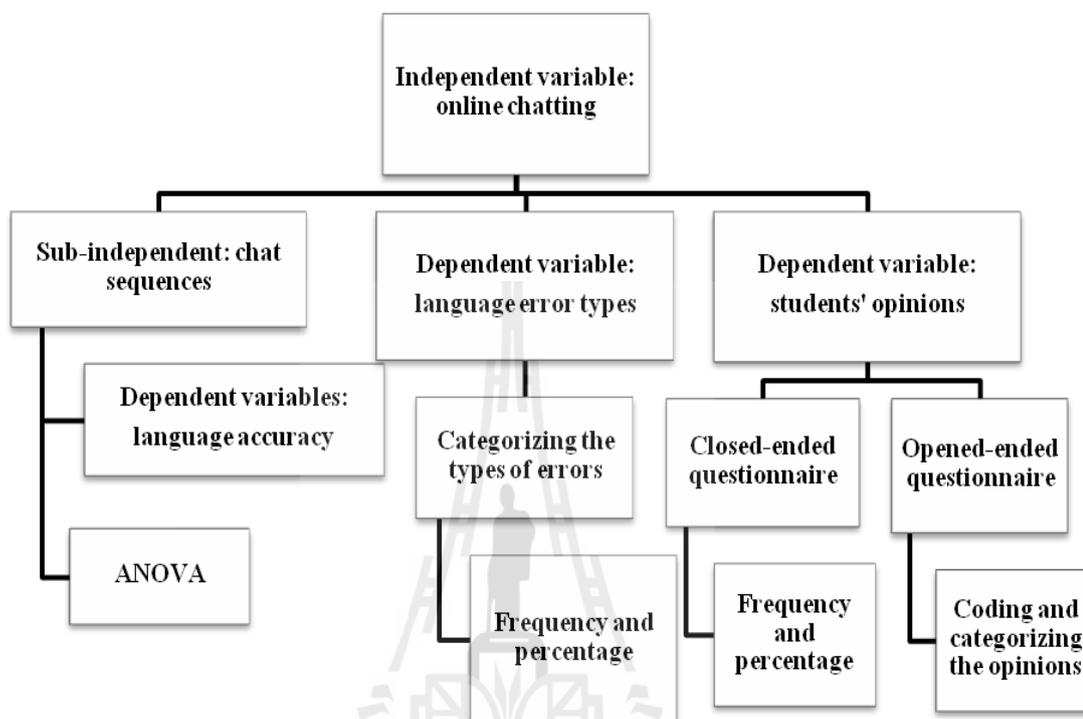
This chapter presents the methodology of the current study which aims to use online chatting as a technological tool to investigate English language ability (i.e. language production and accuracy) and to explore types of language error produced by students. Moreover, this study also considers students' opinions after chatting. More specifically, this chapter describes the research design, the participants, the instruments, the data collection, the data analyses and the summary of this research study.

#### **3.1 Research Design**

The research design used in this study is quantitative which includes both experimental and descriptive research. Experimental research is used to investigate the language accuracy of the participants in chat rooms and the descriptive research is used to describe the categories of the language error types used by the participants and their opinions about using online chatting through questionnaires.

In order to answer research question one, language accuracy is measured over time for the experimental group. The independent variable, in this study, is time. The dependent variables are language accuracy. Incorrect sentences are categorized by language error types which are dependent variables in this study and they are also investigated. The participants' opinions are also dependent variables which are

explored by using questionnaires. The experimental design and the methods of analysis are illustrated in the following figure.



**Figure 3.1 Conceptual Framework**

### 3.2 Participants

Forty out of one thousand three hundred forty-six first-year undergraduates at SUT were purposively selected to participate in this study. The participants, at that time, were studying English 1 during the first trimester in 2010. These participants are non-native English speakers. From the forty participants, 11 were males and 29 were females. The participants were majoring in Information Technology. The average age was 18, with an age range from 17-19 years old.

### **3.3 Instruments**

There are several free online chatting services on the Internet. This study selects Moodle for online chatting because it is a programme designed for e-learning and it is available at SUT, so it was convenient and easy to arrange chat rooms for many participants. Moodle can present a sequential series of web pages, some images, a few animations, and quizzes online. The use of private messages, bulletin boards, and chat rooms are available for both instructors' and students' interactions. The live chat rooms encourage students, who are members of Moodle to share their ideas and to have discussions in real-time. The learners can develop their online learning and computer skills from Moodle. The online learning experience promotes a more active learning environment than studying only a textbook (Cole, 2005; Rice, 2007). Instruments used to collect data in this study consisted of online chatting and chat scripts and questionnaires.

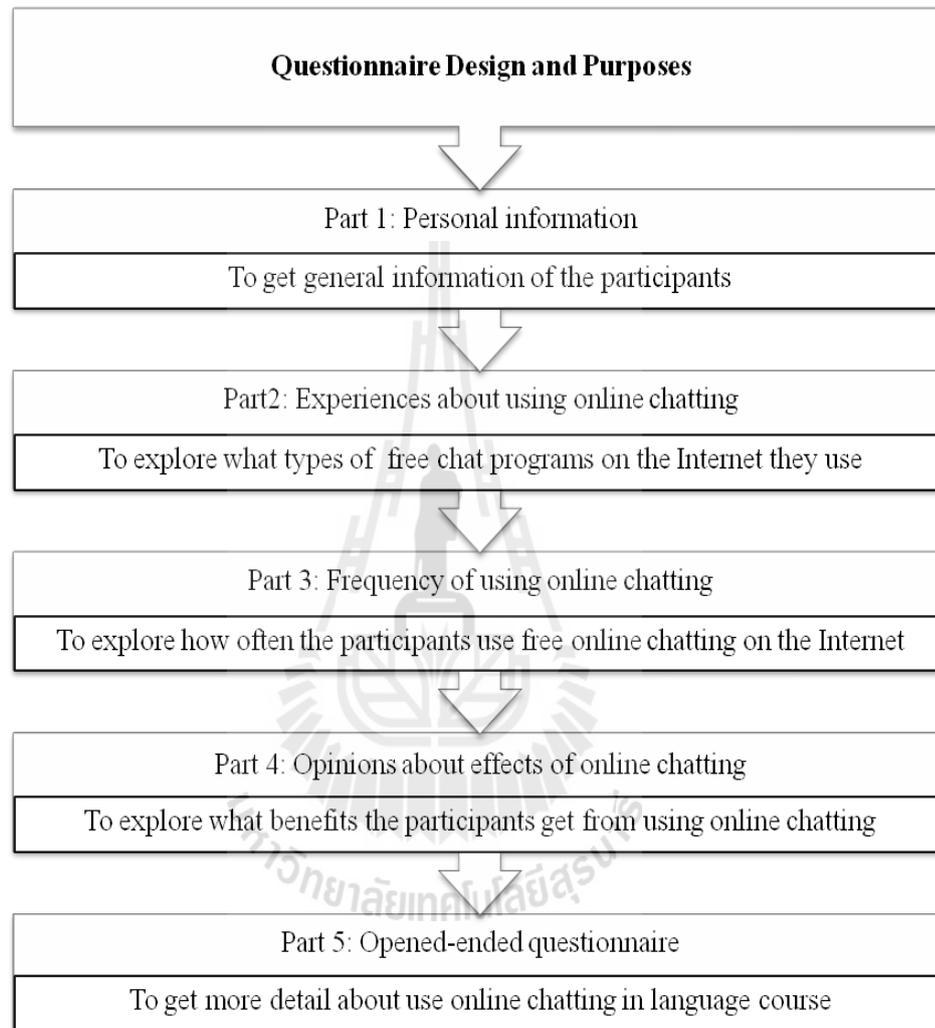
#### **3.3.1 Online Chatting and Chat Scripts**

Online chatting was used in this study to observe language accuracy and error types. The chat rooms in Moodle promote text-chatting and the programme can save the chat scripts automatically. Then, the chat scripts are printed out to analyze the numbers of correct sentences (language accuracy) and the number of incorrect sentences (error types) that the students produced in the chat rooms.

#### **3.3.2 Questionnaires**

The questionnaires in this study were used to explore the participants' opinions about using online chatting at the end of chat sessions. A sample of the questionnaires is shown in Appendix A. The questionnaires were divided into five parts: personal information, participants' experiences of using online chatting,

frequency of using online chatting, participants' opinions on the effect of online chatting, and the opened-ended questionnaire includes participants' opinions, comments and suggestions as shown in Figure 3.2.



**Figure 3.2 Design of the Questionnaires**

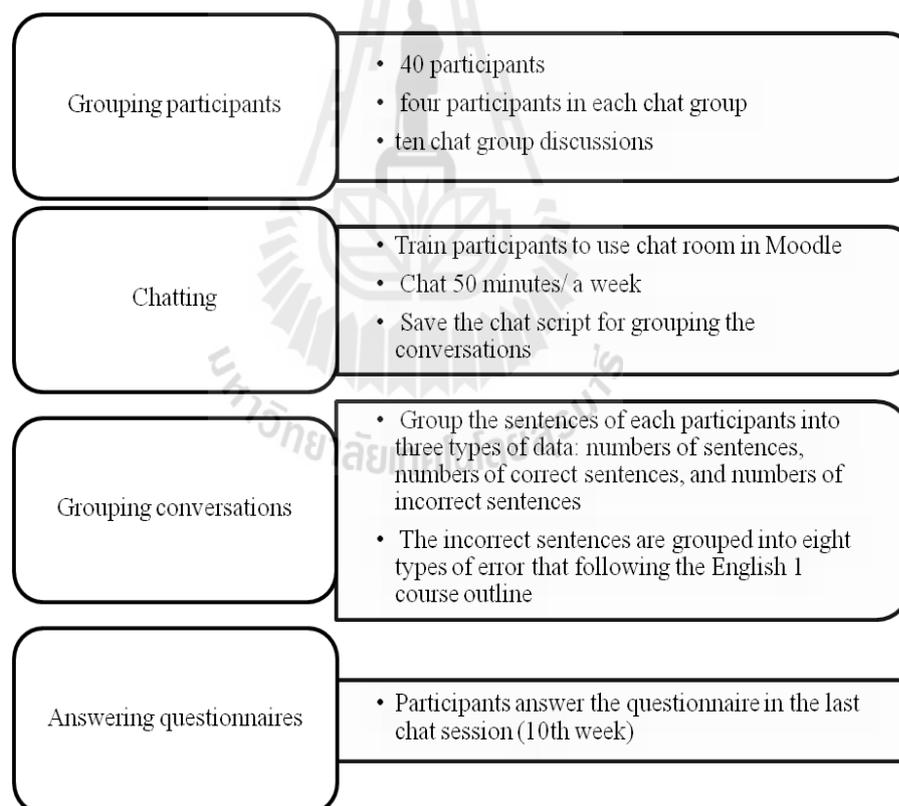
This figure shows the purposes of each part of the questionnaires. Part One is to get general information about the participants e.g. gender, majors, and ages. Part Two is to get information about the participants' experiences of using online chatting. Part Three explores the frequency of use of online chatting for communication both

inside and outside the class room. Part Four explores participants' opinions about the effects of online chatting on language improvement. And Part Five is an opened-ended questionnaire which is used to get more detail about using online chatting.

The instruments used in this study to provide the data collection will be presented in the next section.

### 3.4 Data Collection

In order to obtain the goals of this study, the following steps were taken to collect the data. Figure 3.3 shows a flow diagram of the steps for data collection:



**Figure 3.3 Flow diagram of steps for data collection**

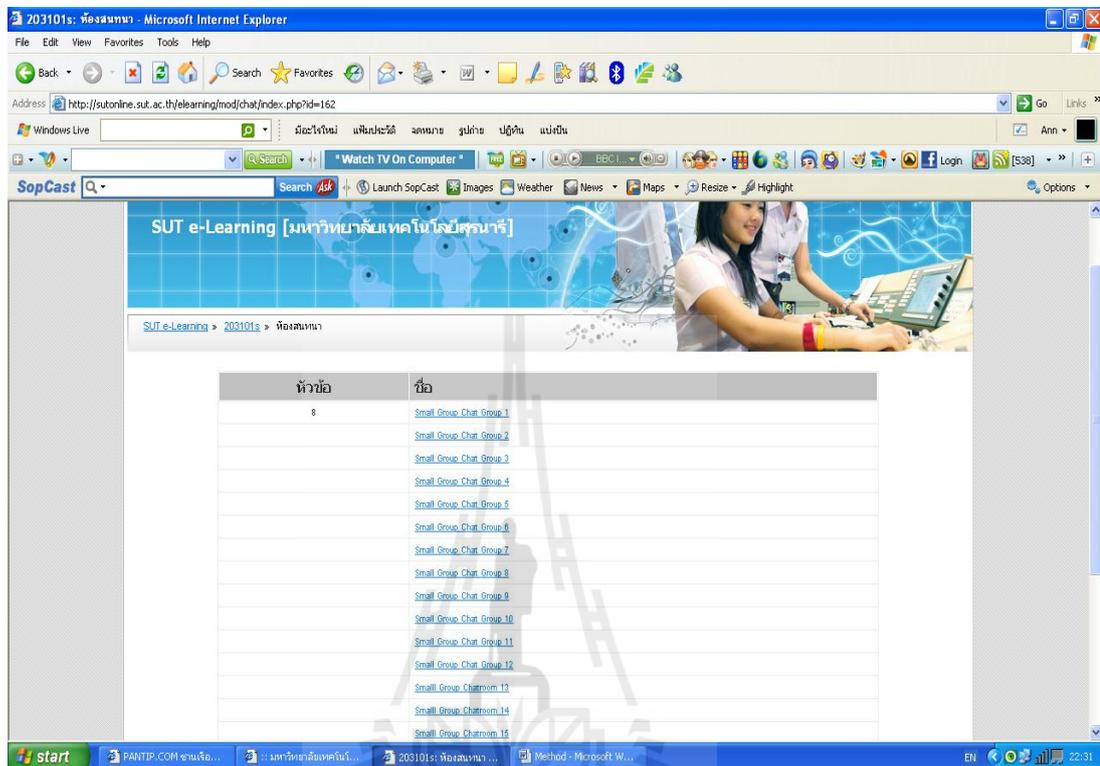
### **3.4.1 Grouping Participants**

The chat session took place during computer lab periods. Forty participants in the study were divided into ten small chat groups with four learners in each chat room. Research on online chatting shows that the members in one chat room should be between two to five. A small chat group can encourage its members to participate equally in the conversations and encourage them in successful communication (Park and Bonk, 2007; Nik, 2010). Next, the participants are trained to use the chat room in the Moodle e-learning course.

### **3.4.2 Chatting**

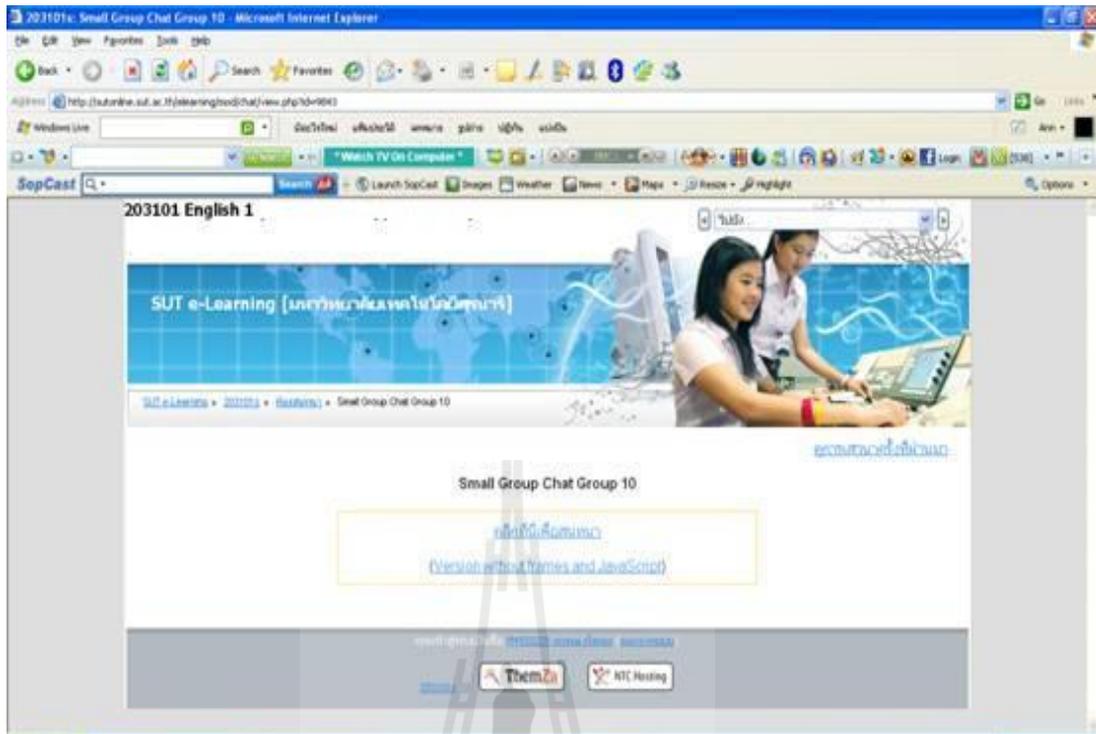
Moodle is an e-learning course that is available to students at SUT. It promotes online communications between teacher-learner and/ or learner-learner. The SUT teachers can set up online communication in their own course, such as a web board discussion, a forum, private messages for unreal-time interaction, and the chat rooms for real-time interaction. The chat room in Moodle was chosen because it is the simplest, most comfortable and free text online chatting for the participants. Instructors can set up small chat rooms for participants to interact in real-time. The researcher also joined in all the chat rooms to observe and save their conversations. Before chatting, the participants studied the language points from the textbook in the tutorial class. In this study, the regular class was not observed but the chat room session was observed the participants for ten weeks in the computer lab. The topics for chatting were taken from the textbook. Unit One: All about you, Unit Three: My favorite people and celebrities, Unit Four: Routines, and Unit Five: My free time and hobbies.

These figures present the steps of chatting. Figure 3.4 to 3.6 present the steps of using the online chat sessions as follows:



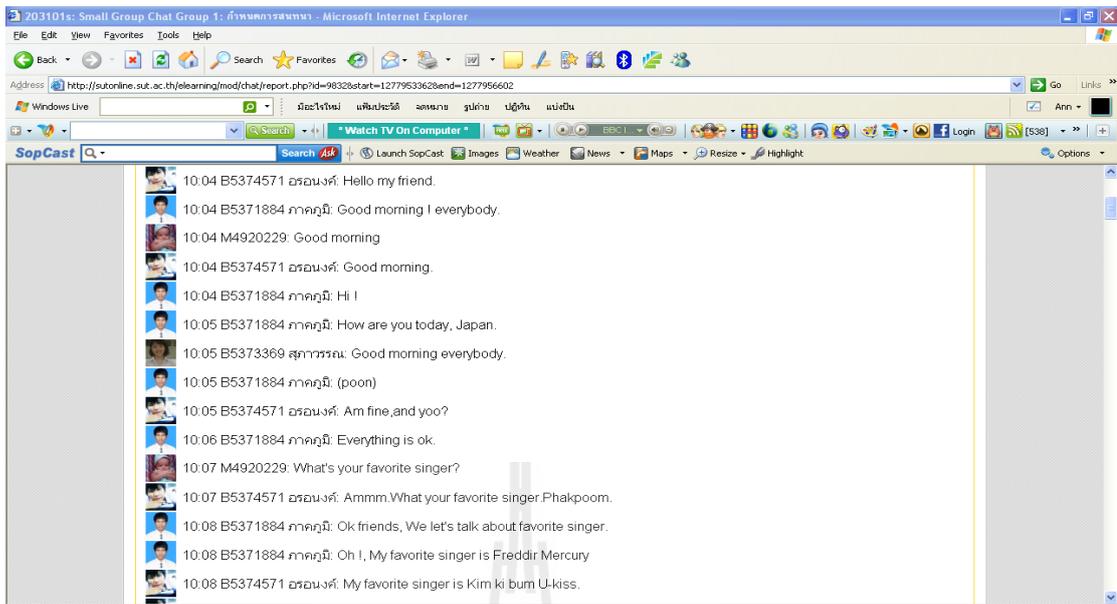
**Figure 3.4 Students assigned into their own small chat groups in Moodle**

The participants are separated into ten small chat groups by the teacher, and each group has four members. Students cannot change their chat groups and they cannot chat with students in other groups. Figure 3.4 shows that the participants sign into Moodle e-learning and then they entered into the English 1 course. After logging into the small chat room, they can see the lists of the chat rooms. Then, they select a particular chat group that is assigned by the teacher. Next, they enter their own chat room as shown in figure 3.5



**Figure 3.5 Students enter their own chat group**

Before students start chatting, the teacher informs them about the topics for chatting. After clicking on their own chat group, the participants can see the command “Click here to chat” which is shown in figure 3.5. Then, they can enter their own chat group and start chatting with their friends. Next, they see the conversations in the chat room, where the other students, including their friends, are chatting as shown in figure 3.6.



**Figure 3.6 Chat room conversations**

Figure 3.6 shows the messages being exchanged when the participants hit the enter key. In the chat room, they can see their friends' and their own display pictures, names, ID number, and the time during which they chat with their classmates. These conversations are automatically saved as chat scripts.

The approximate time of chatting is ten weeks. Each week, the participants chat around fifty minutes. The schedule is shown in table 3.1 below.

**Table 3.1 The Approximate Time of Chatting**

<b>Date</b>	<b>Topics</b>	<b>Language points</b>	<b>Approximate time</b>
June 10, 2010	All about you	<ul style="list-style-type: none"> <li>• Use verb to be</li> <li>• Use questions “What’s...?” and “It’s...”</li> <li>• Use everyday expressions</li> </ul>	50 minutes
June 17, 2010			50 minutes
June 24, 2010	Favorite people and celebrities	<ul style="list-style-type: none"> <li>• Use possessive adjectives</li> <li>• Use verb to be in information questions</li> <li>• Use “Really?” to show interest or surprise</li> <li>• Talk about your favorite celebrities, friends, and family</li> </ul>	50 minutes
July 1, 2010			50 minutes
July 8, 2010			50 minutes
July 15, 2010	Routines	<ul style="list-style-type: none"> <li>• Use simple present statement, yes-no questions, and short answers</li> <li>• Answer more than yes or no to be friendly</li> <li>• Use “Well” to get time to think</li> <li>• Talk about your daily and weekly routines</li> </ul>	50 minutes
July 29, 2010			50 minutes
August 5, 2010	Free time and hobbies	<ul style="list-style-type: none"> <li>• Ask simple present information questions</li> <li>• Say how often you do things</li> <li>• Ask questions in two ways</li> <li>• Use I mean</li> <li>• Talk about free time activities and TV shows</li> </ul>	50 minutes
August 19, 2010			50 minutes
August 26, 2010			50 minutes

Table 3.1 shows the topics and the amount of time used for online chatting. This amount of time was appropriate for the topics and the content. The conversations from the chat rooms are grouped in the following table.

### 3.4.3 Grouping the Conversations

The chat scripts were saved automatically in an electronic format and then the chat scripts of each chat group were copied and pasted in a Microsoft Word document for a hard copy which was printed out as shown in Figure 3.7.

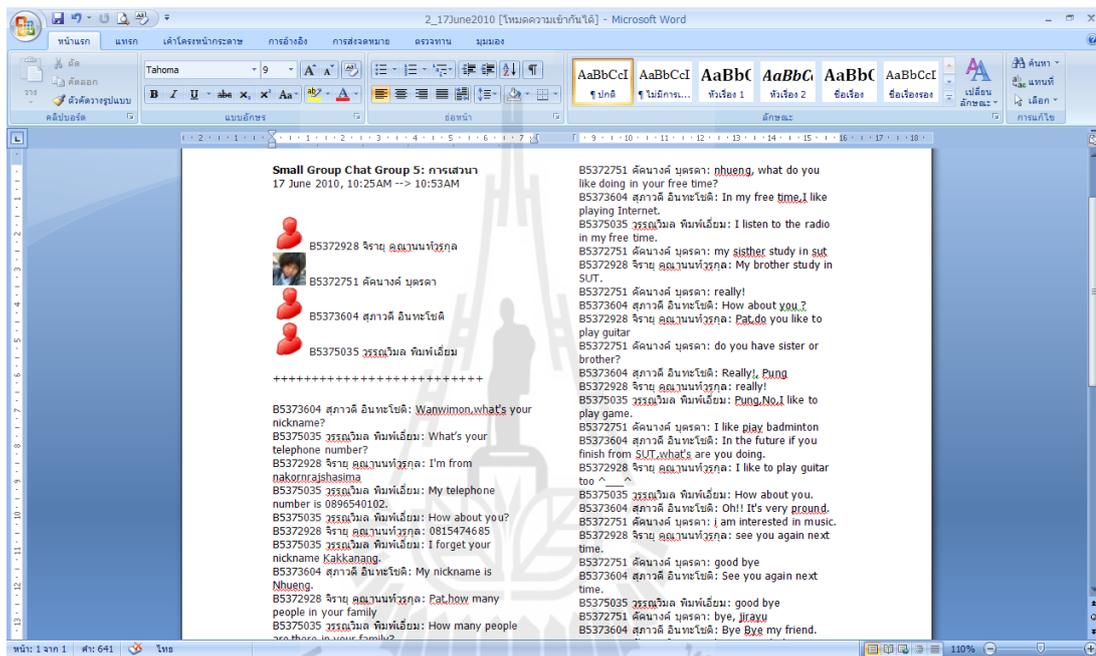
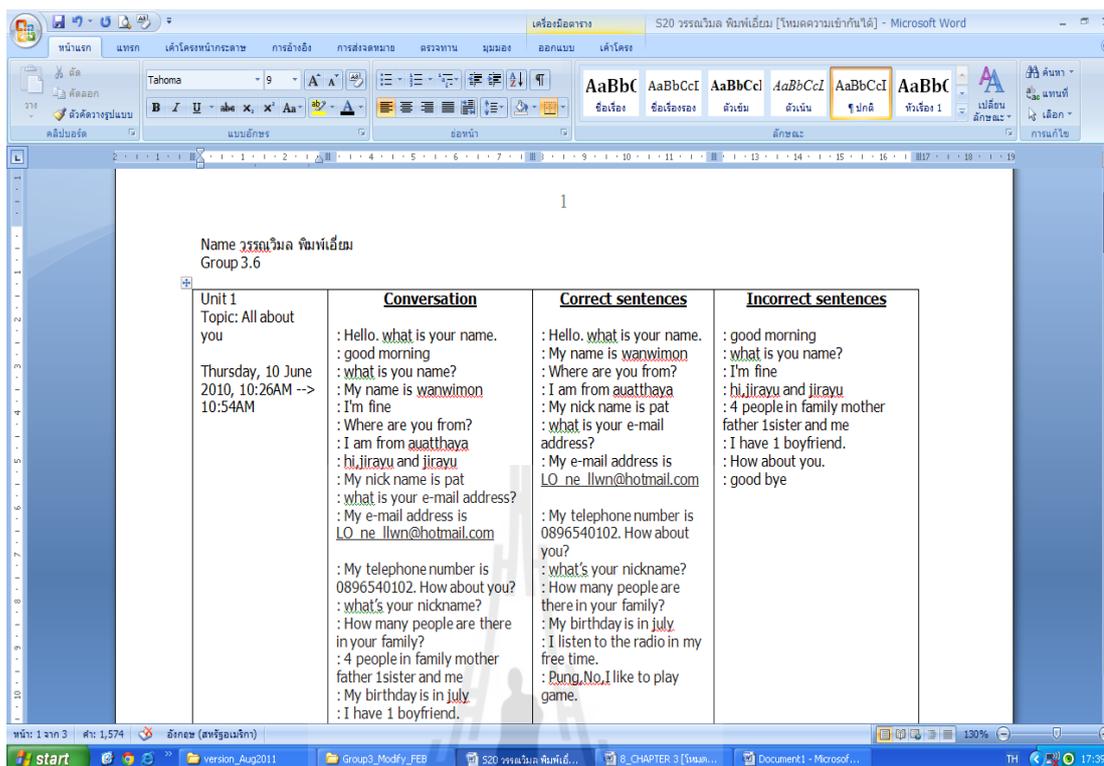


Figure 3.7 Chat scripts of each group in Microsoft Word

Figure 3.7 shows the conversations of each chat group. The conversations of each participant for each week in the computer lab were categorized by the researcher into a table as shown in Figure 3.8.



Unit 1	Conversation	Correct sentences	Incorrect sentences
Topic: All about you	: Hello. what is your name.	: Hello. what is your name.	: good morning
	: good morning	: My name is wanwimon	: what is you name?
Thursday, 10 June 2010, 10:26AM --> 10:54AM	: what is you name?	: Where are you from?	: I'm fine
	: My name is wanwimon	: I am from auatthaya	: hi,jirayu and jirayu
	: I'm fine	: My nick name is pat	: 4 people in family mother father 1sister and me
	: Where are you from?	: what is your e-mail address?	: I have 1 boyfriend.
	: I am from auatthaya	: My e-mail address is LO_ne_llwn@hotmail.com	: How about you.
	: hi,jirayu and jirayu	: My telephone number is 0896540102. How about you?	: good bye
	: My nick name is pat	: what's your nickname?	
	: what is your e-mail address?	: How many people are there in your family?	
	: My e-mail address is LO_ne_llwn@hotmail.com	: My birthday is in july.	
	: My telephone number is 0896540102. How about you?	: I listen to the radio in my free time.	
	: what's your nickname?	: Pung.No,I like to play game.	
	: How many people are there in your family?		
	: 4 people in family mother father 1sister and me		
	: My birthday is in july.		
	: I have 1 boyfriend.		

**Figure 3.8 Table of the grouping of the conversations**

In Figure 3.8 the conversations of each participant for each week are grouped into the table e.g., the numbers of sentences (language production), numbers of correct sentences (language accuracy), and the numbers of incorrect sentences (error types). This study investigates how chat sequences affect language accuracy and it also explores the error types according to the number of incorrect sentences produced by participants. The error types are categorized by following the language points of the English 1 course outline. The language error types are shown in Table 3.2.

**Table 3.2 The Language Error Types**

<b>Error types</b>	<b>Category</b>
1. Sentence forms	Students use the wrong forms of the verb to be, Wh-questions, simple present tense and present continuous tense.
2. Subject and verb agreement	Students use the wrong forms of verb endings
3. Word choices	Students select words with the wrong meanings. Word selections are misspelt. The spelling errors may be caused by typing messages too fast.
4. Plural forms	Students do not put "...s" or "...es" after plural nouns.
5. Time expressions	Students use the wrong forms of time expressions to indicate the time at/ during which an action took place. Time expressions include, for example, on Monday, on (the) weekend(s), in the morning(s), at night, before lunch, after class, every day, and so on.
6. Frequency adverbs	Students use the wrong forms of adverbs of frequency to say how often to do something. The adverbs of frequency are often used with the present simple tense because they indicate routine activities such as always, usually, often, sometimes, occasionally, rarely, never, and so on.
7. Possessive adjectives	Students use the wrong forms of possessive adjectives to show ownership or possession. The possessive adjectives are: my, your, his, her, our, and their.

Adapted from Yuan (2003)

Table 3.2 shows the error types and categories that include sentence forms, subject and verb agreement, word choices, plural forms, time expressions, frequency adverbs, and possessive adjectives. After chatting for ten weeks, the participants answered the questionnaires that are shown in the next section.

#### **3.4.4 Answering the Questionnaires**

The last step was answering the questionnaires. The participants answered the questionnaires after chatting online over a period of ten weeks. The questionnaires were used to obtain the students' opinions, comments, and their suggestions about using online chatting.

### **3.5 Data Analysis**

In order to obtain the results of this study, the data was analyzed in the following steps.

#### **3.5.1 Data Analysis of Language Accuracy**

Based on research question one, the effects of chat sequence on language accuracy were examined. Related research studies of SLA have found that the measurement of language accuracy is different according to the experimental conditions (Yuan, 2003; Nik, 2010). In this study, the total number of sentences for each participant was calculated as a measure of their language accuracy. The following is the formula for the calculation of the total number of chat sentences for each participant where time equals  $k$  and the topics equal  $l$ :

$$\text{Total number of sentences for each participant } i, P_i = \sum T_{kl}$$

where  $T_{kl}$  is a sentence generated by a participant  $i$  at a time  $k$  and a topic  $l$ .

The specific measure used for analyzing language accuracy is based on the language points of the English 1 course outline, but this language accuracy does not categorize same as language error types. The language accuracy is calculated as percentage. Language accuracy only considers the total number of correct sentences generated by each participant in each time and each topic. The relationship between language accuracy and chat sequence is analyzed. The total number of correct sentences (with regard to language accuracy) generated by each participant at time  $k$  and for topic  $l$  is:

The total number of correct sentences for participant  $i$ ,  $PC_i = \sum TC_{kl}$

where  $TC_{kl}$  is the correct sentences generated by participant  $i$  at time  $k$  and topic  $l$ .

The percentage of the language accuracy is formulated as:

$$\text{Percentage of language accuracy at time } k \text{ and } l = \frac{\sum TC_{kl}}{\sum T_{kl}} \times 100$$

The relationship between the chat sequence and language accuracy are analyzed by using an analysis of variance (ANOVA).

### 3.5.2 Data Analysis of Language Error Types

Based on research question two, which asks what kinds of language error types the participants produce, the language error types are categorized by following the language points of the course outline of English 1 (as shown in Table 3.2). The conversations of each participant are thoroughly examined and several types of errors are found. The language error types include errors in sentence forms, subject and verb

agreement, word choices, plural forms, time expressions, frequency adverbs, and possessive adjectives. Table 3.3 shows examples of error types.

**Table 3.3 Examples of Language Error Types**

<b>Error types</b>	<b>Examples of error</b>
1. Sentence forms	<i>What <u>your</u> favorite singer. Phakpoom. (no verb)</i>
2. Subject and verb agreement	<i>I <u>has</u> breakfast a lot (wrong subject and verb agreement)</i>
3. Word choices	<i>You always <u>play</u> computer (wrong meaning)</i>
4. Plural forms	<i>I have <u>2 sister</u> (no "s")</i>
5. Time expressions	<i>What do you do <u>on the morning</u> (wrong time expression)</i>
6. Frequency adverbs	<i><u>One or two a week</u> (wrong frequency adverb)</i>
7. Possessive adjectives	<i>Phakpoom <u>you</u> nickname? (wrong possessive adjective)</i>

Adapted from Yuan (2003)

To analyze the data of the language error types in this study, a suggestion from Yuan (2003) was followed, which is that error types are counted and calculated by percentage to show how much participants produce on each topic. The formula is shown as follows:

$$\text{Percentage of error types } j = \frac{\sum_{i=1}^n E_{ij}}{\sum_{j=1}^m \sum_{i=1}^n E_{ij}} \times 100$$

Where  $j = 1, 2, \dots, m$ ,  $m =$  the number of error types, and  $E_{ij}$  is the total number of error types  $j$  produced by a participant  $i$ .

By studying the language error types and how much language participants produce, language teachers and researchers can come to a better understanding of the students' grammatical knowledge and therefore offer a more appropriate teaching course for their EFL students.

### **3.5.3 Data Analysis of Questionnaires**

The purpose of the questionnaires was to obtain the participants' opinions after they used online chatting. The data of parts 1-4 of questionnaires were analyzed by frequency and the percentage of response. The data of part 5 of questionnaires were analyzed by grouping participants' opinions into categories.

## **3.6 Summary**

In summary, this chapter presents the research methodology used for this study which consists of the research design, the participants, the instruments used to collect the data, the procedures of data collection, and the data analysis i.e. language accuracy and error types. It also includes the analysis of the data from the questionnaires. All the data and the results are presented and discussed in the next chapter.

## **CHAPTER 4**

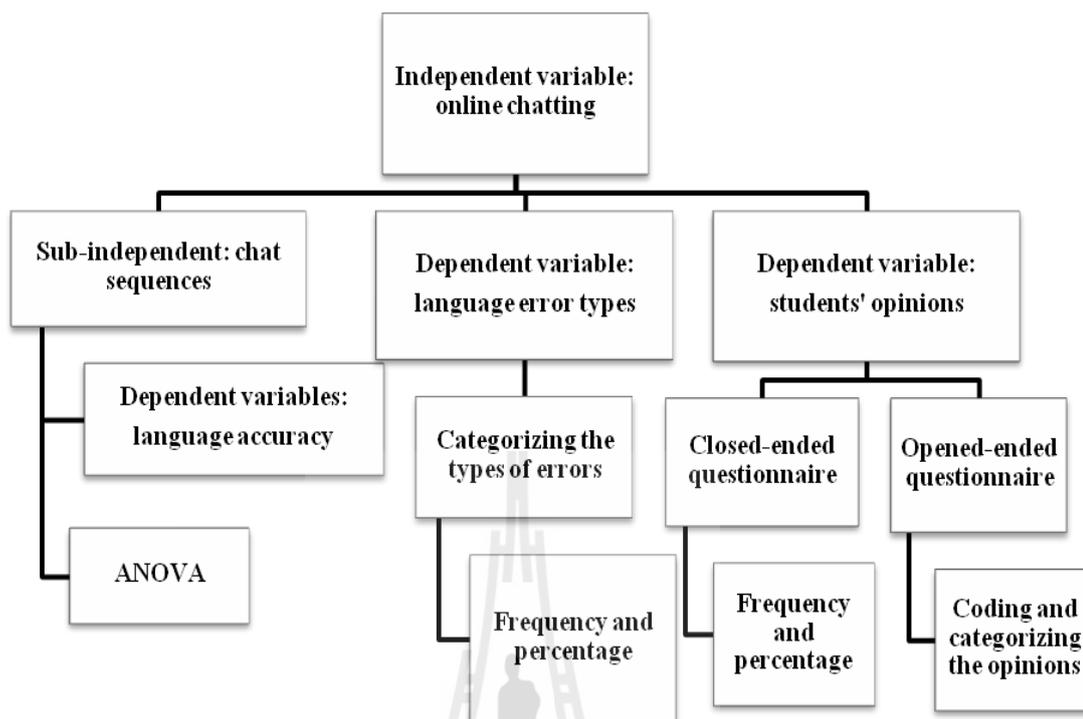
### **RESULTS AND DISCUSSION**

This chapter presents the research findings which are presented according to the research questions of the present study. They are:

1. What are the effects of chat sequences on language accuracy?
2. What are the language error types produced by students in online chatting?
3. What are the students' opinions about the advantages and disadvantages of using online chatting for improving English speaking skills?

The findings of this study are divided into three parts. The first part is the results concerning language accuracy. The second part is the results which concern the language error types. And the third part is the results of the questionnaires. This chapter also includes a discussion and a summary of the chapter.

As mentioned in chapter three, the methodology and data analysis follow the conceptual framework as shown in Figure 4.1



**Figure 4.1 Conceptual framework**

## 4.1 Results

### **Question 1: What are the effects of chat sequences on language accuracy?**

In accordance with the experimental design, the participants were assigned to chat in groups for ten weeks. The experimental group was only one group of students. All participants are exposed to each and every condition of the study. The experimental design is organized to investigate the effects of chat sequences on language accuracy. The dependent variable is the language accuracy. The independent variable is the online chatting and sub-independent variable is chat sequences. The experimental hypothesis of this study is means of language accuracy should increase when the chat sequences increase.

**Hypothesis: the means of language accuracy should increase when the chat sequences increase**

The hypothesis is used to investigate the relationship between language accuracy and chat sequences. The ANOVA is used to analyze the means of language accuracy for ten weeks. The following section investigates the effects of the chat sequences on language accuracy. The data analysis and results will be presented in the next section.

**Table 4.1 Means and Standard Deviations of Language Accuracy for all Chat Sequences**

<b>Language Accuracy for all Chat Sequences</b>	<b>Means</b>	<b>Std. Deviations</b>
Language accuracy for 1 <sup>st</sup> chat	81.183	11.6766
Language accuracy for 2 <sup>nd</sup> chat	74.013	12.4353
Language accuracy for 3 <sup>rd</sup> chat	77.680	10.1866
Language accuracy for 4 <sup>th</sup> chat	76.530	9.5654
Language accuracy for 5 <sup>th</sup> chat	75.675	8.9071
Language accuracy for 6 <sup>th</sup> chat	78.680	7.2553
Language accuracy for 7 <sup>th</sup> chat	76.645	8.4254
Language accuracy for 8 <sup>th</sup> chat	79.300	7.0311
Language accuracy for 9 <sup>th</sup> chat	77.333	6.6949
Language accuracy for t 10 <sup>th</sup> chat	80.288	7.1688

**N = 40 participants**

Table 4.1 shows that the means of language accuracy decrease and increase according to chat sequences. These means will be analyzed using the Mauchly's Test of Sphericity.

Next, Table 4.2 shows Mauchly's Test of Sphericity. It is a special test to simultaneously determine if there is significance in the assumptions. It is used to test

if the dependent variable variance-covariance matrices are equal or homogeneous for a within-subjects design. If this test is not significant, the Sphericity Assumption will be found, and then the statistical analysis will be proceed. Conversely, if the test is significant, the covariance indicates heterogeneity. In this case, SPSS generates the correlation of options such as Greenhouse-Geisser, Huynh-Feldt, and Lower-bound. The Lower-bound correlation has more conservation than the other correlation of options. In this study, the Lower-bound option is used to compensate for the violation of the Sphericity Assumption (Meyers, 2006).

**Table 4.2 Mauchly's Test of Sphericity for the within Subjects of Chat Sequences affect Language Accuracy**

Within Subjects Effect	Measure	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon(a)		
						Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Time	Language accuracy	.103	81.492	44	.001	.599	.707	.111

Language accuracy is analyzed according to the test of within-subject which is based on the Lower-bound option. This Table 4.2 shows the results of Mauchly's Test of Sphericity. It is statistically significant for language accuracy ( $w(44) = 0.103$ ,  $p < 0.001$ ).

Next, the Univariate Tests were also used for analyzing the relationships between chat sequence and language accuracy for all chat sequences as shown in Table 4.3.

**Table 4.3 Results of Univariate Tests for the Within-Subjects**

Source	Measure	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Time	Sphericity Assumed	1705.939	9	189.549	3.001	.002	.071
	Greenhouse-Geisser	1705.939	5.394	316.239	3.001	.010	.071
	Huynh-Feldt	1705.939	6.361	268.170	3.001	.006	.071
	Lower-bound	1705.939	1.000	1705.939	3.001	.091	.071
Error (Time)	Sphericity Assumed	22168.306	351	63.158			
	Greenhouse-Geisser	22168.306	210.384	105.371			
	Huynh-Feldt	22168.306	248.095	89.354			
	Lower-bound	22168.306	39.000	568.418			

The results in Table 4.3 show the relationship between the chat sequences and language accuracy. Based on the results of Mauchly's Test of Sphericity, as shown in table 4.2, indicate that the effects of chat sequences on language accuracy is statistically significant at  $p < 0.001$ . The results of Univariate Tests for the within-subjects will be based on Lower-Bound which shows that chat sequences do not relate to language accuracy with  $F(1,39) = 3.001$ ,  $p < 0.091$ , and  $\eta^2 = 0.071$ . As such, the results do not support the hypothesis.

In conclusion, from the results of research question one, the relationship between chat sequences and language accuracy is not statistically significant. The chat sequences do not affect language accuracy improvement. The next section deals with the findings of research question two.

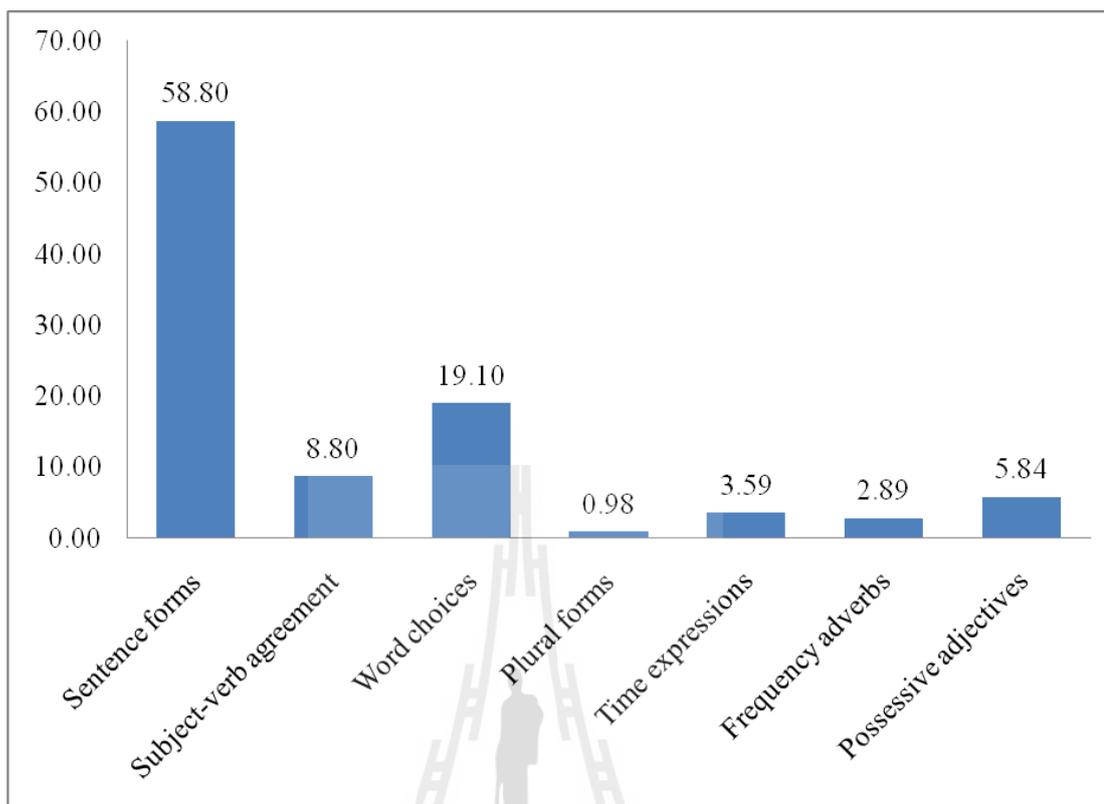
### **Question 2: What are the language errors types produced by students in online chatting?**

To answer research question two, the language error types recorded in chat rooms were analyzed as percentages and shown in Table 4.4 and in Figure 4.2.

**Table 4.4 Results of Language Error Types**

<b>Language error types</b>	<b>Number of errors</b>	<b>Percentages</b>
Sentence forms	1016	58.80
Subject-verb agreement	152	8.80
Word choices	330	19.10
Plural forms	17	0.98
Time expressions	62	3.59
Frequency adverbs	50	2.89
Possessive adjectives	101	5.84
<b>Total</b>	<b>1728</b>	<b>100.00</b>

Table 4.4 presents the percentages of each error type produced by all participants for all topics and for all the chat times. It shows that an error of sentence forms at 58.80% is the highest percentage. In addition, it shows that the errors of word choices are at 19.10%, the errors of subject-verb agreement are at 8.80%, the errors of possessive adjectives are at 5.84%, the errors of time expressions are at 3.59%, the errors of frequency adverbs are at 2.89%, and only 0.98% for errors of plural forms. Figure 4.2 shows which language error types are produced most frequently.



**Figure 4.2 Language Error Types**

Figure 4.2 shows that the error of sentence forms gives the highest percentage. The error of word choices has a higher percentage than the error of subject-verb agreement. Others language error types e.g. errors of plural forms, time expressions, and frequency adverbs are less than 10%. Next, the results of research question three are presented.

**Question 3: What are the students' opinions about the advantages and disadvantages of using online chatting for improving English speaking skills?**

#### **Results of Questionnaires**

To answer research question three, the results of the questionnaires are presented in five parts as follows:

Part 1: Personal information

Part 2: Participants' experiences of using online chatting

Part 3: Frequency of using online chatting

Part 4: Effects of online chatting on improvements in English

Part 5: Opened-ended questionnaires

### **Part 1: Personal Information**

The participants in this study were first year students at SUT, who were studying English 1 (203101) in the first trimester of academic year 2010. The results show there were 40 participants, consisting of 11 males (27.5%) and 29 females (72.5%). All of the participants were majors in Information Technology (100%). Nine participants were 17 years old (22.5%), twenty participants were 18 years old (52.5%), and ten participants were 19 years old (25%). The average age was 18 from an age range of 17-19 years old.

### **Part 2: Experiences of Using Online Chatting**

The results of the participants' experiences of using online chatting are shown in Table 4.5.

**Table 4.5 Results of Experiences of Using Online Chatting**

<b>Participants' experiences</b>	<b>Amount of Use</b>	<b>Rarely Used</b>
Free chat program	40(100%)	0 (0%)
Yahoo Messenger	17 (42.5%)	23 (57.5%)
MSN	40 (100%)	0 (0%)
ICQ	0 (0%)	40 (100%)
QQ	21 (52.5%)	19 (47.5%)
Small chat room in Facebook	35 (87.5%)	5 (12.5%)
Other chat programs	0 (0%)	40 (100%)

Table 4.5 shows that 17 participants (42.5%) used Yahoo Messenger, but 23 participants (57.5%) have never used it. All participants (100%) have used Hotmail Messenger (MSN), whereas none of the participants (100%) have ever used ICQ. 21 participants (52.5%) have used QQ, but 19 participants (47.5%) have never used it. 35 participants (87.5%) have used a small chat room in Facebook, but only 5 participants (12.5%) have never used it. For the other programs (i.e. Google Talk, SKYPE, ebuddy, MOOs, and so on), none of the participants (100%) indicated that they had ever used other online chat programs. In brief, before participating in this study, they had had experiences of using free online chatting on the Internet for communicating with other people.

### Part 3: Frequency of Use of Online Chatting

To show how often the participants use free online chatting on the Internet, Table 4.6 shows the frequency of using online chatting.

**Table 4.6 Results of Frequency of Use of Online Chatting**

Frequency of use of online chatting	Always	Often	Sometimes	Never
The use of online chatting to communicate with friends	23 (57.5%)	14 (35%)	3 (7.5%)	0 (0%)
The use of online chatting to communicate with foreigners	15 (37.5%)	16 (40%)	6 (15%)	3 (7.5%)
The use of online chatting to study English inside and outside the classroom	25 (62.5%)	10 (25%)	5 (12.5%)	0 (0%)

Table 4.6 shows that 23 participants (57.5%) always use online chatting to communicate with friends. 14 participants (35%) often chat with friends. Only three

participants (7.5%) sometimes chat with their friends. And nobody (0%) ever uses online chatting to communicate with their friends.

In addition, 16 participants (40%) often chat with foreigners, 15 participants (37.5%) always chat with foreigners, and 6 participants (15%) sometimes use online chatting to communicate with foreigners. Only three participants (7.5%) never chat with foreigners using online chatting.

The results show that 25 of the 40 participants (62.5%) always use online chatting to study English inside and outside the classroom. Moreover, 10 participants (25%) often use online chatting to study English inside and outside the classroom and only five participants (12.5%) sometimes use online chatting. Nobody (0%) ever uses online chatting inside and outside classroom to study English.

In brief, most participants always use free online chatting on the Internet in communicating with people and studying English outside the classroom. The next section presents the participants' opinions about the effects of online chatting on the improvement of their English.

#### **Part 4: Results of Effects of Online Chatting on English Improvement**

The participants gave opinions about online chatting helping them to improve their English skills. The results of part four are shown in table 4.7.

**Table 4.7 Results of Effects of Online Chatting on English Improvement**

<b>Effects of online chatting</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Language skills improvement	24 (60%)	14 (35%)	1 (2.5%)	1 (2.5%)
Typing skills improvement	18 (45%)	15 (37.5%)	4 (10%)	3 (7.5%)
Self-confidences improvement	25 (62.5%)	10 (25%)	5 (12.5%)	0 (0%)

Table 4.7 shows that 24 participants (60%) strongly agreed that online chatting can help them to improve the language skills. 14 participants (35%) agreed that it could affect language skills improvement. But one participant (2.5%) disagreed that online chatting affected language skills improvement. Another one participant (2.5%) strongly disagreed that it affected language skills improvement.

The participants gave opinions about online chatting helping them to improve their typing skills. 18 participants (45%) strongly agreed and 15 participants (37.5%) agreed that it affected typing skills improvement. Only 4 participants (10%) disagreed. And 3 participants strongly disagreed that it affected typing skills improvement.

The results of online chatting affected self-confidence improvement showed that 25 participants (62.5%) strongly agreed and 10 participants (25%) agreed. Only 5 participants (12.5%) disagreed that online chatting affected self-confidence improvement.

In conclusion, the results of the closed-ended questionnaires indicate that all participants have used online chatting to communicate with their friends. Most participants chatted with foreigners and they also used it to study English inside and outside the classroom. They agreed that it affected language skills improvement, typing skills improvement, and their self-confidence improvement to produce the language. Next, the results of the opened-ended questionnaires (part 5) will be presented in the next session.

## **Part 5: Results of Opened-Ended Questionnaires**

The results of opened-ended questionnaires can be separated into (1) participants' opinions on advantages and disadvantages of using online chatting, (2) participants' comments on problems while using online chatting, and (3) participants' suggestions about using online chatting. These are presented as follows:

### **(1) Opinions about Advantages and Disadvantages of Using Online Chatting**

After using online chatting, the participants gave opinions about the advantages and the disadvantages. For the advantages of using online chatting, 38 participants gave an opinion that they could practice and improve language skills (e.g. vocabulary, grammar, writing skills, speaking skills, and reading skills) through online chatting. 22 participants believed that their vocabulary knowledge had improved. 11 participants believed that their grammar improved, 7 participants thought that online chatting affected writing skills improvement. 5 participants gave the opinion that they could improve speaking skills and only one participant thought that it affected reading skills improvement. These are examples of the participants' opinions:

“I learn new vocabulary while chatting. I can improve the speaking skills...”

(Participant 3)

“I can improve language skills. I think that an online chatting helps me to improve speaking, reading, and writing skills...”

(Participant 7)

Moreover, 16 participants agreed that they enjoyed chatting. It was fun learning by using online chatting. For example:

“I enjoy chatting and I do not worry while chatting. I like to study English by using the online chatting. And in the future, I will use it to chat with foreigners...”

(Participant 35)

“...It’s fun. I can get new friends...”

(Participant 39)

Fourteen participants thought that they had more self-confidence to produce language by using online chatting. These are the examples of their opinions:

“I have more self-confidence to use English...”

(Participant 16)

“Sometimes, I type incorrect sentences and use incorrect grammatical structure. But I have more self-confidence to use English...”

(Participant 20)

Moreover, six participants said that they could practice their typing skills by using online chatting. For example:

“...I practice typing skills. I can type English faster by using online chatting...”

(Participant 14)

“...I can improve my typing skills...”

(Participant 15)

In summary, the participants gave their opinions on the advantages of online chatting: improvement of language skills (vocabulary, grammar, speaking and reading); typing skills; self-confidence in using the language; and have fun learning.

Then, the participants also gave opinions about the disadvantages of online chatting, indicating that seven participants did not have a chance to practice pronunciation. For example:

“...I think that I cannot practice the pronunciation in chat room...”

(Participant 13)

“...I do not have a chance to practice pronunciation. I cannot pronounce English words correctly, although, I know the meaning of the words.”

(Participant 35)

Additionally, three participants believed that they could not practice listening skills when using online chatting. For example:

“...It is not the same as in face-to-face interaction. I cannot practice listening skills...”

(Participant 11)

“...I think that typing messages instead of talking, I cannot improve the listening skills”

(Participant 25)

In brief, the participants had positive opinions on learning English through online chatting, although they gave opinions that they could not practice their

pronunciation and listening skills. The next section will give the students' comments on the use of online chatting.

## **(2) Comments about Problems while Using Online Chatting**

The participants commented on the problems they encountered while using online chatting. These can be divided into (1) technical problems, (2) participants' language abilities, (3) participants' self-confidence, and (4) participants' typing skills.

First, the technical problems which affected chatting: 15 participants commented that the Internet was too slow, especially when many participants signed into the chat rooms of Moodle at the same time, with the result that they could not enter the chat room. Sometimes the system signed them out from the chat room automatically while they were chatting. Only one participant commented that it was not possible for participants to chat online if they did not have a personal computer for chatting outside the classroom. These are examples of the participants' comments:

“...Internet is too slow. It is difficult to sign into chat room. And I can't continue the conversation...”

(Participant 6)

“...The Internet is too slow. It often signs me out automatically. I have to sign in many times...”

(Participant 9)

With regard to language ability, eleven participants commented that they had poor vocabulary knowledge. Ten participants commented that they had poor

grammatical knowledge and only one participant believed that he had poor reading skills while chatting. The following are some examples of the participants' comments:

“Sometimes, I don't know the meaning of vocabulary or friends' messages that show on chat box. I cannot reply friends' messages...”

(Participant 5)

“Some friends do not know the meaning of vocabulary and grammatical structure. They lack of skills to chat in English...”

(Participant 22)

Additionally, eleven participants lacked the self-confidence to produce the language because they thought that they had poor vocabulary and grammatical knowledge. These also included poor typing skills which also affected their self-confidence while chatting. For example:

“Sometimes, I want to type the messages, but I cannot make sentences because I do not know the vocabulary.”

(Participant 23)

“...I sometimes do not know the meaning of vocabulary. I'm not confident to reply friends' messages, because I worry about mistakes...”

(Participant 28)

With regard to the participants' typing skills, five participants commented that they had poor typing skills. They sometimes could not continue the conversations because their friends typed faster than they did. For example:

“...I type messages slower than my friends...”

(Participant 6)

“My friends type messages very fast. I cannot continue the conversation. I sometimes type messages slowly...”

(Participant 18)

In brief, the technical problems, lack of vocabulary and grammatical knowledge, lack of self-confidence, and poor typing skills all affected the participants' ability to maintain conversations when they were chatting. The next section presents the participants' suggestions about using online chatting.

### **(3) Suggestions about Using Online Chatting**

The participants' suggestions can be divided into (1) the amount of time, (2) members, (3) online chat programs, (4) high speed Internet, (5) feedback from teacher or friends, and (6) integration of online chatting into other courses.

First, 16 participants suggested extending the times for chatting to the following term. Two of these participants also suggested adding more times and topics for chatting. They wanted to extend the time for chatting because they enjoyed it. They also wanted to continue chatting everyday or extend chatting to the following term. For example:

“...You should add more time and topics to chat every day.”

(Participant 7)

“I think, you should add more topics and extend time of chatting. I want to use online chatting in the next term.”

(Participant 4)

Then, eight participants had suggestions about the members in the chat rooms. They suggested adding more members and they wanted to chat with their friends in other groups. They thought that if the chat rooms had a lot of members and they could chat with their friends in other groups, they might enjoy chatting more. For example:

“...I want you to add more members in one chat room for fun chatting, because some friends did not talk (type any messages)...”

(Participant 15)

“I think the members in a chat room has limit. You should add more members or allow me to chat with my friends in other groups...”

(Participant 38)

Another suggestion was about the tools for online chatting, for example, some of the participants wanted to try to use other online chat programs. Four participants wanted the online chat programs that have more tools and functions (i.e. colorful chat boxes, using their own nicknames in the chat list, and so on) than are available in the chat rooms for Moodle. Three other participants suggested using other online chat programs, because they wanted colorful chat boxes and one participant wanted to practice pronunciation, and listening skills by using voice chatting. For example:

“I want the colorful chat room, that I can use my nickname instead of participants' ID and my real name...”

(Participant 2)

“I want to use MSN, because it has more colorful chat boxes and functions. I want to use the online chat programs that include webcam and voice chatting for practicing pronunciation, and listening skills...”

(Participant 36)

As mentioned earlier, there are technical problems that affected the participants when they were chatting. Three participants wanted higher speeds for the Internet. These are their suggestions:

“The system of online chat program and the Internet often disconnected. They should be improved...”

(Participant 20)

“... The Internet is too slow. I think that it should be improved”

(Participant 27)

Another suggestion from three of the participants was that they wanted feedback from their teachers or friends. These are their opinions:

“I want my teacher or classmates to correct my sentences”

(Participant 16)

“...I want my teacher to edit my sentences when I make incorrect sentences while chatting”

(Participant 40)

And the last suggestion was an integration of online chatting into other courses. Three participants suggested that online chatting could be integrated into other courses. They gave the opinion that this could reduce shyness when they want to ask their instructor questions. For example:

“I think that the online chatting should be implemented in other courses. I will have more self-confidence to ask teacher without shyness.”

(Participant 12)

“I think that the online chatting is a good tool to practice English and it can be integrated into other courses...”

(Participant 27)

In conclusion, the participants had already had some experiences with using free chat programs on the Internet before participating in this study. After chatting for this study, they had positive opinions about using online chatting to practice and improve their language skills, and it helped them to increase their motivation and self-confidence to produce the language. However, the participants gave opinions about practicing pronunciation and listening skills, so they suggested using other chat programs, which are available for voice chatting. From their comments, the technical problems, lack of vocabulary and grammatical knowledge could affect their motivation while chatting. All the results of this study will be discussed in the next section and related to other relevant studies.

## **4.2 Discussion**

As shown in hypothesis one, an increase of chat sequences should affect language accuracy. The results relating to research question one showed that the chat

sequences do not relate to language accuracy because it is not shown to be statistically significant. The reason may be the experimental design had only lasted ten weeks, which perhaps is not enough time to show an improvement in language accuracy. Xiao (2007) suggests that through modeling from more language abilities of participants, it may take a longer time to obtain significant results. Therefore, a longer experiment period may be needed. Another reason may be the students have high motivation when they produce language in chat rooms. The participants may feel relaxed when producing language in chat rooms, so they do not focus on the language accuracy. To support this reasoning, Beauvois (1998) and Satar and Özdener (2008) mention that the students are motivated to use language in chat rooms. They have high competition in producing language and typing speed. They may not focus so much on their language accuracy. Also, Nik (2010) proposes that the participants in chat rooms may pay greater attention to their language production than accuracy. Another reason may be that typing speed affects language accuracy. And one benefit of text-chatting is that it can encourage more active and equal participation than in a face-to-face setting (Böhlke, 2003; Nik, 2010). The participants may type the messages very fast and they do not focus on grammatical structure. Xie (2002) also supports that the typing skill of each participant is different and it can influence making sentence structures in chat rooms. The participants may not concentrate on the language accuracy while chatting. However, online chatting may affect skills of reading, writing, and speaking, and it promotes the participants' self-confidence in communicating in the language (Beauvois, 1998).

In brief, the chat sequences do not affect language accuracy improvement. The experimental design may need a longer time to see the participants' language

accuracy improvement. Another reason may be from because the participants are motivated to produce language in chat rooms. They have high motivation and they can participate in the conversations greater than in face-to-face interaction. Moreover, the typing speed affects the language accuracy when the participants are chatting.

Next, the result of research question two is related to language error types. The participants, in the current study, mostly produce errors in sentence forms and show the highest percentage (58.80%) more than other types of errors. The reason may be the participants use the incorrect sentence forms used by their friends because each participant has different prior language knowledge (Xie, 2002). To support this reason, Yuan (2003) mentions that the grammatical and vocabulary knowledge of each participant are different and they influence making sentence construction. She also proposes that the participants may know the grammatical rules, but when it goes from writing to speaking, they may tend to forget the rules. One reason may be the participants in chat rooms post short messages rapidly without paying attention to forms (Sotillo, 2000). Moreover, the percentage of error of word choices (19.10%), in the present study, as in the case with the study of Yuan (2003) indicates that the participants make the error of word choices. The reason may be the participants try to construct meaning in their foreign language. The error of word choices may block the meaningful communication between participants (Yuan, 2003). Furthermore, other error types (i.e. subject-verb agreement, possessive adjectives, time expressions, frequency adverbs, and plural forms) are less than 10% in this study. This is because short messages are often used in the chat conversations. Students may not concentrate on the accuracy, they just focus on meaningful content in chat rooms. So they produce only short messages. They are not aware of such error types as mentioned. To support

this, Sotillo (2000) proposes that rapid scrolling of messages; some participants post only two or three messages during the 50-minute sessions, and spend their time reading their friends' postings. They may concentrate only on the contents of chat conversations.

In summation, the results of research question two show that the chat rooms may encourage the participants to use grammatical knowledge learned in the traditional classroom and use English as a tool to communicate with friends in real-time. The language error types may be from the different language abilities and/or prior language knowledge of each participant, the transfer ability from L1 to L2, and the time to focus on meaningful content of chat conversations; however, the participants have a chance to practice speaking skills and use English in real-time. Next, the results of research question three are discussed.

The results of research question three indicate that the participants give opinions about using online chatting to improve English speaking skills in the language classroom. They give their opinions that they can get both advantages and disadvantages from online chatting.

As regards to the advantages, the participants mentioned language skills improvement, enjoyment in learning, improvement in self-confidence and their typing skills. The reason for this may be that the students have to type their messages in the chat room instead of talking to someone face-to-face. They do not feel so self-conscious, so they have more self-confidence in producing the language and they enjoy learning more when they are using online chatting (Lee, 2002a). Because they think that they can produce language in chat rooms more easily than in face-to-face interaction, this makes them more confident about improving language and typing

skills in chat rooms. As the results show, only language production shows a statistically significant difference while the language accuracy does not show any significance difference. Also, the language error types show that the students cannot improve their language skills in terms of language accuracy while using online chatting. These results provide evidence to support their opinions that online chatting can motivate them to produce language and it can increase their self-confidence and enjoyment of learning, but it may not help them to improve their language accuracy. However, the participants can practice vocabulary and grammar (Kötter, 2001; Smith, Alvarez-Torres, and Zhao, 2003), and they can also pay attention to both form and meaning while chatting (Lee, 2002a). Moreover, some studies have found evidence that online chatting can motivate and increase the enjoyment of learning, whilst it can also reduce anxiety while chatting (Kötter, 2001; Satar and Özdener, 2008), so the participants can have more self-confidence in producing language (Ware, 2004). Furthermore, the participants think that they can improve their typing skills. The reason may be that they feel free to produce language and in the chat room there is a high level of competition without the self-consciousness of face-to-face interaction in the chat room (Xie, 2002; Yang and Chen, 2007). These studies all give evidence to the participants' positive opinions regarding the use of online chatting in the language classroom.

As for the disadvantages, they commented that they cannot practice their listening skills and pronunciation while chatting. The reason may be that the chat rooms in Moodle provide only text-chatting and the participants have to type their messages instead of using spoken language, and they can practice their speaking skills in real-time in the same way as in face-to-face interaction. Volle (2005) also mentions

that text-chatting provides participants with the opportunity to type conversations in real-time, and although they can practice speaking skills by typing conversations in chat rooms, it can not replace face-to-face interactions in terms of pronunciation and listening practice. From the participants' opinions in this study, online chatting cannot offer them the pronunciation and listening skills practice which they need. However, using voice-chatting can provide pronunciation and the listening skills practice. It can therefore be used for filling the gaps in text-chatting. This opinion is related to the participants' suggestions about the use of voice-chatting to practice pronunciation and listening skills. The reason may be that the participants wanted to try to use voice-chatting because they may have more self-confidence to produce language after using text-chatting. Another reason may be they wanted to try other online chat programs, which have more functions than chat rooms in Moodle. These reasons may be similar to those of Almeida d'Eça (2003) who uses Yahoo Messenger, which offers both text- and voice-chatting to gain powerful language learning tools. It may help the participants to have more comprehension, motivation, and the use of authentic tools. In addition, Yamada (2009) proposes that the differences between text-chatting and voice-chatting are that they have different strong points. Voice-chatting can provide the students with practice in pronunciation and listening skills, whereas text-chatting allows them to see their own errors in the chat rooms. These studies suggest using other online chat programs which can offer different tools for the practice of language skills for different purposes.

As for the participants' comments about the problems about the problems of online chatting: first, they thought that their typing skills and language abilities i.e. vocabulary, grammatical knowledge, and reading skills can influence their language production and accuracy. Also their language abilities can have an effect on their lack

of self-confidence while chatting. They think that they sometimes do not know the meaning of the vocabulary and that they sometimes cannot make correct sentences to use in their responses or appropriate questions to their friends. In this way, they may hesitate to reply to their friends' questions. Yang and Chen (2007) maintain that limited knowledge of language skills can have an effect on the understanding and production of language. Moreover, some participants have problems with slow typing or type wrong words while chatting. Another reason may be from typing slower or faster than their friends. Slow typing may reduce their motivation whereas fast typing may result in the use of the wrong words. Kitade (2000) states that typing the wrong words can make other members in the same chat rooms misunderstand the meaning of the conversations. Xie (2002) suggests that poor typing skills affect discussions in the chat rooms. The participants may lack self-confidence and they may not be willing to participate in the discussions. Ware (2004) also mentions that poor typing skills can reduce motivation and poor language abilities can discourage participants from producing language (Almeida d'Eça, 2003; Lai and Zhao, 2006). These studies relate to the participants' opinions in this study that limited knowledge of language and poor typing skills can have an effect on producing language while chatting.

Moreover, from the participants' comments, the technical problems in terms of poor Internet connections can also affect their motivation. They comment that the Internet was sometimes too slow while chatting or signing into chat rooms. The reason may also be technical problems which can occur unexpectedly. Yang and Chen (2007) state that one problem is slow Internet connections while chatting. This interrupts conversations and it reduces enjoyment. The next section will deal with suggestions for this study.

Following the participants' experiences of chatting online, they suggested extending the amount of time and adding more topics for discussion during the following term. Moreover, they also suggested chatting outside the classroom. The reason for this may be that they think online chatting provides an enjoyable learning experience. However, Spencer and Hiltz (2002) suggest the amount of time allowed should be considered carefully, as it may make some participants bored. Another reason may be that online chatting can be used outside the classroom, if an Internet connection is available at their homes or accommodation. But, Park and Bonk (2007) mention that it cannot be used for all learning content and contexts so it should be used mainly for exercises during a short period of time. Also, the use of online chatting outside the classroom is difficult to arrange for many participants as they may be available at different times, so the schedule for chatting should be during office hours at regular times.

One of the participants suggested that some friends talk only with their own friends, so they want to change their chat group. The reason may be that they needed to chat with their close friends and they wanted to choose or change the chat group by themselves. This reason may be because some participants type slowly and they cannot continue the conversation properly. Another reason may be that some groups have a high level of competition in typing and producing language, so some participants may be active and some may be passive because they cannot continue the conversation as mentioned earlier. These factors have an affect on the motivation of each participant to chat. Xie (2002) also proposes that there may be problems while chatting because some participants may be more active than others. Some participants do not talk at all. Some participants in a chat group often talk with their own friends.

It makes some participants want to chat with other friends they know in other chat rooms. Also, the friendly environment in a chat room can motivate them to produce language in a relaxed atmosphere. Another reason may be that in a small chat group, if they do not know the other participants, they may not talk much. However, the members of the chat rooms should be in small groups (e.g. three to five students) which will encourage them to participate equally in the conversations. Almeida d'Eça (2003) and Park and Bonk (2007) argue that a chat room should not have more than five members if the members are going to have sufficient opportunities for chatting. Otherwise, the conversations in the chat room may become rather complicated.

Furthermore, the participants suggest getting corrective feedback from instructors or friends while chatting. The reason may be that they think corrective feedback can help them to improve their language skills and they will know their errors in the chat room. As Kitade (2000) mentions, text-chatting can provide an awareness of language errors and corrective feedback can help them to improve their grammatical knowledge. In support of this suggestion, Peterson (2001) proposes that the instructor can provide corrective feedback to students while chatting for improving both vocabulary and grammatical knowledge. Moreover, giving corrective feedback can help them to remember the correct sentences and their own errors (Yuan, 2003; Shekary and Tahririan, 2006). Some other studies suggest giving corrective feedback can help the participants to notice their own errors while chatting and that they can improve their grammatical knowledge.

Finally, the suggestion about combining online chatting with other courses may help the students to be less self-conscious if they want to ask the instructor a question. Another reason may be the students want to avoid face-to-face interaction

with the instructors. It is interesting that Schultz (2003) explores the combination of online chatting with an MBA course in Management of Information Technology. The results show that the participants were enthusiastic. Online chatting can provide material for discussion in the classroom. This study also shows that online chatting can be used in other courses to encourage the students to discuss in real-time same as in a face-to-face discussion in the classroom and to reduce their anxiety and self-consciousness in asking their instructors questions as mentioned earlier.

In conclusion, from the results and discussion of research question three, the participants think that their speaking skills, grammar and vocabulary, reading skills, and typing skills can improve. Although, the language accuracy is not statistically significant and language error types are found in chat rooms, they think that they have positive learning environment in English class room with using online chatting. To see the improvement of participants' language accuracy may need a longer time and more topics.

### **4.3 Summary**

In summary, this chapter presents the results of research questions and discussion. The results of this study indicate that the participants can practice and have chances to use language, although, the chat sequences is not shown statistically significant on language accuracy and language error types are found in chat rooms. The participants in the current study also got learning experience because they give opinions in the questionnaire that their language skills and typing skills can be improved. However, to see their improvement of language accuracy, the experimental design needs a longer time. The next chapter will present the conclusions of this study, its implications, and suggestions will be made for future research.

## **CHAPTER 5**

### **CONCLUSIONS AND IMPLICATION**

This chapter mainly presents the conclusions, pedagogical implications, limitations, suggestions for further research, and summary of this chapter. These will be presented as follows:

#### **5.1 Conclusions of the Study**

This study aims to use online chatting as a technological tool by EFL students to improve their speaking skills by investigating how chat sequences affect language accuracy. It also aims to investigate the types of language error produced by students. The language error types can provide the instructors to focus on grammar teaching and to improve students' speaking skills. The last purpose is to explore students' opinions after chatting.

Some related studies indicate that the use of online chatting in second and/or foreign language learning and teaching can help language students to improve their speaking skills. Most studies focus on how speaking skills are improved by online chatting with respect to grammatical and lexical knowledge, communicative strategies used in chat rooms, speaking skills, and motivation. This study was conducted in a period of over ten weeks in trimester 1/ 2010 at Suranaree University of Technology (SUT), Thailand. Forty participants were selected from one thousand three hundred and forty-six first-year undergraduates who were studying English 1 at that time. The

students were separated into small chat groups and each group had four members. The topics for online chatting followed a textbook with the themes (1) All about you, (2) Favorite people and celebrities, (3) Routines, and (4) Free time and hobbies. Research question one investigated chat sequences with regard to its effect on language accuracy. To analyze the relationships between chat sequences and language accuracy which are within-subjects were analyzed by using one way within-subject ANOVA in the case of those students chatted under four topics, as mentioned above, over ten weeks. Data was collected from the chat scripts of all chat groups. The chat scripts were grouped in terms of numbers of sentences (language production), numbers of correct sentences (language accuracy), and numbers of incorrect sentences (language error types) which followed the textbook and language points covered in English 1. From research question one, means of language accuracy should increase when the chat sequences increase, the results did not show a statistically significant difference at  $p < 0.091$  which indicated that chat sequences did not affect the language accuracy.

Research question two investigated the types of language errors. The types of errors were based on the course outline of English 1 that included errors of sentence forms, subject-verb agreement, word choices, plural forms, time expressions, frequency adverbs, and possessive adjectives. These error types were analyzed by using frequency and percentages to explore what types of error were most frequently produced by the participants. The results showed that errors in sentence forms had the highest percentage (58.80%). And the error of word choices has 19.10%, in contrast, the other errors (i.e. subject-verb agreement, plural forms, time expressions, frequency adverbs, and possessive adjectives) were less than 10%. From the results, it

can be seen that the participants focused more on the production of language than on the accuracy of language when they were chatting. However, the results of research questions one and two do not show an improvement of language accuracy, the participants have chances to practice language that include practice of speaking skills.

Next, the last research question addressed what students' opinions were after using online chatting in the language classroom and looked into whether online chatting can be used as an alternative to face-to-face interaction to improve students' language ability. The closed-ended questionnaire was analyzed by frequency and percentages, while the students' opinions in the open-ended questionnaire were grouped. The results of research three indicated that the students thought that they gained both advantages and disadvantages from using online chatting. They gave their opinions that they could learn and improve language ability while chatting with regard to their speaking, reading, and typing skills. Furthermore, they thought that online chatting could encourage them and develop their self-confidence in producing language in real-time in the same way as if they practiced speaking skills in face-to-face interaction, because they used spoken language while chatting. The results of this study have implications for language learning and teaching which will be considered below in the pedagogical implications of this study.

## **5.2 Pedagogical Implications of the Study**

The findings of the current study suggest several pedagogical implications to use online chatting for language learning and teaching. The results show that online chatting can be a very beneficial technical tool to motivate students to produce language. Therefore, providing students with an opportunity to chat to their

classmates can greatly enhance students' interest and enthusiasm for using the target language for communicative purposes.

It can be concluded from the results that the chat sequences do not affect language accuracy. The use of online chatting in language classrooms should lead instructors to consider how it can help improve students' language skills, for example, instructors may need to focus on the improvement of grammatical and lexical knowledge, speaking skills, communication skills, and so on. The instructors should consider the effectiveness of chat sequences and the different topics when using online chatting may help improve the language ability of EFL students. The results also suggest that a longer time may result in greater language accuracy. In addition, it can be seen from the students' opinions that there are advantages and disadvantages with regard to using online chatting in the language classroom. They think that they can learn and improve their language in this way. This suggests that instructors should consider using online chatting in learning and teaching language to encourage students to produce language and provide them with opportunities to practice their grammar and vocabulary.

Another implication is that the results reveal the types of language error made by the students which should be useful to instructors who can see the most common error types of students' grammatical knowledge. This is similar to the findings of Yuan (2003) who points out that the types of error lead to greater awareness of their problems by participants because they find out their errors and so they can correct their own and dyad errors. If language ability is the pedagogical goal, instructors should analyze their students' errors and give them corrective feedback every time they complete their chatting online.

Furthermore, with the growing popularity of Computer Mediated Communication (CMC) and the Internet, online chatting is a kind of synchronous CMC that promotes real-time interaction. Online chatting provides an easy, convenient, inexpensive, and highly communicative medium for students to practice and use the target language in an authentic and meaningful context. The students can gain experience from using online chatting in the classroom which should assist them in communicating in English in the real world.

Finally, these features of online chatting, as mentioned above, show that online chatting can be a useful technical tool for motivating students to communicate in real-time. Because it is easy and convenient to use, it can be used for computer-assisted classroom discussion for other subjects and/or for other grade levels. For example, it can decrease anxiety and self-consciousness, while increasing motivation and self-confidence when they need to ask the instructor questions in the classroom.

Briefly, the findings of the current study provide evidence of the benefits of online chatting in language learning and teaching. As mentioned above, online chatting can be used for motivating students, practicing their language skills, improving their language ability, communicating in the real world, and it can also be included in the teaching of other subjects and at other grade levels. However, the current study also has some limitations which need to be taken into consideration for further research which will be presented in the next section.

### **5.3 Limitations of the Study**

An analysis of the data from this study reveals some limitations. The populations of this study were students at Suranaree University of Technology (SUT),

Thailand. These students were studying the English 1 (203101) course in trimester 1/2010. This study only involved the EFL group sample of undergraduate students. Furthermore, the English courses of SUT are compulsory courses. The topics and contents of this study were covered in the English 1 course only in the first trimester. As a result, the data obtained for this study cannot be generalized to other populations.

The experimental design does not compare between text-chat groups and face-to-face groups with investigating differences of language ability after chatting. Furthermore, it does not compare between text-chatting and voice-chatting with investigating the differences between the sample groups and determining, which kind of chat program can improve language ability more and which of the two mediums the students prefer to use for communicating. Moreover, the current study does not compare between a control group (students chat with their classmates) and an experimental group (students chat with foreigners) to examine which group has greater language ability after the experiment.

In analyzing the language accuracy and error types produced by students which follow the course outline of English 1, this study investigates the effect of chat sequences on language accuracy but the relationship between language production and language accuracy is not investigated. Similarly, there is no investigation of the relationship between the chat sequences and the topics.

Due to the time constraints for the participants and the instructor, this study was limited to only ten weeks, which may not have been enough time for the researcher to see the expected progress of the participants in terms of language accuracy. The time for chatting in the computer lab was also limited to fifty minutes. This may not have been long enough for the participants to chat if they found the

topic interesting and which would make them want to chat more. The topics are also limited by the contents of the textbook and are limited by time, which may not have allowed the participants enough time for discussion.

The present study does not take gender into consideration. Therefore, it is not known whether the gender of the participants (e.g. a mixed gender dyad or the same gender dyad) has an impact on each dyad's language ability during each chat session of their conversations. Moreover, this study also does not test and take participants' background knowledge of language into consideration. It is not known what extent language background affects language ability.

Briefly, the limitations of the present study are the number of participants, experimental design, data collection and analyses, effects of chat time and topics on language ability, and the background information of the participants is not considered for the purposes of the analysis. Such limitations need to be taken into account when making suggestions for further research.

#### **5.4 Suggestions for Further Research**

Based on the results and limitations of the study, we can make some suggestions for further research. Future studies should examine how different language ability and grade levels of EFL students are affected by online chatting. The grade levels should be investigated with a view to affecting the language production and accuracy while chatting, also which grade levels have the most appropriate benefits of using online chatting for language learning and teaching should also be examined. Similarly, future studies should investigate how different gender, ages, and

background knowledge of the language of the participants have an impact on students' attitudes towards participating in online chatting.

Another suggestion from the data collection and analysis of the current study is to analyze each group or each student in more detail. The present results only show the total numbers of all students in all chat groups. Future studies should examine how the numbers of members in one chat room affect the language production and quality of language in terms of accuracy and complexity. Moreover, a chat room has high competition in producing language and may affect the self-confidence, and attitudes of the participants.

A further suggestion is that future studies should compare differences between the control group (face-to-face group) and the experimental group (chat group) to investigate how features of online chatting affect the language skills and speaking skills improvement. Also, the study should compare which different online chat programs that the students prefer to use between text-chatting and voice-chatting, and which sort of program is the most useful for language accuracy of EFL students with regard to improve their vocabulary and grammatical knowledge and increase their motivation and self-confidence. The students' opinions after using different chat programs should be explored by questionnaires and/or face-to-face interviews. Furthermore, future research can compare the differences between Asynchronous Computer-Mediated Communication (ACMC) and Synchronous Computer-Mediated Communication (SCMC), for example, by comparing between the use of webboard and text-chatting as technical tools to find out which offer the most help to EFL students to improve their language ability and which one can motivate them more to produce and practice language, including their attitudes after using both of these tools.

Future research can investigate the effects of SCMC on oral proficiency improvement by comparing between text-chat groups and voice-chat groups. For example, a speaking test could be administered to examine students' oral proficiency after using both text-chatting and voice-chatting.

Therefore, future research should compare between control groups (students chat with their classmates) and experimental groups (students chat with foreigners) to examine which group can improve more language ability in terms of production and accuracy and/or which group can improve oral proficiency when they take a speaking test after chatting. Also, a questionnaire and interview may be used for exploring the preferences of the participants.

From the limitations of this study about language error types, it can be suggested that further studies should examine how corrective feedback can have an effect on reducing the errors in each chat session. Corrective feedback may help the students to improve their grammatical knowledge. This suggestion can also be used for a comparison between face-to-face groups and text-chat groups with a view to giving corrective feedback to students to help them and finding out which group improves their grammatical knowledge. The pre-test and post-test may be used to examine their grammar improvement.

The last suggestion which is also based on the limitations of the study is that longer time should be given to investigate students' progress in terms of language ability and their improvement in grammar, lexical knowledge, speaking skills, communicative strategies, and so on.

Thus several suggestions have been made on the basis of the current study in using the data collection and analyses, results, and limitations. They may be useful for further research into language learning and teaching.

## 5.5 Summary

In this chapter, a summary of the study was presented and the findings of the study were summarized and discussed. In addition, the pedagogical implications, limitations and suggestions for future research were also addressed. The study investigated the effects of chat sequences on language accuracy. Furthermore, the language error types were also explored. Next, the study explored the participants' opinions after using online chatting. The findings of the current study showed that the chat sequences did not affect language accuracy improvement. The results of the language error types showed that the students made errors of sentence forms more than other types of errors. Moreover, the results of the questionnaire showed from the students' opinions, they got both advantages and disadvantages from using online chatting. The students also indicated that online chatting provided motivation and increased their self-confidence to use English. With regard to the limitations of the study, caution should be used when generalizing the results and findings to other populations. This study provides evidence that online chatting should be integrated into language classrooms to encourage students to practice and use language. It is the researcher's sincere hope that continued observations and evaluations based on the implications of this study are carried out so that more in-depth knowledge about how online chatting can promote and enhance L2 and foreign language teaching and learning will be gained.

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## APPENDIX A

### Questionnaire (English Version)

The purposes of this questionnaire are to explore students' opinions after using online chatting to improve speaking skills while studying English 1 (203101) at Suranaree University of Technology (SUT). Your answers are not considered correct or incorrect and will not affect your final score. Please indicate the answer most appropriate.

**Please answer the questions by checking (✓) the answer that best describes you or your opinion.**

#### Part 1: Personal Information

Sex:  Male  Female Age: .....

Your major.....

First  Second  Third  Fourth

#### Part 2: Experiences about using online chatting

1. Before you study English 1, did you have an experience in using online chatting?  
 No, I never used online chatting.  
 Yes, I had used online chatting.
2. Which online chatting programs have you ever used? (you can tick more than one answer)  
 Yahoo Messenger  
 Hotmail MSN  
 ICQ  
 QQ  
 Chat room in Face Book  
 Others.....(Please indicate).

**Part 3: Frequency of Using Online chatting**

3. How often do you use online chatting to communicate with friends?
- I never use online chatting to communicate with friends
  - I sometimes use online chatting to communicate with friends
  - I often use online chatting to communicate with friends
  - I always use online chatting to communicate with friends
4. How often do you use online chatting to communicate with foreigners?
- I never use online chatting to communicate with foreigners
  - I sometimes use online chatting to communicate with foreigners
  - I often use online chatting to communicate with foreigners
  - I always use online chatting to communicate with foreigners
5. How often do you use online chatting in studying English inside and outside the classroom?
- I never use online chatting to study English inside and outside the classroom.
  - I sometimes use online chatting to study English inside and outside the classroom.
  - I often use online chatting to study English inside and outside the classroom.
  - I always use online chatting to study English inside and outside the classroom

**Part 4: Opinions about Effects of Using Online Chatting**

6. After chatting in English with your classmates, do you agree that your speaking skills had improved?
- Strongly disagree
  - Disagree
  - Agree
  - Strongly agree

7. After using online chatting in English, do you agree that your typing skills had improved?
  - Strongly disagree
  - Disagree
  - Agree
  - Strongly agree
8. After using online chatting in English, do you agree that it can help you increase your self confidence in communicating in English?
  - Strongly disagree
  - Disagree
  - Agree
  - Strongly agree

**Part 5: Opened-Ended Questionnaire**

**Please give your opinions on the following questions.**

9. After using online chatting to improve your speaking skills in English 1 course, what do you think are its **advantages and disadvantages** in learning English?

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10. What **problems** did you encounter while using online chatting to improve your speaking skills?

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11. Please give **other comments and suggestions** on using online chatting to improve your speaking skills in English classrooms.

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## APPENDIX B

### Questionnaire (Thai Version)

**คำชี้แจง** แบบสอบถามชุดนี้มีวัตถุประสงค์เพื่อสอบถามความคิดเห็นหลังการใช้เซทรุมเพื่อพัฒนาภาษาอังกฤษระหว่างเรียนวิชาภาษาอังกฤษ 1 (203101) ของมหาวิทยาลัยเทคโนโลยีสุรนารี ไม่มีคำตอบใด ถูกหรือผิด และไม่มีผลต่อคะแนนการเรียนวิชาภาษาอังกฤษ 1 ขอให้นักศึกษาตอบตามความเป็นจริง

โปรดกาเครื่องหมาย  ลงใน  หน้าข้อความที่ตรงกับความเป็นจริงของท่าน

#### Part 1: ข้อมูลส่วนตัว

เพศ:  ชาย  หญิง  อายุ.....

สาขาวิชา.....

ชั้นปีที่ 1  ชั้นปีที่ 2  ชั้นปีที่ 3  ชั้นปีที่ 4

#### Part 2: ประสบการณ์การใช้ห้องสนทนาออนไลน์

- ก่อนการเรียนวิชาภาษาอังกฤษ 1 นักศึกษาเคยมีประสบการณ์เกี่ยวกับการใช้เซทรุมหรือไม่
  - ไม่เคยใช้เซทรุมเลย
  - เคยใช้เซทรุม
- นักศึกษาใช้โปรแกรมเซทรุมโปรแกรมใดบ้าง (ตอบได้มากกว่า 1 ข้อ)
  - Yahoo Messenger
  - Hotmail MSN
  - ICQ
  - QQ
  - chat room in Face Book
  - อื่นๆ.....(โปรดระบุ)

### Part 3: ความถี่ในการใช้ห้องสนทนาออนไลน์

3. นักศึกษาใช้แชทROOMเพื่อการติดต่อสื่อสารกับเพื่อนบ่อยหรือไม่
- ไม่เคยใช้แชทROOMเพื่อติดต่อสื่อสารกับเพื่อน
  - ใช้แชทROOMเพื่อติดต่อสื่อสารกับเพื่อน เป็นบางครั้ง
  - ใช้แชทROOMเพื่อติดต่อสื่อสารกับเพื่อน บ่อยครั้ง
  - ใช้แชทROOMเพื่อติดต่อสื่อสารกับเพื่อนเป็นประจำ
4. นักศึกษาใช้แชทROOMเพื่อการติดต่อสื่อสารกับชาวต่างชาติบ่อยหรือไม่
- ไม่เคยแชทกับชาวต่างชาติเลย
  - แชทกับชาวต่างชาติ เป็นบางครั้ง
  - แชทกับชาวต่างชาติบ่อยครั้ง
  - แชทกับชาวต่างชาติเป็นประจำ
5. นักศึกษาใช้แชทROOMเพื่อการเรียนภาษาอังกฤษทั้งในและนอกห้องเรียนบ่อยหรือไม่
- ไม่เคยใช้แชทROOMเพื่อการเรียนภาษาอังกฤษเลย
  - ใช้แชทROOMเพื่อการเรียนภาษาอังกฤษเป็นบางครั้ง
  - ใช้แชทROOMเพื่อการเรียนภาษาอังกฤษ บ่อยครั้ง
  - ใช้แชทROOMเพื่อการเรียนภาษาอังกฤษเป็นประจำ

### Part 4: ความคิดเห็นเกี่ยวกับผลกระทบของการใช้ห้องสนทนาออนไลน์

6. หลังการใช้แชทROOMเป็นภาษาอังกฤษกับเพื่อนร่วมชั้นนักศึกษาเห็นด้วยหรือไม่ว่าแชทROOMช่วยพัฒนาทักษะการพูดภาษาอังกฤษ (speaking skills)
- ไม่เห็นด้วยอย่างยิ่ง
  - ไม่เห็นด้วย
  - เห็นด้วย
  - เห็นด้วยอย่างยิ่ง
7. หลังการใช้แชทROOMเป็นภาษาอังกฤษนักศึกษาเห็นด้วยหรือไม่ว่าแชทROOMช่วยเพิ่มทักษะการพิมพ์ (typing skills)
- ไม่เห็นด้วยอย่างยิ่ง
  - ไม่เห็นด้วย
  - เห็นด้วย
  - เห็นด้วยอย่างยิ่ง

8. หลังการใช้เซทรมเป็นภาษาอังกฤษนักศึกษาเห็นด้วยหรือไม่ว่าเซทรมช่วยเพิ่มความมั่นใจในการสื่อสารเป็นภาษาอังกฤษ
- ไม่เห็นด้วยอย่างยิ่ง
- ไม่เห็นด้วย
- เห็นด้วย
- เห็นด้วยอย่างยิ่ง

**Part 5: แบบสอบถามความคิดเห็น**

**โปรดแสดงความคิดเห็นดังคำถามต่อไปนี้**

9. หลังจการใช้เซทรมเพื่อพัฒนาทักษะการพูดภาษาอังกฤษในชั้นเรียนวิชาภาษาอังกฤษ 1 นักศึกษาคิดว่าเซทรมมีข้อดีและข้อเสียต่อการเรียนภาษาอังกฤษอย่างไรบ้าง

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10. ขณะที่ใช้เซทรมเพื่อพัฒนาทักษะการพูดภาษาอังกฤษ นักศึกษาพบปัญหาใดบ้าง

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11. โปรดแสดงความคิดเห็นและข้อเสนอแนะอื่นๆ เพิ่มเติมเกี่ยวกับการใช้เซทรมเพื่อพัฒนาทักษะการพูดภาษาอังกฤษในการเรียนภาษาอังกฤษ

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## APPENDIX C

### Examples of Students' Opinions, Comments, and Suggestions in Open-Ended Questionnaire

#### 1) Students' Opinions on Using Online Chatting for Improving English Speaking Skills

(S1) "I think that I can make correct sentence with using correct grammatical structure. I think that I cannot practice the pronunciation."
(S2) I get new vocabulary. I can make correct sentences.
(S3) "I learn new vocabulary while chatting. I can improve the speaking skills. I also improve the typing skills"
(S4) "I can learn new vocabulary. I have more self confidence to use English. I can get new friends and I think that it's fun."
(S5) "I think, I can improve writing skills. I have self confidence to use English. I think, it's fun activity."
(S6) "My writing skills were improved. I have self confidence to use English."
(S7) "I can improve language skills. I think that an online chatting can improve my speaking, reading, and writing skills. I want to chat in English everyday."
(S8) "It is a fun learning. I chat with my classmates every week."
(S9) "I get new vocabulary. I can get new friends."
(S10) "I feel that I talk with friends in face-to-face interaction. I have more self confidence to speak in English. I think that my speaking skills improve. I do not practice pronunciation."
(S11) "I think, online chatting can affect on getting new vocabulary. I can improve and use English grammar. I can get new friends, and I like to study English. It is not the same as in face-to-face interaction. I cannot practice listening skills"
(S12) "I can exchange new vocabulary from my friends. It likes real-time communication. I like it."
(S13) "I think that I practice writing skills by using online chatting. I have more self confidence to use English. It's a fun activity and I can get new friends. I think that I cannot practice the pronunciation in chat room."

(S14) “I can get new vocabulary. And I practice typing skills. I can type English faster by using online chatting. I can get new vocabulary. I got new friends and I’ve a chance to talk in English with them.”
(S15) “I learn new vocabulary. I can improve my typing skills. And my reading skills are improved.”
(S16) “I have more self confidence to use English. I can practice speaking skills and grammatical structure.”
(S18) “It’s a good activity. I often use English, because I chat every week.”
(S19) “I try to make correct sentences. I got new friends. I did not practice pronunciation.”
(S20) “Sometimes, I type incorrect sentences and use incorrect grammatical structure. But I have more self confidence to use English. I also practice typing skills.”
(S21)” I can improve speaking skills. And I can get and try to use new vocabulary. In my opinion, online chatting has benefits for studying English. I can improve language skills. The use of online chatting in English classroom can help me to have more self confidence to speak English. When speaking, I can remember the vocabulary and sentence while chatting.”
(S22) “I can learn new vocabulary. I often make correct sentences. I can practice writing skills.”
(S23)” I often use English. It’s a fun activity. I can learn new vocabulary from my friends.”
(S24) “I have more self confidence to use English, although, I use incorrect grammatical structure while making sentences.”
(S25) “I learn new vocabulary. I got new friends and it was fun. I could practice reading and typing skills in English. I think that typing messages instead of talking, I cannot improve the listening skills.”
(S26) “It helps me to improve writing skills.”
(S27) “I can improve writing skills. I think that my grammar improves. I have more self confidence to speak English and chat with foreigners.”
(S28) “Online chat helps me to practice and improve speaking skills and grammar knowledge. I have more self confidence to speak English. I think it is a good activity that affects directly and indirectly on speaking skills. And I will use it in the future.”
(S29) “I can practice grammar. And I can improve typing English fluency.”
(S30) “I try to make questions and reply the questions with using grammatical structure and I learn new vocabulary.”
(S31) “I get new vocabulary. I have more self confidence and improve speaking skills. I think chat activity is fun
(S32) “It’s a tool for learning vocabulary. I have more self confidence to communicate in English with classmates and teacher.”

(S33) “It helps me to learn English vocabulary. And it affects on making sentences.”
(S34) “I can type in English faster. I can practice speaking skills in easy way.”
(S35) “I enjoy chatting and I do not worry while chatting. I like to study English by using the online chatting. And in the future, I will use it to chat with foreigners. I do not have a chance to practice pronunciation. I cannot pronounce English words correctly, although, I know the meaning of the words.”
(S36) “I learn new vocabulary and sentences from my friends and I can use them in daily life.”
(S38) “I can use new vocabulary and grammatical structure from text book. And I can improve writing skills with using correct grammatical structure.”
(S39) “I can often use English by using online chatting. I use new vocabulary in real situations. It’s fun. I can get new friends. And I learn new vocabulary and try to make sentences. I do not practice pronunciation.”
(S40) “I get new vocabulary. And I like when teacher correct the grammar. It’s fun. And I am not serious. I did not practice pronunciation.”

## 2) Students’ Comments on Problems while Chatting

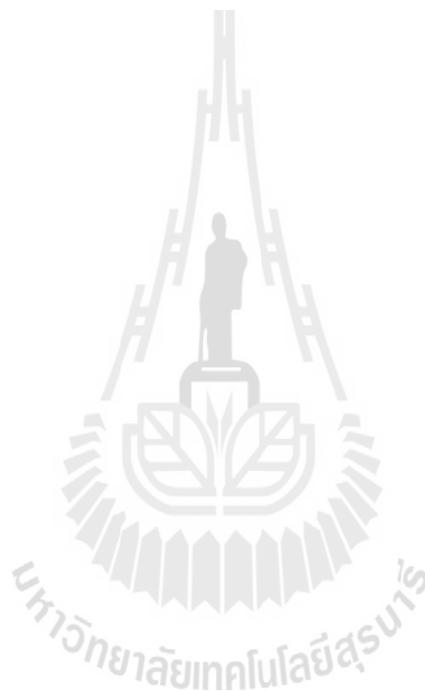
(S1) “I read friends’ sentences and I do not understand; new vocabulary. I lack of self confidence to reply friends’ questions.”
(S2) “When I don’t know the meaning of new vocabulary, I reply short answer. Some new vocabulary, I didn’t know the meaning and I take time to search the meanings. I’m worry about making correct questions.”
(S3) “Some friends do not type any messages”
(S4) “Internet and program chat were too slow, I couldn’t some time sign into chat room.”
(S5) “Sometimes, I don’t know the meaning of vocabulary or friends’ messages that show on chat box. I cannot reply friends’ messages. The Internet often disconnects.”
(S6) “I sometimes don’t know the meaning of vocabulary. I type messages slower than my friends. Internet is too slow. It is difficult to sign into chat room. And I can’t continue the conversation...”
(S7) “I often make incorrect sentences with using incorrect grammatical structure. And I remember the wrong one. I have to often use English.”
(S8) The Internet is too slow.
(S9) “The Internet is too slow. It often signs me out automatically. I have to sign in many times.”
(S11) “While chatting, the online chat is stop, and then I have to sign in again.”
(S12) “The Internet often disconnects. I have to sign into chat room again.”
(S13) “The Internet often disconnects.”
(S15) “I make the incorrect sentences with using incorrect grammar.”

(S16) "I often make wrong messages. I have to check the correct sentences in the text book."
(S18) "My friends type messages very fast. I cannot continue the conversation. I sometimes type messages slowly. Sometimes, I don't know the meaning of friends' messages. I don't reply them."
(S19) "I type slowly and I some time cannot make questions."
(S20) "Some friends chatted but some friends did not chat. Some chatted with closed friends and other was quiet because they did not have friends in chat group. The internet some time disconnects."
(S21) "Some friends did not reply my questions. I lack of self confidence to chat."
(S22) "Some friends do not know the meaning of vocabulary and grammatical structure. They lack of skills to chat in English. They also lack of self confidence to speak English. The system of online chatting often stops. And the Internet often disconnects. The conversation does not continue."
(S23) "Sometimes, I want to type the messages, but I cannot make sentences because I do not know the vocabulary."
(S25) "I do not type some time, because I did not know the vocabulary."
(S26) "The Internet some time disconnected, and in chat room some time stopped."
(S27) "The system often signs me out automatically from the chat room."
S28) "I sometimes do not know the meaning of vocabulary. I'm not confident to reply friends' messages, because I worry about mistakes. The students who don't have computer, they cannot chat."
(S29) "Some vocabulary, I don't know the meaning. And I cannot answer friends' questions."
(S30) "While chatting, I type wrongly the messages, and then I sometimes don't understand friends' messages."
(S33) "When I want to reply friends' messages, I try to use new vocabulary. The Internet often disconnects."
(S34) "The Internet disconnects. The system signs me out from the chat room automatically."
(S35) "I often type wrong messages. While reading, I do not understand friends' messages, and then I often reply them too short."
(S37) "The Internet disconnected some day. It affects signing into chat room."
(S38) "Some friends lack of self confidence to produce language because they are worry about grammar. They reply too short."
(S39) "The online chat activities in Moodle often disconnect. I often sign into chat room."
(S40) "I forget some words, and then I cannot make the sentences. My friends type faster than me."

### 3) Students' Suggestions on Using Online Chatting for Improving Speaking Skills in Classrooms

(S2) "I want the colorful chat room, that I can use my nickname instead of students' ID and my real name. I want to chat with other groups, not only my own group."
(S3) "The approximate time was short, I still wanted to chat. You should add more members in one chat room for funning."
(S4) "I think, you should add more topics and extend time of chatting. I want to use online chatting in the next term."
(S7) "I think the online chat could improve language skills. You should add more time and topics to chat every day."
(S9) "The time of chatting is short. It's not enough for chatting."
(S10) "I want to chat in MSN program rather than in Moodle, because it' difficult to sign in. I want to chat with other groups."
(S12) "I think that the online chatting should be implemented in other courses. I will have more self confidence to ask teacher without shyness."
(S13) "I want more topics and time of chatting. I want more topics and time of chatting."
(S14) "I got new friends and close up. You should extend time of chatting."
(S15) "I want a colorful chat room. I want you to add more members in one chat room for fun chatting, because some friends did not talk (type any messages)."
(S16) "I want my teacher or classmates to correct my sentences."
(S19) "I want more time for chatting. I want the colorful chat box and it can change the background of chat box."
(S20) "The system of online chat program and the Internet often disconnected. They should be improved. The time of chatting should be extended."
(S22) "The time of chatting is not enough, because the Internet is too slow. I have to log into chat room late and I can talk a little bit."
(S23) "You should add more time for chatting."
(S27) "I think that the online chatting is a good tool to practice English and it can be integrated into other courses. The Internet is too slow. I think that it should be improved."
(S31) "I think chat activity is fun and you should do it in the next term."
(S32) "The time is too short, I still want to chat. You should add more time."
(S33) "You should add more time, because I still want to chat. If I chat everyday, I will get more advantages from chatting."
(S34) "The approximate time is short. You should promote to integrate online chat in other courses."
(S36) "I want to use MSN, because it has more colorful and functions. I want to use the online chat programs that include webcam and voice chatting for

practicing pronunciation, listening, and typing skills.”
(S38) “I think the members in a chat room has limit. You should add more members or allow me to chat with my friends in other groups. This online chat program should have private chat room for chatting likes MSN. It is available for students who want to chat and practice language in private room.”
(S39) “I want teacher to edit my sentences. I want to chat with other groups.”
(S40) “You should add more time for chatting and I want to chat with other groups. Or you should add more members in a chat room. I want my teacher to edit my sentences when I make incorrect sentences while chatting.”



## APPENDIX D

### Example of Conversations in Chat Room

#### Small Group Chat Group 1:

Thursday, June 10<sup>th</sup> 2010, 10:10AM-->10:53AM

B5374571 อรอนงค์: Hi! am yeepoon.

B5371884 ภาคภูมิ: Good moring everybody!

B5371884 ภาคภูมิ: I'm Pharkpoom

B5373369 สุภาวรรณ: Where are you come from Chanin and Onanong?

B5371884 ภาคภูมิ: I'm from Surin.

B5375554 ชนินทร์: Really! you come from surin

B5374571 อรอนงค์: Really! I'm come from Phitsanulok.

B5373369 สุภาวรรณ: Good morning !

B5375554 ชนินทร์: Im Thay

B5375554 ชนินทร์: I come from Kalasin

B5371884 ภาคภูมิ: B5375554 : Please,spell your name in English.

B5375554 ชนินทร์: C-h-a-n-i-n

B5373369 สุภาวรรณ: What's your nickname Phapoom?

B5375554 ชนินทร์: yeepoon you come from?

B5371884 ภาคภูมิ: Is a nice day today.

B5375554 ชนินทร์: Pharkpoom you nikenname ?

B5371884 ภาคภูมิ: My nick name is Bass.

B5374571 อรอนงค์: Every body,What your phone number?

B5375554 ชนินทร์: I have one brother.

B5373369 สุภาวรรณ: I have 1 sister.

B5374571 อรอนงค์: I have 2 sisters.

B5371884 ภาคภูมิ: I study Information Technology at Suranaree University.

B5374571 อรอนงค์: Yes. I like studing in SUT very much.

B5375554 ชนินทร์: I like SUT. very much

B5374571 อรอนงค์: I study Information Technology at Suranaree University too.

B5373369 สุภาวรรณ: I'm very love studing in SUT. ^\_\_\_\_\_^

B5371884 ภาคภูมิ: I'm studying English subject in computer lab room 3.

B5374571 อรอนงค์: My phone number is 080-3462923.

B5375554 ชนินทร์: it's 0857511561 and you?

B5371884 ภาคภูมิ: My phone number is 0837354198

B5375554 ชนินทร์: Thanks Bass and yeepoon

B5375554 ชนินทร์: Bass you OK.

B5373369 สุภาวรรณ: where is your parent?  
 B5374571 อรอนงค์: My parents live in Kamphangphet.  
 B5373369 สุภาวรรณ: My parents live in Chiyaphum.  
 B5374571 อรอนงค์: What's your e-mail address.  
 B5374571 อรอนงค์: Every body, What's your e-mail address?  
 B5375554 ชนินทร์: My E-mail: Chanin.thay@hotmail.com.  
 B5371884 ภาคภูมิ: Thanks, Chanin.  
 B5375554 ชนินทร์: and you please?  
 B5373369 สุภาวรรณ: Did you have a good rest last night, Teacher?  
 B5374571 อรอนงค์: My e-mail address is [japan\\_yeepun@hotmail.com](mailto:japan_yeepun@hotmail.com)  
 B5374571 อรอนงค์: Thanks, Thay.  
 B5375554 ชนินทร์: what you Birthday please?  
 B5375554 ชนินทร์: Oh! Sorry  
 B5375554 ชนินทร์: What you birthday please ?  
 B5374571 อรอนงค์: My Brithday is Mach 16,1992.  
 B5375554 ชนินทร์: Thank you.  
 B5373369 สุภาวรรณ: I have to say goodbye now.  
 B5375554 ชนินทร์: Good bye  
 B5374571 อรอนงค์: Every body, Good bye see you next time.  
 B5373369 สุภาวรรณ: bye.

Thursday, 17 June 2010, 10:15AM -->10:57AM

B5371884 ภาคภูมิ: Good morning!!  
 B5375554 ชนินทร์: Goodmoning everybody!  
 B5373369 สุภาวรรณ: Good morning evrybody.  
 B5374571 อรอนงค์: Good morning, every body  
 B5371884 ภาคภูมิ: It's nice day.  
 B5374571 อรอนงค์: where are you live?  
 B5374571 อรอนงค์: how are you today?  
 B5375554 ชนินทร์: Thnk, Im fine.  
 B5374571 อรอนงค์: What is your nickname?  
 B5371884 ภาคภูมิ: What's your nickname Chanin. ! ^ ^  
 B5373369 สุภาวรรณ: How are you feeling today Packphum?  
 B5375554 ชนินทร์: Oh!! My ninknames is Thay  
 B5375554 ชนินทร์: yes, I study Basic Com same you ^\_\_^  
 B5373369 สุภาวรรณ: I study about Information technology  
 B5374571 อรอนงค์: it bautiful day.  
 B5373369 สุภาวรรณ: I thing so today is a nice day. ^^  
 B5375554 ชนินทร์: Where are you from?  
 B5373369 สุภาวรรณ: and Aonanong ?  
 B5374571 อรอนงค์: where are you hometome?  
 B5374571 อรอนงค์: oh sorry \*\*  
 B5374571 อรอนงค์: where are you hometown?  
 B5375554 ชนินทร์: My name is Chanin.  
 B5374571 อรอนงค์: I'm Yee pun, and you?  
 B5374571 อรอนงค์: how old are you?

B5373369 สุภาวรรณ: I from Chiyaphum.  
 B5374571 อรอนงค์: I'm 18 years old><  
 B5373369 สุภาวรรณ: \*I'm from Chiyaphum. ^^  
 B5375554 ชนินทร์: What you tel number?  
 B5374571 อรอนงค์: I come from Phitsanulok. And you?  
 B5375554 ชนินทร์: Im 18 year old. And you?  
 B5375554 ชนินทร์: Oh! You come from Pitsanulok  
 B5375554 ชนินทร์: What's your telephone number?  
 B5373369 สุภาวรรณ: My number is 089-941-0478 ,and you?  
 B5375554 ชนินทร์: AHHH!!! Sorry!  
 B5373369 สุภาวรรณ: where are you from chanin?  
 B5371884 ภาคภูมิ: Oh ! , My E-mail address is [bass\\_wisedsri@hotmail.com](mailto:bass_wisedsri@hotmail.com)  
 B5373369 สุภาวรรณ: Every body! ,Did you have a good rest last night?  
 B5374571 อรอนงค์: what's your drithday?  
 B5374571 อรอนงค์: sorry "0"  
 B5374571 อรอนงค์: what's your birthday?  
 B5375554 ชนินทร์: I come from Kalasin.  
 B5375554 ชนินทร์: And you Pakpoom?B5373369 สุภาวรรณ: Talk to me please. T\_T  
 B5373369 สุภาวรรณ: My e-mail address is [lingnoi\\_fai@hotmail.com](mailto:lingnoi_fai@hotmail.com)  
 B5371884 ภาคภูมิ: How many people in family?  
 B5371884 ภาคภูมิ: I have 1 sister, too .  
 B5374571 อรอนงค์: My email adres is [japan\\_yeepun@hotmail.com](mailto:japan_yeepun@hotmail.com)  
 B5371884 ภาคภูมิ: No,I not brother.  
 B5375554 ชนินทร์: I have one brother.  
 B5375554 ชนินทร์: no sister  
 B5373369 สุภาวรรณ: What is your number Onanong?  
 B5371884 ภาคภูมิ: What's your email address?  
 B5375554 ชนินทร์: What's your email address?  
 B5371884 ภาคภูมิ: My birthday is 10 Sep. 1992.  
 B5375554 ชนินทร์: my e-mail address is [Chanin.thay@hotmail.com](mailto:Chanin.thay@hotmail.com)  
 B5375554 ชนินทร์: Oh!! I see.  
 B5371884 ภาคภูมิ: what is your birthday?  
 B5375554 ชนินทร์: And you Supawan?  
 B5375554 ชนินทร์: How many people are there in your family?  
 B5373369 สุภาวรรณ: thank you.  
 B5371884 ภาคภูมิ: The time is up !  
 B5373369 สุภาวรรณ: Good bye ^\_\_\_\_\_  
 B5371884 ภาคภูมิ: Good bye !  
 B5374571 อรอนงค์: oh!!! I see  
 B5374571 อรอนงค์: thanks and see u next time  
 B5371884 ภาคภูมิ: See you agian.

Thursday, 24 June 2010, 10:12AM -->10:57AM

B5374571 อรอนงค์ เพชรรัตน์: we are talking about favorite people.  
 B5371884 ภาคภูมิ วิเศษศรี: Ok friends, We let's talk about favorite singer.  
 B5373369 สุภาวรรณ ม่วงวิษา: My favorite singer's Kennichi,and you?

B5375554 ชนินท์ ทิพย์เสถียร: my favorite actor is johnny deeps'ya know!  
 B5373369 สุภาวรรณ มุ่งวิชา: My favorite actor 's Kennichi Mastuyama  
 B5371884 ภาคภูมิ วิเศษศรี: Yes !, I seen him on the internet.  
 B5374571 อรอนงค์ เพชรรัตน์: who is your favorite singer?  
 B5373369 สุภาวรรณ มุ่งวิชา: Japan and Packpoom,what's your favorite actor?  
 B5374571 อรอนงค์ เพชรรัตน์: My favorite singer is Bee the star.  
 B5371884 ภาคภูมิ วิเศษศรี: Oh !, My favorite singer is Freddie Mercury  
 B5373369 สุภาวรรณ มุ่งวิชา: He's my favorite actor.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you know Queen band?  
 B5373369 สุภาวรรณ มุ่งวิชา: I don't know Queen band.  
 B5374571 อรอนงค์ เพชรรัตน์: I thinks he is good llokig  
 B5373369 สุภาวรรณ มุ่งวิชา: Who are Queen band?  
 B5371884 ภาคภูมิ วิเศษศรี: Mercury is the lead vocalist and songwriter of the rock band Queen  
 B5374571 อรอนงค์ เพชรรัตน์: do you know he?  
 B5371884 ภาคภูมิ วิเศษศรี: Mercury has great voice.  
 B5371884 ภาคภูมิ วิเศษศรี: His concert is always good.  
 B5371884 ภาคภูมิ วิเศษศรี: I like him because he is very handsome.  
 B5373369 สุภาวรรณ มุ่งวิชา: Japan and Packpoom,Why do you like him?  
 B5375554 ชนินท์ ทิพย์เสถียร: What are you tlaking about?  
 B5371884 ภาคภูมิ วิเศษศรี: The band that write "We will rock you" song.  
 B5374571 อรอนงค์ เพชรรัตน์: he is very smart and good looking.  
 B5375554 ชนินท์ ทิพย์เสถียร: Why i'm late? Caues i'm Umm.  
 B5375554 ชนินท์ ทิพย์เสถียร: what is your favorite sport player?  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you know Kennichi?  
 B5374571 อรอนงค์ เพชรรัตน์: Why go you like Liverpool?Phakpoom  
 B5373369 สุภาวรรณ มุ่งวิชา: I think Japan alike her.  
 B5375554 ชนินท์ ทิพย์เสถียร: Johnny is my favorite actor!  
 B5373369 สุภาวรรณ มุ่งวิชา: Why you don't ark me about Kennichi?  
 B5371884 ภาคภูมิ วิเศษศรี: Queen are a British rock band formed in London  
 B5373369 สุภาวรรณ มุ่งวิชา: His movie 's L chang the world.  
 B5375554 ชนินท์ ทิพย์เสถียร: I don't know maybe cause i love the colors of team! red right?  
 B5371884 ภาคภูมิ วิเศษศรี: Oh ! Korean singer!! ^^  
 B5373369 สุภาวรรณ มุ่งวิชา: He is Japanese actor and singer.  
 B5371884 ภาคภูมิ วิเศษศรี: My favorite actor is Brad pitt.  
 B5374571 อรอนงค์ เพชรรัตน์: Why do you like Man u?Chanin.  
 B5375554 ชนินท์ ทิพย์เสถียร: I very very love his movies  
 B5371884 ภาคภูมิ วิเศษศรี: Are you hearded this song.  
 B5375554 ชนินท์ ทิพย์เสถียร: Who is your favorite actor? Pakpoom  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you seen him on movie?  
 B5375554 ชนินท์ ทิพย์เสถียร: Captain Jack Sparrow!!!  
 B5375554 ชนินท์ ทิพย์เสถียร: and and and what is your favorite singer?  
 B5371884 ภาคภูมิ วิเศษศรี: I like mercury because he is different from other singer.  
 B5375554 ชนินท์ ทิพย์เสถียร: My favorite singer is Clash.  
 B5373369 สุภาวรรณ มุ่งวิชา: He's very good looking.  
 B5374571 อรอนงค์ เพชรรัตน์: I don't have my favorite football team. Ha Ha Ha.  
 B5375554 ชนินท์ ทิพย์เสถียร: My favorite football team is Man U..... I think  
 B5375554 ชนินท์ ทิพย์เสถียร: Oh liver pool-\*

B5371884 ภาคภูมิ วิเศษศรี: And he's good looking.  
 B5374571 อรอนงค์ เพชรรัตน์: and you Supawan. What's your favorite football team?  
 B5375554 ชนินทร์ ทิพย์เสถียร: Football? Umm I think ....Man U.  
 B5374571 อรอนงค์ เพชรรัตน์: what's your favorite sport player?  
 B5373369 สุภาวรรณ มุ่งวิชา: oh! Brad Pitt. I like him too.  
 B5374571 อรอนงค์ เพชรรัตน์: Me too. My favorite football team is ..... Thailand  
 B5374571 อรอนงค์ เพชรรัตน์: You are Liverpool fan.  
 B5375554 ชนินทร์ ทิพย์เสถียร: His movie is Pirate of the Caribbean. you know?  
 B5374571 อรอนงค์ เพชรรัตน์: My sport player is ....Torres.  
 B5374571 อรอนงค์ เพชรรัตน์: Torres is good looking. I think

Thursday, 1 July 2010, 10:02AM -->10:56AM

B5374571 อรอนงค์ เพชรรัตน์: Hmmm. What your favorite singer.Phakpoom.  
 B5375554 ชนินทร์ ทิพย์เสถียร: about your favorite band?  
 B5374571 อรอนงค์ เพชรรัตน์: My favorite singer is Kim ki bum U-kiss.  
 B5375554 ชนินทร์ ทิพย์เสถียร: How about you?  
 B5373369 สุภาวรรณ มุ่งวิชา: My favorite actor is Kennichi Mastuyama.  
 B5375554 ชนินทร์ ทิพย์เสถียร: you all What is your favorite band?  
 B5374571 อรอนงค์ เพชรรัตน์: My favorite actor is Chompoo.  
 B5374571 อรอนงค์ เพชรรัตน์: She is very sexy.I thing.  
 B5371884 ภาคภูมิ วิเศษศรี: Why do you like Chompoo?  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you know him?  
 B5374571 อรอนงค์ เพชรรัตน์: I'm a Chompoo fan.  
 B5371884 ภาคภูมิ วิเศษศรี: Brad pitt ac as Inglour Basterds.  
 B5373369 สุภาวรรณ มุ่งวิชา: He 's Japanese actor.  
 B5371884 ภาคภูมิ วิเศษศรี: I'm Brad Pitt fan  
 B5374571 อรอนงค์ เพชรรัตน์: I like Kennichi too.  
 B5371884 ภาคภูมิ วิเศษศรี: Kennichi Mastuyama, What about him.  
 B5374571 อรอนงค์ เพชรรัตน์: I don't know.  
 B5371884 ภาคภูมิ วิเศษศรี: Inglour Basterds Movie is great.  
 B5374571 อรอนงค์ เพชรรัตน์: Her movies are very good.  
 B5375554 ชนินทร์ ทิพย์เสถียร: My favorite band is clash.  
 B5374571 อรอนงค์ เพชรรัตน์: Kim ki bum is a singer in U-kiss band.  
 B5371884 ภาคภูมิ วิเศษศรี: I like her his movie.  
 B5371884 ภาคภูมิ วิเศษศรี: i like his movie.  
 B5375554 ชนินทร์ ทิพย์เสถียร: you don't have any band in your heart?  
 B5373369 สุภาวรรณ มุ่งวิชา: Yes he's very cute. ^^  
 B5374571 อรอนงค์ เพชรรัตน์: He from Korea.  
 B5374571 อรอนงค์ เพชรรัตน์: Oh. Really!!  
 B5375554 ชนินทร์ ทิพย์เสถียร: Man U.  
 B5371884 ภาคภูมิ วิเศษศรี: My favorite football team is Liverpool.  
 B5373369 สุภาวรรณ มุ่งวิชา: Yipoon,My favorite football team is Liverpool.  
 B5373369 สุภาวรรณ มุ่งวิชา: Yes,I'm Liverpool fan.  
 B5371884 ภาคภูมิ วิเศษศรี: I am Liverpool FC.  
 B5373369 สุภาวรรณ มุ่งวิชา: ok! I understand you.  
 B5374571 อรอนงค์ เพชรรัตน์: Yes. He is Korea.

B5373369 สุภาวรรณ มุ่งวิชา: I like everything about Liverpool.^^  
 B5371884 ภาคภูมิ วิเศษศรี: Yipoon, What's your favorite football team?  
 B5373369 สุภาวรรณ มุ่งวิชา: Where is Johnny deeps?  
 B5374571 อรอนงค์ เพชรรัตน์: I like him. because,His voice is amazing.  
 B5373369 สุภาวรรณ มุ่งวิชา: You are football fan,right?  
 B5371884 ภาคภูมิ วิเศษศรี: What's your favorite band Chanin !  
 B5373369 สุภาวรรณ มุ่งวิชา: yes, Um why you don't say about Man u ?chanin  
 B5373369 สุภาวรรณ มุ่งวิชา: I like Liverpool too.  
 B5374571 อรอนงค์ เพชรรัตน์: Yes. I think ^^  
 B5375554 ชนินทร์ ทิพย์เสถียร: ah I know just once.....Red Team. 555+  
 B5373369 สุภาวรรณ มุ่งวิชา: Chanin,Who your favorite singer and actor?  
 B5371884 ภาคภูมิ วิเศษศรี: oh mee too , I thing  
 B5373369 สุภาวรรณ มุ่งวิชา: Japan,what's you favorite team?  
 B5375554 ชนินทร์ ทิพย์เสถียร: Hmmm!!! Favorite writer????  
 B5371884 ภาคภูมิ วิเศษศรี: Chanin, Who's your favorite singer ?  
 B5373369 สุภาวรรณ มุ่งวิชา: no, I don't have favorite band.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I think Harry Potter is very hot!!!  
 B5375554 ชนินทร์ ทิพย์เสถียร: I don't have my favorite writer.  
 B5373369 สุภาวรรณ มุ่งวิชา: Ok.I know Pirates of the Caribbean movie.  
 B5375554 ชนินทร์ ทิพย์เสถียร: what about happy buddha?  
 B5374571 อรอนงค์ เพชรรัตน์: I know.He is very smart.  
 B5373369 สุภาวรรณ มุ่งวิชา: I want to know about Man U.  
 B5375554 ชนินทร์ ทิพย์เสถียร: The Boy who live!!!  
 B5371884 ภาคภูมิ วิเศษศรี: Gerrard and Torres are good looking.  
 B5375554 ชนินทร์ ทิพย์เสถียร: What is your favorite writer?  
 B5371884 ภาคภูมิ วิเศษศรี: Pirate of the Caribbean is great movie.  
 B5374571 อรอนงค์ เพชรรัตน์: He is lovely and very friendly.  
 B5375554 ชนินทร์ ทิพย์เสถียร: harry potter part7 coming on Cinema?  
 B5371884 ภาคภูมิ วิเศษศรี: We are talk about favorite singer and actor.  
 B5375554 ชนินทร์ ทิพย์เสถียร: yeahh! Harry potter is my favorite movie too.  
 B5374571 อรอนงค์ เพชรรัตน์: Oh!Brad prit. Why do you like him.Phakpoom.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Oh!! You will go to the movie?  
 B5374571 อรอนงค์ เพชรรัตน์: What yur favorite actor?  
 B5375554 ชนินทร์ ทิพย์เสถียร: Pharkpoom I don't know sorry.  
 B5373369 สุภาวรรณ มุ่งวิชา: johnny deeps! Who is Johnny deeps?  
 B5371884 ภาคภูมิ วิเศษศรี: I like him too.  
 B5375554 ชนินทร์ ทิพย์เสถียร: about 18th November

Thursday, 8 July 2010, 10:05AM -->10:58AM

B5373369 สุภาวรรณ มุ่งวิชา: Chanin please tell me about Manu.  
 B5371884 ภาคภูมิ วิเศษศรี: Liverpool is good teamwork.  
 B5374571 อรอนงค์ เพชรรัตน์: I don't have my favorite football team. Sorry ^\_\_\_^  
 B5375554 ชนินทร์ ทิพย์เสถียร: I am Man u fan....^\_\_\_^  
 B5375554 ชนินทร์ ทิพย์เสถียร: Oh!! You are Liver fans  
 B5371884 ภาคภูมิ วิเศษศรี: Chanin, please tell me about Man U team.  
 B5374571 อรอนงค์ เพชรรัตน์: Talking about Celebrities.

B5371884 ภาคภูมิ วิเศษศรี: Oh ! She like the same team with me.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Celebraties!!!!  
 B5371884 ภาคภูมิ วิเศษศรี: Liverpool is the most successful team in the history.  
 B5374571 อรอนงค์ เพชรรัตน์: What's your celebrities?  
 B5373369 สุภาวรรณ มุ่งวิชา: Yes. I Liverpool fan club.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I don't have my favorite show.  
 B5373369 สุภาวรรณ มุ่งวิชา: Yeepoon, Torress is your favorite sport player?  
 B5374571 อรอนงค์ เพชรรัตน์: what is your favorite show?  
 B5373369 สุภาวรรณ มุ่งวิชา: harry potter part7 is my favorite movie.  
 B5374571 อรอนงค์ เพชรรัตน์: Who's your favorite actor?  
 B5373369 สุภาวรรณ มุ่งวิชา: What's your favorite writer?  
 B5375554 ชนินทร์ ทิพย์เสถียร: My favorite actor is Johnny Deep  
 B5374571 อรอนงค์ เพชรรัตน์: Oh! Johnny Deep.Really?  
 B5375554 ชนินทร์ ทิพย์เสถียร: Yes, he is smart. I like him.  
 B5373369 สุภาวรรณ มุ่งวิชา: I like him too.  
 B5374571 อรอนงค์ เพชรรัตน์: Every body. What your favortite writer?  
 B5371884 ภาคภูมิ วิเศษศรี: "Dhamma Tid peek."  
 B5371884 ภาคภูมิ วิเศษศรี: Happy buddha is the happeness person.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Do you like Chompoo?  
 B5374571 อรอนงค์ เพชรรัตน์: He is very smart.  
 B5375554 ชนินทร์ ทิพย์เสถียร: My favorite actr Chompoo too.  
 B5374571 อรอนงค์ เพชรรัตน์: My favorite writer is J.K.Rowling.  
 B5374571 อรอนงค์ เพชรรัตน์: Do you know J.K.Rowling?  
 B5373369 สุภาวรรณ มุ่งวิชา: I don't know J.K.Rowling.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Ahh!! I know K POP.  
 B5374571 อรอนงค์ เพชรรัตน์: She write Harry Potter.  
 B5373369 สุภาวรรณ มุ่งวิชา: Who is J.K.Rowling?  
 B5371884 ภาคภูมิ วิเศษศรี: Supaporn, Who is your favorite writer ?  
 B5374571 อรอนงค์ เพชรรัตน์: Yes!! She is my favorite writer  
 B5375554 ชนินทร์ ทิพย์เสถียร: Chompoo is sexy.  
 B5373369 สุภาวรรณ มุ่งวิชา: Wow!! J.K.Rowling best writer.  
 B5371884 ภาคภูมิ วิเศษศรี: I read V.vajiramedhi books such as "Dhama at Dawn" and "Dhama at Night".  
 B5373369 สุภาวรรณ มุ่งวิชา: Who V.vajiramedhi? Pakpoom?  
 B5374571 อรอนงค์ เพชรรัตน์: Oh! How about you?  
 B5373369 สุภาวรรณ มุ่งวิชา: I don't have favorite writer.  
 B5375554 ชนินทร์ ทิพย์เสถียร: She is my favorite actor.  
 B5371884 ภาคภูมิ วิเศษศรี: My favorite writer is v.vajiramedhi.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you know v.vajiramedhi ?  
 B5374571 อรอนงค์ เพชรรัตน์: I read Herry Potter ^^  
 B5371884 ภาคภูมิ วิเศษศรี: He is the happy buddha.  
 B5371884 ภาคภูมิ วิเศษศรี: He writes about dhamma books.  
 B5371884 ภาคภูมิ วิเศษศรี: Chompoo is my favorite actress too.  
 B5374571 อรอนงค์ เพชรรัตน์: She is an amazing woman.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I don't know Kim ki bum U-kiss.  
 B5371884 ภาคภูมิ วิเศษศรี: He writes about mind management.  
 B5374571 อรอนงค์ เพชรรัตน์: I used to watch his movies.

B5371884 ภาคภูมิ วิเศษศรี: Yes ! , I want to watch Harry potter.  
 B5371884 ภาคภูมิ วิเศษศรี: In present time in can not trace about thw news of their team.  
 B5375554 ชนินทร์ ทิพย์เสถียร: and I'm Nun fan club.  
 B5374571 อรอนงค์ เพชรรัตน์: Yes.I want to watch Harry potter part7 .  
 B5373369 สุภาวรรณ มุ่งวิชา: Ken Teeradech is my favite too.  
 B5373369 สุภาวรรณ มุ่งวิชา: I am Ken fan  
 B5371884 ภาคภูมิ วิเศษศรี: Oh ! I like Harry Potter too.  
 B5371884 ภาคภูมิ วิเศษศรี: Comming soon.  
 B5373369 สุภาวรรณ มุ่งวิชา: who's your favorite actor Chanin?  
 B5375554 ชนินทร์ ทิพย์เสถียร: Nun wornuch, ya know?  
 B5373369 สุภาวรรณ มุ่งวิชา: she is my favorite actress too  
 B5375554 ชนินทร์ ทิพย์เสถียร: She is an actor  
 B5374571 อรอนงค์ เพชรรัตน์: I don't have favorite songs.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Why you like her? Onanong?  
 B5373369 สุภาวรรณ มุ่งวิชา: Chanin, your are nun fan club.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Who is Kim ki bum U-kiss  
 B5375554 ชนินทร์ ทิพย์เสถียร: No, I'm not.  
 B5374571 อรอนงค์ เพชรรัตน์: what's your favorite song? Phakpoom.  
 B5373369 สุภาวรรณ มุ่งวิชา: Kennichi is an japan actor.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Oh! Brad prit is your favorite actr?  
 B5373369 สุภาวรรณ มุ่งวิชา: All friends, Do you want to watch harry potter part7 with me?  
 B5374571 อรอนงค์ เพชรรัตน์: What is your favorite movie?  
 B5375554 ชนินทร์ ทิพย์เสถียร: Yeepoon, what you favorite show?  
 B5371884 ภาคภูมิ วิเศษศรี: In present I don't know.  
 B5373369 สุภาวรรณ มุ่งวิชา: Nun woranuch is my favorite actress too.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Yee poon What is your favorite show?  
 B5371884 ภาคภูมิ วิเศษศรี: What's your favorite director?  
 B5373369 สุภาวรรณ มุ่งวิชา: chompoo is sexy.

Thursday, 15 July 2010, 10:03AM -->10:56AM

B5374571 อรอนงค์ เพชรรัตน์: Every body, What do you do on weeken.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I get up late someday.  
 B5371884 ภาคภูมิ วิเศษศรี: On mondays, I clean the room.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Do you get up late?  
 B5371884 ภาคภูมิ วิเศษศรี: On weekends, I practice the Meditation.  
 B5373369 สุภาวรรณ มุ่งวิชา: I do the laundry on Wednesday and Friday.  
 B5374571 อรอนงค์ เพชรรัตน์: I take a class and play sports on mondays.  
 B5373369 สุภาวรรณ มุ่งวิชา: I get up late weekend too.  
 B5371884 ภาคภูมิ วิเศษศรี: Every body, When do you do the laundry ?  
 B5373369 สุภาวรรณ มุ่งวิชา: I listen to music on weekend.  
 B5374571 อรอนงค์ เพชรรัตน์: Every body,What do you do on Tuesdays?  
 B5371884 ภาคภูมิ วิเศษศรี: Do you ever go to the library ? Supawan Chanin and Onanong. ^^  
 B5375554 ชนินทร์ ทิพย์เสถียร: I take a calss on monday.  
 B5373369 สุภาวรรณ มุ่งวิชา: What do you do on Monday?  
 B5371884 ภาคภูมิ วิเศษศรี: Wash a clothes is the meaning of laundry.  
 B5374571 อรอนงค์ เพชรรัตน์: I go shopping and do the laundry on weekend.

- B5375554 ชนินท์ ทิพย์เสถียร: I use computer in the evening
- B5371884 ภาคภูมิ วิเศษศรี: On fridays, I take a class in the morning.
- B5373369 สุภาวรรณ มุ่งวิชา: Yes. I talke a calss on Fridays too.
- B5375554 ชนินท์ ทิพย์เสถียร: Do you play sports every week ?
- B5374571 อรอนงค์ เพชรรัตน์: What do you do on friday?
- B5375554 ชนินท์ ทิพย์เสถียร: How often do you use computer?
- B5374571 อรอนงค์ เพชรรัตน์: laundry.It's washing your clothes.
- B5371884 ภาคภูมิ วิเศษศรี: On the morning, I review the lesson before take a class.
- B5375554 ชนินท์ ทิพย์เสถียร: I sometime play sport.
- B5374571 อรอนงค์ เพชรรัตน์: What do you do on the morning?
- B5375554 ชนินท์ ทิพย์เสถียร: I can play badminton on Sunday
- B5371884 ภาคภูมิ วิเศษศรี: On fridays, I play sport in the evening.
- B5375554 ชนินท์ ทิพย์เสถียร: I use computer everyday.
- B5371884 ภาคภูมิ วิเศษศรี: I go to the library 3 times a week.
- B5374571 อรอนงค์ เพชรรัตน์: I take a class and play sport on friday.
- B5375554 ชนินท์ ทิพย์เสถียร: I do the laundry on saturday.
- B5373369 สุภาวรรณ มุ่งวิชา: I take a class on Fridays too.
- B5371884 ภาคภูมิ วิเศษศรี: I play soccer on friday.
- B5374571 อรอนงค์ เพชรรัตน์: Yes.I go to libraly on sunday.
- B5375554 ชนินท์ ทิพย์เสถียร: I go shopping at the Mall on weekend sometime
- B5373369 สุภาวรรณ มุ่งวิชา: Do you go to ELRU every week?
- B5374571 อรอนงค์ เพชรรัตน์: I play football on Friday some time.
- B5375554 ชนินท์ ทิพย์เสถียร: No, i don't often go to the sopping.
- B5371884 ภาคภูมิ วิเศษศรี: I'm short of money to buy the tickets,
- B5374571 อรอนงค์ เพชรรัตน์: I play sport every day in the evening.
- B5375554 ชนินท์ ทิพย์เสถียร: Yes, i often clean the room.
- B5374571 อรอนงค์ เพชรรัตน์: I go to the movie on sunday.
- B5373369 สุภาวรรณ มุ่งวิชา: I go to home at Chiyapum on Friday.
- B5374571 อรอนงค์ เพชรรัตน์: I go shopping on weekend.
- B5371884 ภาคภูมิ วิเศษศรี: I go shopping at save1 on weekend.
- B5374571 อรอนงค์ เพชรรัตน์: and at save one too, and you?
- B5373369 สุภาวรรณ มุ่งวิชา: What do you do in the morning Pakpoom?
- B5374571 อรอนงค์ เพชรรัตน์: I go to ELRU 2 days on the week.
- B5373369 สุภาวรรณ มุ่งวิชา: I paly spot on sunday.
- B5371884 ภาคภูมิ วิเศษศรี: How often do you go to ELRU of the week.
- B5373369 สุภาวรรณ มุ่งวิชา: Yes, I use computer everyday.
- B5371884 ภาคภูมิ วิเศษศรี: I watches Youtube always on the week.
- B5373369 สุภาวรรณ มุ่งวิชา: I like to play voellyball too.
- B5374571 อรอนงค์ เพชรรัตน์: I don't have money too
- B5373369 สุภาวรรณ มุ่งวิชา: I go ELRU on Monday and Friday in the afternoon.
- B5375554 ชนินท์ ทิพย์เสถียร: I clean the room on sunday, thuesday,thursday
- B5373369 สุภาวรรณ มุ่งวิชา: I visit in my room all day.
- B5374571 อรอนงค์ เพชรรัตน์: how often do you go to the movie?
- B5373369 สุภาวรรณ มุ่งวิชา: What is laundry?
- B5375554 ชนินท์ ทิพย์เสถียร: Pakpoom do you home work?
- B5373369 สุภาวรรณ มุ่งวิชา: I play sport with friends, and you? ^ \_\_\_\_ ^
- B5374571 อรอนงค์ เพชรรัตน์: No.I don't have class on weekend.

B5375554 ชนินท์ ทิพย์เสถียร: I study basic com on tuesday.  
 B5374571 อรอนงค์ เพชรรัตน์: I clean my room on Saturday in the evening.  
 B5373369 สุภาวรรณ มุ่งวิชา: I study English lab2 in the morning.  
 B5375554 ชนินท์ ทิพย์เสถียร: sorry tuesday  
 B5371884 ภาคภูมิ วิเศษศรี: What do you do on Fridays?  
 B5375554 ชนินท์ ทิพย์เสถียร: When do you study basic com?  
 B5373369 สุภาวรรณ มุ่งวิชา: I never go to the library. \*-\*  
 B5375554 ชนินท์ ทิพย์เสถียร: I homework everyday  
 B5373369 สุภาวรรณ มุ่งวิชา: I hadlay ever go the movies.  
 B5374571 อรอนงค์ เพชรรัตน์: Really!! everyday?  
 B5373369 สุภาวรรณ มุ่งวิชา: I sometimes read newspaper in the morning.  
 B5375554 ชนินท์ ทิพย์เสถียร: Yes, i use computer in the evening.  
 B5371884 ภาคภูมิ วิเศษศรี: I some time go to my home on weekend.  
 B5374571 อรอนงค์ เพชรรัตน์: Yes,I check my e-mail every week.  
 B5375554 ชนินท์ ทิพย์เสถียร: I study basic com group 5.  
 B5371884 ภาคภูมิ วิเศษศรี: No, I don't go to the movies.  
 B5373369 สุภาวรรณ มุ่งวิชา: I play computer game everyday.  
 B5374571 อรอนงค์ เพชรรัตน์: What do you do on Sunday in the evening?  
 B5373369 สุภาวรรณ มุ่งวิชา: I sometimes go to the Mall.  
 B5371884 ภาคภูมิ วิเศษศรี: What do you do on Friday night? My friends.  
 B5373369 สุภาวรรณ มุ่งวิชา: And I hardly ever go Big C.  
 B5375554 ชนินท์ ทิพย์เสถียร: I often play games in the evening.  
 B5374571 อรอนงค์ เพชรรัตน์: It very comfortable.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you go to your home on weekends?  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you go home Chanin?  
 B5371884 ภาคภูมิ วิเศษศรี: How ofen you go home?  
 B5371884 ภาคภูมิ วิเศษศรี: How often do you go to the movie on weekend? Chanin  
 B5371884 ภาคภูมิ วิเศษศรี: I can go to save one with you supawan!  
 B5371884 ภาคภูมิ วิเศษศรี: Yes, I drink milk everyday.

Thursday, 22 July 2010, 10:03AM -->10:56AM

B5374571 อรอนงค์ เพชรรัตน์: How about your weekend?  
 B5375554 ชนินท์ ทิพย์เสถียร: I clean my room on weekends.  
 B5373369 สุภาวรรณ มุ่งวิชา: I wash cloths weekend too.  
 B5374571 อรอนงค์ เพชรรัตน์: where do you go on weekend, supawan?  
 B5375554 ชนินท์ ทิพย์เสถียร: You jogging?  
 B5371884 ภาคภูมิ วิเศษศรี: On Sunday, I clean the room.  
 B5375554 ชนินท์ ทิพย์เสถียร: do you clean your room on weekend? Supawan.  
 B5374571 อรอนงค์ เพชรรัตน์: Me too. I go to save one with my friends on weekend.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you clean your room?  
 B5373369 สุภาวรรณ มุ่งวิชา: I sometime get up early in the morning.  
 B5375554 ชนินท์ ทิพย์เสถียร: Who you do jogging with?  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you go shopping?  
 B5371884 ภาคภูมิ วิเศษศรี: When you do homework?  
 B5374571 อรอนงค์ เพชรรัตน์: Do you get up late on weekend?  
 B5375554 ชนินท์ ทิพย์เสถียร: I go to my home every month.

B5374571 อรอนงค์ เพชรรัตน์: how to go to hoem?  
 B5371884 ภาคภูมิ วิเศษศรี: When do you clean your room?  
 B5374571 อรอนงค์ เพชรรัตน์: when do you go to your home?  
 B5373369 สุภาวรรณ มุ่งวิชา: Yes, I clean my room on weekend.  
 B5374571 อรอนงค์ เพชรรัตน์: I go to home twice a month, and you?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I got up late on the morning.  
 B5374571 อรอนงค์ เพชรรัตน์: some time, I clean my room.  
 B5371884 ภาคภูมิ วิเศษศรี: No, I don't go to the movies.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I lazy do homework sometime  
 B5374571 อรอนงค์ เพชรรัตน์: How often do you watch TV?  
 B5371884 ภาคภูมิ วิเศษศรี: When I sleep I feels Comfortable.  
 B5373369 สุภาวรรณ มุ่งวิชา: On weekend I go to home or go shopping.  
 B5374571 อรอนงค์ เพชรรัตน์: I watch TV at night.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I do homework with friends  
 B5374571 อรอนงค์ เพชรรัตน์: I mean do you make phone calls everyday.  
 B5375554 ชนินทร์ ทิพย์เสถียร: one or two a week  
 B5371884 ภาคภูมิ วิเศษศรี: Because, Sunday is a holiday.  
 B5374571 อรอนงค์ เพชรรัตน์: no no! some nights no every night!!! \* \_\_\_\*  
 B5373369 สุภาวรรณ มุ่งวิชา: I go shopping on Wednesday too.  
 B5371884 ภาคภูมิ วิเศษศรี: How often you listen to the music? My friends.  
 B5373369 สุภาวรรณ มุ่งวิชา: I go shopping at SUT.  
 B5374571 อรอนงค์ เพชรรัตน์: FDo you mkes a lot of phone calls?  
 B5371884 ภาคภูมิ วิเศษศรี: Do you go out?  
 B5374571 อรอนงค์ เพชรรัตน์: no some time.  
 B5373369 สุภาวรรณ มุ่งวิชา: go to ELRU 2 day on this week.  
 B5375554 ชนินทร์ ทิพย์เสถียร: When do you go to library?  
 B5371884 ภาคภูมิ วิเศษศรี: You go out on Friday nigh!!  
 B5374571 อรอนงค์ เพชรรัตน์: I make a phone calls in the night.  
 B5373369 สุภาวรรณ มุ่งวิชา: What do you do on Friday?  
 B5373369 สุภาวรรณ มุ่งวิชา: I jogging in the morning.  
 B5374571 อรอนงค์ เพชรรัตน์: I listen to the music before dinner. And you?  
 B5371884 ภาคภูมิ วิเศษศรี: On sunday, I get up late.  
 B5373369 สุภาวรรณ มุ่งวิชา: I watch TV once or twice a week.  
 B5374571 อรอนงค์ เพชรรัตน์: On Thursdays I take a class.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I go to the library once or twice a week.....sorry  
 B5374571 อรอนงค์ เพชรรัตน์: Me too, I don't eat breakfast in the morning.  
 B5371884 ภาคภูมิ วิเศษศรี: On sunday in the eveing I serve the internet.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I watching TV on.....sometime  
 B5374571 อรอนงค์ เพชรรัตน์: how about your? Supawan  
 B5375554 ชนินทร์ ทิพย์เสถียร: HmMMM sorry  
 B5371884 ภาคภูมิ วิเศษศรี: when do you go home my friends.  
 B5373369 สุภาวรรณ มุ่งวิชา: I like to see the movie on Youtube too.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I often eat breakfast.  
 B5374571 อรอนงค์ เพชรรัตน์: Oh no!! sometime I eat snack.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I eat snack  
 B5373369 สุภาวรรณ มุ่งวิชา: I get up early on Sunday.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I do not eat snack every day

B5374571 อรอนงค์ เพชรรัตน์: What do you do in the evening?  
 B5375554 ชนินทร์ ทิพย์เสถียร: How about you?  
 B5373369 สุภาวรรณ มุ่งวิชา: I wahct TV on Internet.  
 B5375554 ชนินทร์ ทิพย์เสถียร: some time I make a phone call.  
 B5371884 ภาคภูมิ วิเศษศรี: What you do on the morning?  
 B5373369 สุภาวรรณ มุ่งวิชา: I have a class on Tuesday too.  
 B5374571 อรอนงค์ เพชรรัตน์: I don't eat snacks.  
 B5371884 ภาคภูมิ วิเศษศรี: I listen rock music every day.  
 B5373369 สุภาวรรณ มุ่งวิชา: Yes,I check my e-mail every week.  
 B5374571 อรอนงค์ เพชรรัตน์: I do homework at the libarly  
 B5371884 ภาคภูมิ วิเศษศรี: I go to Save one twice a month.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I listen to music everyday.  
 B5373369 สุภาวรรณ มุ่งวิชา: I make phone calls everyday.  
 B5374571 อรอนงค์ เพชรรัตน์: Oh no!! sometime I eat snack.  
 B5375554 ชนินทร์ ทิพย์เสถียร: what do you do on Friday night?  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you make phone calls  
 B5371884 ภาคภูมิ วิเศษศรี: What about you?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I play sport some time  
 B5371884 ภาคภูมิ วิเศษศรี: Do you go to the coffee shop everyday?  
 B5373369 สุภาวรรณ มุ่งวิชา: I drink coffee sometime.  
 B5371884 ภาคภูมิ วิเศษศรี: I hadly ever makes a phone calls.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I has breakfast a lot  
 B5371884 ภาคภูมิ วิเศษศรี: No, I don't drink coffee.  
 B5373369 สุภาวรรณ มุ่งวิชา: I clean my room on Friday.  
 B5374571 อรอนงค์ เพชรรัตน์: Do you eat snacks every day?  
 B5373369 สุภาวรรณ มุ่งวิชา: I haldy ever eat breakfast too.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I hate coke.  
 B5374571 อรอนงค์ เพชรรัตน์: I mean I don't eat snacks everyday ^^  
 B5373369 สุภาวรรณ มุ่งวิชา: I did't drink in the morning.  
 B5371884 ภาคภูมิ วิเศษศรี: Once or twice a week.  
 B5373369 สุภาวรรณ มุ่งวิชา: I go save one once a month.  
 B5374571 อรอนงค์ เพชรรัตน์: same you Chanin.. ^\_\_^  
 B5375554 ชนินทร์ ทิพย์เสถียร: I hardly ever eat snack and drink coke  
 B5373369 สุภาวรรณ มุ่งวิชา: I don't live with parent.  
 B5371884 ภาคภูมิ วิเศษศรี: Who you go with?  
 B5374571 อรอนงค์ เพชรรัตน์: I drink milk in moning.  
 B5373369 สุภาวรรณ มุ่งวิชา: How often do you listen to music?  
 B5371884 ภาคภูมิ วิเศษศรี: What do you drink in the morning ?  
 B5375554 ชนินทร์ ทิพย์เสถียร: And I drink milk in the morning too.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you live with your parents  
 B5371884 ภาคภูมิ วิเศษศรี: When do you make phone calls?  
 B5373369 สุภาวรรณ มุ่งวิชา: I make phone calls at night.

Thursday, 29 July 2010, 10:08AM -->10:54AM

B5371884 ภาคภูมิ วิเศษศรี: What do you do in your free time ?  
 B5375554 ชนินทร์ ทิพย์เสถียร: Yes, I'm chak you e-mail and hi5

- B5374571 อรอนงค์ เพชรรัตน์: What do you do in your free time?
- B5373369 สุภาวรรณ มุ่งวิชา: Are you chak you e-mail and hi5 eveyday?,Chanin
- B5371884 ภาคภูมิ วิเศษศรี: I reading pocket books.
- B5375554 ชนินทร์ ทิพย์เสถียร: do you ever study in the morning?
- B5373369 สุภาวรรณ มุ่งวิชา: Yes, I check my face book and hi5 every day.
- B5374571 อรอนงค์ เพชรรัตน์: In my free time, I go movie and read book
- B5371884 ภาคภูมิ วิเศษศรี: Do you read the pocket books? My friends ^^
- B5373369 สุภาวรรณ มุ่งวิชา: What do you do on Friday?
- B5375554 ชนินทร์ ทิพย์เสถียร: Yeah, I play sports every day.
- B5373369 สุภาวรรณ มุ่งวิชา: I read the magazine.
- B5374571 อรอนงค์ เพชรรัตน์: Daw, you Ok?
- B5375554 ชนินทร์ ทิพย์เสถียร: How often do you go shopping?
- B5371884 ภาคภูมิ วิเศษศรี: Yeah, I check my face book everyday.
- B5373369 สุภาวรรณ มุ่งวิชา: I hardly ever read the pocket book.
- B5374571 อรอนงค์ เพชรรัตน์: where you go the movie?
- B5375554 ชนินทร์ ทิพย์เสถียร: I mean, do you go shopping every weekend?
- B5373369 สุภาวรรณ มุ่งวิชา: How often do you play sports?
- B5374571 อรอนงค์ เพชรรัตน์: How often you check your e-mail, fackbook and hi5?
- B5373369 สุภาวรรณ มุ่งวิชา: In the evening I go play sport with friends.
- B5375554 ชนินทร์ ทิพย์เสถียร: How often do you read the newspaper?
- B5371884 ภาคภูมิ วิเศษศรี: And I check my face book.
- B5373369 สุภาวรรณ มุ่งวิชา: What do you do in the morning? Chanin.
- B5375554 ชนินทร์ ทิพย์เสถียร: Yeah,I read the newspaper every day.
- B5371884 ภาคภูมิ วิเศษศรี: What do you go on weekends?
- B5374571 อรอนงค์ เพชรรัตน์: Yes,I check my facebook every day.
- B5373369 สุภาวรรณ มุ่งวิชา: Sitcom!! I sometime wacth sitcom.
- B5375554 ชนินทร์ ทิพย์เสถียร: No, I don't watch TV.
- B5371884 ภาคภูมิ วิเศษศรี: How often you watch TV?
- B5374571 อรอนงค์ เพชรรัตน์: No,I don't.I hardly ever watch TV.
- B5373369 สุภาวรรณ มุ่งวิชา: I always go shopping at BigC.
- B5371884 ภาคภูมิ วิเศษศรี: I mean do you go out with friends?
- B5375554 ชนินทร์ ทิพย์เสถียร: Yeah, I go to dinner and my frined on Friday.
- B5371884 ภาคภูมิ วิเศษศรี: I watch TV sometimes.
- B5373369 สุภาวรรณ มุ่งวิชา: I mean I watches TV The morning shows.
- B5374571 อรอนงค์ เพชรรัตน์: Yes.I go movie with my friend on weekend.
- B5371884 ภาคภูมิ วิเศษศรี: I go out on weekend. But sometimes.
- B5373369 สุภาวรรณ มุ่งวิชา: And I often go shopping at The mall too.
- B5374571 อรอนงค์ เพชรรัตน์: I play sports 5 days the week.
- B5375554 ชนินทร์ ทิพย์เสถียร: Yeah, I go out on weeknights.
- B5373369 สุภาวรรณ มุ่งวิชา: Do you go shopping at Klang Plaza? Pakpoom
- B5374571 อรอนงค์ เพชรรัตน์: Where do you go in your free time?
- B5375554 ชนินทร์ ทิพย์เสถียร: No, I don't like play game.
- B5371884 ภาคภูมิ วิเศษศรี: Do you check your face book in your free time?
- B5373369 สุภาวรรณ มุ่งวิชา: I go out on weekend too.
- B5375554 ชนินทร์ ทิพย์เสถียร: NO, I don't go to clubs.
- B5374571 อรอนงค์ เพชรรัตน์: I mean,do you check your e-mail,fackbook and hi5 every day?
- B5371884 ภาคภูมิ วิเศษศรี: I maen,do you watch TV a lot?

- B5375554 ชนินทร์ ทิพย์เสถียร: How often do you go out for dinner?  
 B5374571 อรอนงค์ เพชรรัตน์: I mean, do you go to clubs?  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you go to club Chanin?  
 B5371884 ภาคภูมิ วิเศษศรี: And what do you do in the evening ? ^\_\_^  
 B5375554 ชนินทร์ ทิพย์เสถียร: I my free time char works  
 B5374571 อรอนงค์ เพชรรัตน์: No.I don't.I go shopping twice a month.  
 B5371884 ภาคภูมิ วิเศษศรี: No, I hate shopping.  
 B5373369 สุภาวรรณ มุ่งวิชา: I often make a phone calls in night.  
 B5374571 อรอนงค์ เพชรรัตน์: I read the newspaper every day in the morning.  
 B5371884 ภาคภูมิ วิเศษศรี: No,I don't like club.  
 B5373369 สุภาวรรณ มุ่งวิชา: I sometimes eat breakfast in the morning.  
 B5375554 ชนินทร์ ทิพย์เสถียร: No, I don't go to the movies.  
 B5374571 อรอนงค์ เพชรรัตน์: In my free time,I read the books.  
 B5371884 ภาคภูมิ วิเศษศรี: Oh!! You go to plubs.  
 B5373369 สุภาวรรณ มุ่งวิชา: Well, Sometime I go to club on weekend.  
 B5371884 ภาคภูมิ วิเศษศรี: well I don't drink. And you?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I play the electricguitar in my Sometimes.  
 B5371884 ภาคภูมิ วิเศษศรี: Oh !! in your free time you paly footblla !!!  
 B5375554 ชนินทร์ ทิพย์เสถียร: mean, you go out with friends often silk Party?  
 B5374571 อรอนงค์ เพชรรัตน์: I mean,do you go out every weekend  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you make phone calls Chanin  
 B5374571 อรอนงค์ เพชรรัตน์: Yes.I go out on friday night.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you play soccer Chanin?  
 B5375554 ชนินทร์ ทิพย์เสถียร: No, I don't eat out everyday.  
 B5374571 อรอนงค์ เพชรรัตน์: Yes. I go out with my friends.  
 B5373369 สุภาวรรณ มุ่งวิชา: I some time read the newspaper.  
 B5371884 ภาคภูมิ วิเศษศรี: I go save one in free time.  
 B5374571 อรอนงค์ เพชรรัตน์: No.I don't,In my free time,I read the books.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I eat out in my free time.  
 B5374571 อรอนงค์ เพชรรัตน์: Really!!Are you never read the news in the morning  
 B5373369 สุภาวรรณ มุ่งวิชา: what you read newspaper in the free time>< Pakpoom  
 B5371884 ภาคภูมิ วิเศษศรี: no non often.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Yeah, I listen music on my computer.  
 B5373369 สุภาวรรณ มุ่งวิชา: I often go out for dinner in free time.  
 B5371884 ภาคภูมิ วิเศษศรี: And I read the newspaper every morning.  
 B5373369 สุภาวรรณ มุ่งวิชา: Me too. I go with friends.  
 B5374571 อรอนงค์ เพชรรัตน์: I go out for dinner twice a month.  
 B5375554 ชนินทร์ ทิพย์เสถียร: How often do you eat out?  
 B5374571 อรอนงค์ เพชรรัตน์: Do you ever go out for milk?  
 B5373369 สุภาวรรณ มุ่งวิชา: do you go out for dinner Chanin and Pakpoom?  
 B5374571 อรอนงค์ เพชรรัตน์: How often do you go out on weeknights?  
 B5373369 สุภาวรรณ มุ่งวิชา: I hadly ever eat snca and drink coke.  
 B5374571 อรอนงค์ เพชรรัตน์: I mean you go Pumnom?  
 B5371884 ภาคภูมิ วิเศษศรี: I play soccer twice a week.  
 B5373369 สุภาวรรณ มุ่งวิชา: I go to save one in my free time.  
 B5374571 อรอนงค์ เพชรรัตน์: I go out for milk twice a month.  
 B5373369 สุภาวรรณ มุ่งวิชา: I sometimes drink milk.

B5375554 ชนินทร์ ทิพย์เสถียร: I mean, do you eat out every day?  
 B5374571 อรอนงค์ เพชรรัตน์: Where do you go on weekends?  
 B5373369 สุภาวรรณ มุ่งวิชา: I eat snack sometime in free time.  
 B5374571 อรอนงค์ เพชรรัตน์: I mean, do you go to the movie?  
 B5371884 ภาคภูมิ วิเศษศรี: On the internet.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I sleep late some night.  
 B5374571 อรอนงค์ เพชรรัตน์: who you go out with?  
 B5371884 ภาคภูมิ วิเศษศรี: And you Chanin ?  
 B5373369 สุภาวรรณ มุ่งวิชา: Who you go with Yeepoon?  
 B5374571 อรอนงค์ เพชรรัตน์: I read the books and listen to the music.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you read newspapers in your free time?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I sleep late and read books at night.  
 B5374571 อรอนงค์ เพชรรัตน์: I always listen to the music.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I go for milk one a week.  
 B5371884 ภาคภูมิ วิเศษศรี: I play game in free time.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Yeahh I like movie.  
 B5371884 ภาคภูมิ วิเศษศรี: Well, I some time play games.  
 B5375554 ชนินทร์ ทิพย์เสถียร: hhaha some nigrt  
 B5371884 ภาคภูมิ วิเศษศรี: I often read the pocket books.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Oh!! You too Mee too

Thursday, 5 August 2010, 10:08AM -->10:54AM

B5373369 สุภาวรรณ มุ่งวิชา: Do you read newspaper or magazine?  
 B5371884 ภาคภูมิ วิเศษศรี: Can you play the electricguitar in free time Chanin?  
 B5374571 อรอนงค์ เพชรรัตน์: what do you do at last night?  
 B5371884 ภาคภูมิ วิเศษศรี: I usually play the electricguitar in my free time.  
 B5375554 ชนินทร์ ทิพย์เสถียร: What do you in week?  
 B5371884 ภาคภูมิ วิเศษศรี: How often you play electricguitar Chanin?  
 B5374571 อรอนงค์ เพชรรัตน์: I wathc TV and you ^\_\_^  
 B5373369 สุภาวรรณ มุ่งวิชา: How often do you play the electricguitar?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I play game in my free time too.  
 B5371884 ภาคภูมิ วิเศษศรี: You play games?  
 B5373369 สุภาวรรณ มุ่งวิชา: Well, usully I read the newspaper in toilet  
 B5374571 อรอนงค์ เพชรรัตน์: I play games in my free time.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you play online games in your free time?  
 B5373369 สุภาวรรณ มุ่งวิชา: What do you do in your free time?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I watch TV at home with mother.  
 B5374571 อรอนงค์ เพชรรัตน์: Do you relax in your free time.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Yeah! I relax in my free time.  
 B5373369 สุภาวรรณ มุ่งวิชา: I mean do you play game.  
 B5374571 อรอนงค์ เพชรรัตน์: How often do you eat out with your family?  
 B5373369 สุภาวรรณ มุ่งวิชา: I often play games in my free time.  
 B5371884 ภาคภูมิ วิเศษศรี: No, I don't like to play games.  
 B5373369 สุภาวรรณ มุ่งวิชา: Sometime, I go out with my friends.  
 B5371884 ภาคภูมิ วิเศษศรี: Yeah, I go out for milk twice a month.  
 B5374571 อรอนงค์ เพชรรัตน์: Once a month I eat out with parents.

B5373369 สุภาวรรณ มุ่งวิชา: yes I usually use computer in free time.  
 B5371884 ภาคภูมิ วิเศษศรี: I use computer at library in my free time.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I go out with friend  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you play games in your free time Yeepoon?  
 B5374571 อรอนงค์ เพชรรัตน์: Did yu like cartoon?  
 B5371884 ภาคภูมิ วิเศษศรี: How often you go on the Internet?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I read cartoon books in my free time.  
 B5374571 อรอนงค์ เพชรรัตน์: sorry, do you read cartoon book in free time?  
 B5373369 สุภาวรรณ มุ่งวิชา: You paly electricguitar in free time??? ^  
 B5371884 ภาคภูมิ วิเศษศรี: I go on the Internet.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I read japan cartoon book too. Onanong.  
 B5373369 สุภาวรรณ มุ่งวิชา: I play online game too.  
 B5371884 ภาคภูมิ วิเศษศรี: Who do you go out with?  
 B5374571 อรอนงค์ เพชรรัตน์: I go shopping in my free time.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Some time I rent movies.  
 B5371884 ภาคภูมิ วิเศษศรี: I mean do you drink milk  
 B5373369 สุภาวรรณ มุ่งวิชา: I go shopping in my free time too.  
 B5371884 ภาคภูมิ วิเศษศรี: How often you play games on the computer?  
 B5375554 ชนินทร์ ทิพย์เสถียร: Do go to movie with my family?  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you go out for milk?  
 B5373369 สุภาวรรณ มุ่งวิชา: I never go out for milk.  
 B5374571 อรอนงค์ เพชรรัตน์: What do you in your free time at home?  
 B5375554 ชนินทร์ ทิพย์เสถียร: My favotie movie The Pirate of the coribian.  
 B5373369 สุภาวรรณ มุ่งวิชา: I like listen music in my free time too.  
 B5371884 ภาคภูมิ วิเศษศรี: You always play computer.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I eat in front of TV.  
 B5373369 สุภาวรรณ มุ่งวิชา: At home....i watch TV in free time.  
 B5374571 อรอนงค์ เพชรรัตน์: I rent movies once a week.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I wacht footblla on TV.  
 B5373369 สุภาวรรณ มุ่งวิชา: I rent movies twice a month.  
 B5371884 ภาคภูมิ วิเศษศรี: I don't have computer.  
 B5374571 อรอนงค์ เพชรรัตน์: Two or three times a week.  
 B5373369 สุภาวรรณ มุ่งวิชา: I eat in front of TV but hardly ever.  
 B5371884 ภาคภูมิ วิเศษศรี: Me too ! I don't like drink coke  
 B5375554 ชนินทร์ ทิพย์เสถียร: Sorry!!  
 B5374571 อรอนงค์ เพชรรัตน์: I like japan cartoon book. And you?  
 B5373369 สุภาวรรณ มุ่งวิชา: I read cartoons books too.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I play sport every day?  
 B5374571 อรอนงค์ เพชรรัตน์: sometime I rent cartoon books.  
 B5373369 สุภาวรรณ มุ่งวิชา: I usually play sport in the evening.  
 B5371884 ภาคภูมิ วิเศษศรี: What do you relax in your free time?  
 B5373369 สุภาวรรณ มุ่งวิชา: I wacht cartoon on TV in my free time.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I watch football on TV.  
 B5373369 สุภาวรรณ มุ่งวิชา: same you chanin.  
 B5374571 อรอนงค์ เพชรรัตน์: NO, I never eat in front of TV.  
 B5375554 ชนินทร์ ทิพย์เสถียร: what sport?  
 B5371884 ภาคภูมิ วิเศษศรี: where do you go out for milk or juice?

- B5374571 อรอนงค์ เพชรรัตน์: Oh!! You watch footblaa in TV ^\_\_^
- B5375554 ชนินทร์ ทิพย์เสถียร: I play football.
- B5373369 สุภาวรรณ มุ่งวิชา: I sometems wathch Football on TV.
- B5374571 อรอนงค์ เพชรรัตน์: I usually play table tennis.
- B5373369 สุภาวรรณ มุ่งวิชา: In free time, I play badminton with friends.
- B5375554 ชนินทร์ ทิพย์เสถียร: I hardly ever swim.
- B5371884 ภาคภูมิ วิเศษศรี: where do you go in your free time?
- B5374571 อรอนงค์ เพชรรัตน์: you eat front of TV >\_\_<
- B5375554 ชนินทร์ ทิพย์เสถียร: I hate soap opera. And you?
- B5371884 ภาคภูมิ วิเศษศรี: well, sometimes I go to library.
- B5374571 อรอนงค์ เพชรรัตน์: Really? I never swim in my free time. And you Chanin \*\_\_\*
- B5373369 สุภาวรรณ มุ่งวิชา: I don't go to the Mall with you Chanin.
- B5375554 ชนินทร์ ทิพย์เสถียร: I sometimes go to the pubs.
- B5374571 อรอนงค์ เพชรรัตน์: Well, I hardly ever go to pubs.
- B5371884 ภาคภูมิ วิเศษศรี: sometime I sleep in room.
- B5373369 สุภาวรรณ มุ่งวิชา: Do you go to the movies in free time?
- B5374571 อรอนงค์ เพชรรัตน์: I thing too, Phakpoom
- B5375554 ชนินทร์ ทิพย์เสถียร: Supawan you can gjo the mall with me.
- B5371884 ภาคภูมิ วิเศษศรี: Where do you usually go out in your free time?
- B5374571 อรอนงค์ เพชรรัตน์: when do you usually go out with?
- B5373369 สุภาวรรณ มุ่งวิชา: I hardly ever go to the movies in free time.
- B5371884 ภาคภูมิ วิเศษศรี: Well,yes, I go to the movies on saturday.
- B5373369 สุภาวรรณ มุ่งวิชา: How often you go to the movies?
- B5374571 อรอนงค์ เพชรรัตน์: I usually go out with my friends.
- B5375554 ชนินทร์ ทิพย์เสถียร: You can go to the mall with me.
- B5374571 อรอนงค์ เพชรรัตน์: Do you go to the mall in your free time?
- B5371884 ภาคภูมิ วิเศษศรี: I hardly ever go to the movies in my free time
- B5374571 อรอนงค์ เพชรรัตน์: Well, some tiem I went alone at the mall.
- B5375554 ชนินทร์ ทิพย์เสถียร: I go to the movies too.
- B5373369 สุภาวรรณ มุ่งวิชา: Do you go out weeknights?
- B5371884 ภาคภูมิ วิเศษศรี: Do you go liblary in you free time?
- B5374571 อรอนงค์ เพชรรัตน์: how about you? Supawan.
- B5371884 ภาคภูมิ วิเศษศรี: Yeah, I sleep,read and listen to classic songs to relax.
- B5375554 ชนินทร์ ทิพย์เสถียร: Do you go to the movie Onanong and pakpoom?
- B5374571 อรอนงค์ เพชรรัตน์: I make a phone calls a lot of
- B5373369 สุภาวรรณ มุ่งวิชา: I sometime go out on weeknights?
- B5371884 ภาคภูมิ วิเศษศรี: Yeah, I listen to hardcore music everyday.
- B5375554 ชนินทร์ ทิพย์เสถียร: when do you listen to music?
- B5374571 อรอนงค์ เพชรรัตน์: Hmm, I read the books in free time and you?
- B5371884 ภาคภูมิ วิเศษศรี: Yeah, I like to listen to music in the kind of hardcore jazz and classic music.
- B5375554 ชนินทร์ ทิพย์เสถียร: I go out on weeknight too.
- B5374571 อรอนงค์ เพชรรัตน์: I read a book or cartoon books at night. ^\_\_^
- B5371884 ภาคภูมิ วิเศษศรี: Oh !!! Korea songs !
- B5375554 ชนินทร์ ทิพย์เสถียร: never wcht TV in the morning.
- B5374571 อรอนงค์ เพชรรัตน์: how often your make a phone calls Chanin?
- B5371884 ภาคภูมิ วิเศษศรี: How often do you listen Korea songs ?

B5373369 สุภาวรรณ มุ่งวิชา: I never drink. ^\_\_\_\_^  
 B5371884 ภาคภูมิ วิเศษศรี: do you watch tv in your free time?  
 B5374571 อรอนงค์ เพชรรัตน์: I clean my room in my free time.  
 B5375554 ชนินทร์ ทิพย์เสถียร: who you go with Onanong  
 B5374571 อรอนงค์ เพชรรัตน์: Once a week.  
 B5371884 ภาคภูมิ วิเศษศรี: I often watch news on TV and read newspaper in free time.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I listen to music every day. ^^  
 B5374571 อรอนงค์ เพชรรัตน์: sometime, I go out.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I sometime dancing with fredns.

Thursday, 19 August 2010, 10:08AM -->10:54AM

B5375554 ชนินทร์ ทิพย์เสถียร: Where you go in fee time?  
 B5371884 ภาคภูมิ วิเศษศรี: Are you busy in the evening?  
 B5373369 สุภาวรรณ มุ่งวิชา: I go to Big C and The mall in my free time.  
 B5371884 ภาคภูมิ วิเศษศรี: I mean do you talke a lot of classes.  
 B5374571 อรอนงค์ เพชรรัตน์: where do you go in your free time?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I go home.  
 B5374571 อรอนงค์ เพชรรัตน์: I go to the Mall  
 B5373369 สุภาวรรณ มุ่งวิชา: Yes, my friends play sport with me. ^\_\_\_\_\_^  
 B5375554 ชนินทร์ ทิพย์เสถียร: I go to my home.  
 B5371884 ภาคภูมิ วิเศษศรี: sometimes I play sport in the evening.  
 B5373369 สุภาวรรณ มุ่งวิชา: How often do you go out Chanin  
 B5374571 อรอนงค์ เพชรรัตน์: And I sometimes go to Klang Plaza or Big C.  
 B5371884 ภาคภูมิ วิเศษศรี: I sometime take a classes.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I sometimes go out with friends.  
 B5373369 สุภาวรรณ มุ่งวิชา: I never drink Chanin.  
 B5374571 อรอนงค์ เพชรรัตน์: How often do you go out?  
 B5371884 ภาคภูมิ วิเศษศรี: I hadly ever go to Big C.  
 B5373369 สุภาวรรณ มุ่งวิชา: I mean I don't go out for drink.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Yeah Onanong do you love shopping.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you read pocket books Chanin?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I hardly ever drink.  
 B5374571 อรอนงค์ เพชรรัตน์: How often do you rent movies  
 B5373369 สุภาวรรณ มุ่งวิชา: No,I don't go to the movies.  
 B5374571 อรอนงค์ เพชรรัตน์: how often do you drink?  
 B5371884 ภาคภูมิ วิเศษศรี: I hadly ever drink too Chanin.  
 B5374571 อรอนงค์ เพชรรัตน์: Do you rent movies?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I often rent movies.  
 B5371884 ภาคภูมิ วิเศษศรี: I hardly ever rent movies.  
 B5374571 อรอนงค์ เพชรรัตน์: I sometime drink with friends.  
 B5375554 ชนินทร์ ทิพย์เสถียร: And you Supawan and pakpoom.  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you go to the movies?  
 B5371884 ภาคภูมิ วิเศษศรี: Yes,I go out to dinner three times a week.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I often read cartoon books too.  
 B5373369 สุภาวรรณ มุ่งวิชา: whreere?  
 B5374571 อรอนงค์ เพชรรัตน์: how often do rent cartoon books?

- B5371884 ภาคภูมิ วิเศษศรี: What do you do on Friday nights?  
 B5373369 สุภาวรรณ มุ่งวิชา: Yes....i rent movies in my free time.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you go to big C. Chanin and Supawan?  
 B5374571 อรอนงค์ เพชรรัตน์: I do go with frinds.  
 B5373369 สุภาวรรณ มุ่งวิชา: How often do you listen to music?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I sometimes go to the Mall.  
 B5371884 ภาคภูมิ วิเศษศรี: I go home once or twice a month.  
 B5374571 อรอนงค์ เพชรรัตน์: I rent cartoon books once a week.  
 B5373369 สุภาวรรณ มุ่งวิชา: I go to my home too.  
 B5375554 ชนินทร์ ทิพย์เสถียร: No no often  
 B5371884 ภาคภูมิ วิเศษศรี: What do you mean Supawan?  
 B5374571 อรอนงค์ เพชรรัตน์: I really like the movies of Ken teeradech.  
 B5373369 สุภาวรรณ มุ่งวิชา: once or twice a month.  
 B5374571 อรอนงค์ เพชรรัตน์: Do you play sports in your free time?  
 B5373369 สุภาวรรณ มุ่งวิชา: What's you listen music  
 B5371884 ภาคภูมิ วิเศษศรี: I often read pocket books in my free time.  
 B5373369 สุภาวรรณ มุ่งวิชา: I mean do you like to listen to the music?  
 B5374571 อรอนงค์ เพชรรัตน์: I play sport in the evening.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I play sport everyday with friends.  
 B5371884 ภาคภูมิ วิเศษศรี: No, I don't go out everyday.  
 B5374571 อรอนงค์ เพชรรัตน์: Sometime I play football.  
 B5375554 ชนินทร์ ทิพย์เสถียร: swimming, jogging, football.  
 B5374571 อรอนงค์ เพชรรัตน์: Do you play badmintam in week?  
 B5371884 ภาคภูมิ วิเศษศรี: I play sport too Chanin  
 B5375554 ชนินทร์ ทิพย์เสถียร: I like football.  
 B5374571 อรอนงค์ เพชรรัตน์: I play volleyball on Tuesdays.  
 B5371884 ภาคภูมิ วิเศษศรี: I play soccer in the evening.  
 B5374571 อรอนงค์ เพชรรัตน์: My favorite sport is badminton and volleyball.  
 B5375554 ชนินทร์ ทิพย์เสถียร: I hardly ever play badminton.  
 B5371884 ภาคภูมิ วิเศษศรี: Do you play sport Supawan?  
 B5373369 สุภาวรรณ มุ่งวิชา: Do you watch sitcom.  
 B5374571 อรอนงค์ เพชรรัตน์: Do you friends play sport with you in free time?  
 B5371884 ภาคภูมิ วิเศษศรี: What sport you play Supawan?  
 B5374571 อรอนงค์ เพชรรัตน์: You play football with friends.  
 B5375554 ชนินทร์ ทิพย์เสถียร: do you play sport in your free time?  
 B5374571 อรอนงค์ เพชรรัตน์: sorry \*^^\* Does your friends play sport with you?  
 B5373369 สุภาวรรณ มุ่งวิชา: yes,I like it becuse I live MV style.  
 B5371884 ภาคภูมิ วิเศษศรี: I can play badminton Onanong.  
 B5374571 อรอนงค์ เพชรรัตน์: my friends and me plays sport in free time.  
 B5373369 สุภาวรรณ มุ่งวิชา: Sometime, I watch sitcom.  
 B5371884 ภาคภูมิ วิเศษศรี: But I hadly ever swim. And you?  
 B5375554 ชนินทร์ ทิพย์เสถียร: I hardly ever play volleyball too.  
 B5371884 ภาคภูมิ วิเศษศรี: Who do you go out with?  
 B5373369 สุภาวรรณ มุ่งวิชา: How about you Pakpoom??  
 B5371884 ภาคภูมิ วิเศษศรี: I mean, do you go out with friends  
 B5373369 สุภาวรรณ มุ่งวิชา: I watch MV on TV.  
 B5375554 ชนินทร์ ทิพย์เสถียร: Do you play quitar in your free time?

- B5371884 ภาคภูมิ วิเศษศรี: I go out with my friend and sometimes I go with my brother.
- B5374571 อรอนงค์ เพชรรัตน์: Do you cooking in the evening?
- B5373369 สุภาวรรณ มุ่งวิชา: I hadly ever cooking ONanong.
- B5374571 อรอนงค์ เพชรรัตน์: oh!! Phakpoom you cooking??
- B5371884 ภาคภูมิ วิเศษศรี: I like music too Chanin
- B5373369 สุภาวรรณ มุ่งวิชา: I often eat out at Nar mor too.
- B5374571 อรอนงค์ เพชรรัตน์: How about your Chanin and Phakpoom?
- B5371884 ภาคภูมิ วิเศษศรี: What music you like listen in free time?
- B5375554 ชนินทร์ ทิพย์เสถียร: I listen to music every day.
- B5371884 ภาคภูมิ วิเศษศรี: I can play guitar.
- B5374571 อรอนงค์ เพชรรัตน์: I often listen music and you?
- B5371884 ภาคภูมิ วิเศษศรี: I play guitar in my free time.
- B5373369 สุภาวรรณ มุ่งวิชา: I sometime do home work at library.
- B5371884 ภาคภูมิ วิเศษศรี: I make home work at librry in the evening.
- B5373369 สุภาวรรณ มุ่งวิชา: who you go out wht?
- B5375554 ชนินทร์ ทิพย์เสถียร: Yeahhh I watch sitcom too.
- B5373369 สุภาวรรณ มุ่งวิชา: Who do you go out for coffee with?
- B5371884 ภาคภูมิ วิเศษศรี: I often read newspaper.
- B5374571 อรอนงค์ เพชรรัตน์: Where are shopping do you in free time?
- B5375554 ชนินทร์ ทิพย์เสถียร: I eat out sometime.
- B5373369 สุภาวรรณ มุ่งวิชา: I hardly ever go for coffee.
- B5375554 ชนินทร์ ทิพย์เสถียร: I will go to library after class
- B5374571 อรอนงค์ เพชรรัตน์: I hardly ever go shopping at Klang plaza.
- B5375554 ชนินทร์ ทิพย์เสถียร: where do you go after class with me?
- B5373369 สุภาวรรณ มุ่งวิชา: where do you go for coffee?
- B5374571 อรอนงค์ เพชรรัตน์: Me too. I often go shopping at The Mall.
- B5373369 สุภาวรรณ มุ่งวิชา: I go to the library after class.
- B5374571 อรอนงค์ เพชรรัตน์: In free time I often go out with friends.
- B5373369 สุภาวรรณ มุ่งวิชา: Do you go to the library after class?
- B5374571 อรอนงค์ เพชรรัตน์: I go shopping at the mall with friends.
- B5375554 ชนินทร์ ทิพย์เสถียร: I go to ELRU on Monday.
- B5374571 อรอนงค์ เพชรรัตน์: how about you Supawan?
- B5371884 ภาคภูมิ วิเศษศรี: I don't have TV.
- B5373369 สุภาวรรณ มุ่งวิชา: You can cooking?
- B5375554 ชนินทร์ ทิพย์เสถียร: bang rag soi 9 I like
- B5374571 อรอนงค์ เพชรรัตน์: I watch sitcom on weekends.
- B5371884 ภาคภูมิ วิเศษศรี: When do you what TV Supawan?
- B5375554 ชนินทร์ ทิพย์เสถียร: do you go out for coffee?
- B5374571 อรอนงค์ เพชรรัตน์: I often eat out at Na Mor!!
- B5375554 ชนินทร์ ทิพย์เสถียร: Do you play Internet in free time?
- B5373369 สุภาวรรณ มุ่งวิชา: I go out for coffee.
- B5371884 ภาคภูมิ วิเศษศรี: I sometimes watch sitcom
- B5374571 อรอนงค์ เพชรรัตน์: I often eat out with friends.
- B5375554 ชนินทร์ ทิพย์เสถียร: I sometimes play games computer.
- B5374571 อรอนงค์ เพชรรัตน์: Chanin, you often read books Really???? ^ \_\_\_\_\_ ^
- B5371884 ภาคภูมิ วิเศษศรี: Do you read magazine ?
- B5375554 ชนินทร์ ทิพย์เสถียร: I go to library in the evening

B5371884 ภาคภูมิ วิเศษศรี: I go to library after class  
B5375554 ชนินทร์ ทิพย์เสถียร: When do you go to library?  
B5373369 สุภาวรรณ มุ่งวิชา: I play Internet in my free time.  
B5375554 ชนินทร์ ทิพย์เสถียร: I do you like play game computer.  
B5373369 สุภาวรรณ มุ่งวิชา: I often play online games.  
B5375554 ชนินทร์ ทิพย์เสถียร: you chacd your mail?  
B5373369 สุภาวรรณ มุ่งวิชา: I chexk mail at night.  
B5375554 ชนินทร์ ทิพย์เสถียร: when do you check email?



## APPENDIX E

### Example of grouping the conversations

Name ....ปิ่นชนม์ อภิวงษ์งาม....

Group 3.9

Unit 1 Topic: All about you	<u>Conversation</u>	<u>Correct sentences</u>	<u>Incorrect sentences</u>
Thursday, 10 June 2010, 10:25AM --> 10:53AM	: Hi, how are you? : My name is Pilan Apiwongngam : I playing computer : payea, Do you like celebritie who : really!! : yodkuan, Do you have phone number and email address? : Tanakorn, what's your email address? : I am a little headache.	: Hi, how are you? : My name is Pilan Apiwongngam : really!! : yodkuan, Do you have phone number and email address? : Tanakorn, what's your email address?	: I playing computer : payea, Do you like celebritie who : I am a little headache.
Total	8	5	3

<p>Unit 1 Topic: All about you</p> <p>Thursday, 17 June 2010, 10:25AM --&gt; 10:53AM</p>	<p><b><u>Conversation</u></b></p> <p>: Payea, What's your favorite sport. : yodkuan, Nichakhun What they are good : Payea, Oh Table tennis is very funny. : payea, Do you like pop music? : Tanakorn, What is your telephone number? : what's your email address? : where are your home? : Payea, I'm from Loei Province : payea, What do your parents does? : Yodkuan, Learn why you are here?</p>	<p><b><u>Correct sentences</u></b></p> <p>: Payea, What's your favorite sport. : Payea, Oh Table tennis is very funny. : payea, Do you like pop music? : Tanakorn, What is your telephone number? : what's your email address? : Payea, I'm from Loei Province</p>	<p><b><u>Incorrect sentences</u></b></p> <p>: yodkuan, Nichakhun What they are good : where are your home? : payea, What do your parents does? : Yodkuan, Learn why you are here?</p>
<b>Total</b>	10	6	4
<p>Unit 3 Favorite people</p> <p>Thursday, 24 June 2010, 10:25AM --&gt; 10:53AM</p>	<p><b><u>Conversation</u></b></p> <p>: My favorite people is Ricardo Kaka. : she's very talent. : oh !! your favorite people is Nichkhun. Really! ^^ : He is smart and very talent. : I watch MV on the internet. : Yodkuan, Who is your favorite singer? : @Yodkuan, Kaka is talent and beautiful. : she sing songs very good. : Hi, Payea : Payea, Who is your</p>	<p><b><u>Correct sentences</u></b></p> <p>: she's very talent. : He is smart and very talent. : I watch MV on the internet. : Yodkuan, Who is your favorite singer? : @Yodkuan, Kaka is talent and beautiful. : Hi, Payea : Payea, Who is your favorite singer? : My favorite singer is Bee Peerapat. : Yodkuan, Who is your favorite actor?</p>	<p><b><u>Incorrect sentences</u></b></p> <p>: My favorite people is Ricardo Kaka. : oh !! your favorite people is Nichkhun. Really! ^^ : she sing songs very good.</p>

	favorite singer? : My favorite singer is Bee Peerapat. : Yodkuan, Who is your favorite actor?		
Total	12	9	3
Unit 3 Topic: Favorite people  Thursday, 1 July 2010, 10:02AM --> 10:56AM	<u><b>Conversation</b></u>  : My favorite football team is Manchester United. : I cheer Brazil up : They are a great team. : Have many superstars in the team. : my favorite sport player is KAKA too. : He play football very good. I think. : well, I know the tennis player. : Oh!! ^__^ Tammy is my favorite sport player too. : she plays tennis very good. : Yodkuan, Who is your favorite athlete? : Why do you like Jordan? : Oh!! He's play basketball. : My favorite teacher is Dr. Neunghatai. : She is very nice.	<u><b>Correct sentences</b></u>  : My favorite football team is Manchester United. : I cheer Brazil up : They are a great team. : she plays tennis very good. : my favorite sport player is KAKA too. : well, I know the tennis player. : Oh!! ^__^ Tammy is my favorite sport player too. : Yodkuan, Who is your favorite athlete? : Why do you like Jordan? : My favorite teacher is Dr. Neunghatai. : She is very nice.	<u><b>Incorrect sentences</b></u>  : Have many superstars in the team. : He play football very good. I think. : Oh!! He's play basketball.
Total	14	11	3

Name ...ภาคภูมิ วิเศษศรี...

## Group 3.1

Unit 1 Topic: All about you  Thursday, 10 June 2010, 10:25AM --> 10:53AM	<b><u>Conversation</u></b> : Good moring everybody ! : I'm Pharkpoom : I'm from Surin. : Is a nice day today. : I study Information Technology at Suranaree University. : My nick name is Bass. : My phone number is 0837354198 : B5375554 : Please,spell your name in English. : I'm studying English subject in computer lab room3. : Thanks, Chanin.	<b><u>Correct sentences</u></b> : I'm Pharkpoom : I'm from Surin. : I study Information Technology at Suranaree University. : My nick name is Bass. : My phone number is 0837354198 : B5375554 : Please,spell your name in English. : I'm studying English subject in computer lab room 3. : Thanks, Chanin.	<b><u>Incorrect sentences</u></b> : Good moring everybody ! : Is a nice day today.
Total	10	8	2
Unit 1 Topic: All about you  Thursday, 17 June 2010, 10:20AM --> 10:53AM	<b><u>Conversation</u></b> : Good morning!! : It's nice day. : What's your nickname Chanin. ! ^ ^ : Oh ! , My E-mail address is <a href="mailto:bass_wisedsri@hotmail.com">bass_wisedsri@hotmail.com</a> : How many people in family? : I have 1 sister, too . : No,I not brother. : What's your email address? : My birthday is 10 Sep. 1992.	<b><u>Correct sentences</u></b> : Good morning!! : It's nice day. : What's your nickname Chanin. ! ^ ^ : Oh ! , My E-mail address is <a href="mailto:bass_wisedsri@hotmail.com">bass_wisedsri@hotmail.com</a> : I have 1 sister, too . : What's your email address? : My birthday is 10 Sep. 1992. : what is your birthday? : The time is up !	<b><u>Incorrect sentences</u></b> : How many people in family? : No,I not brother. : See you agian.

	: what is your birthday? : The time is up ! : Good bye ! : See you agian.	: Good bye !	
<b>Total</b>	13	10	3
Unit 3 Favorite people  Thursday, 24 June 2010, 10:22AM --> 10:58AM	<b><u>Conversation</u></b>  : Ok friends, We let's talk about favorite singer. : Oh !, My favorite singer is Freddie Mercury : Do you know Queen band? : Mercury is the lead vocalist and songwriter of the rock band Queen : The band that write "We will rock you" song. : Are you hearded this song. : Queen are a British rock band formed in London : Oh ! Korean singer!! ^^ : I like mercury because he is different from other singer. : Yes !, I seen him on the internet. : Mercury has great voice. : His concert is always good. : My favorite actor is Brad pitt. : I like him because he is very handsome. : And he's good looking.	<b><u>Correct sentences</u></b>  : Ok friends, We let's talk about favorite singer. : Oh !, My favorite singer is Freddie Mercury : Do you know Queen band? : Oh ! Korean singer!! ^^ : I like mercury because he is different from other singer. : Mercury has great voice. : His concert is always good. : My favorite actor is Brad pitt. : I like him because he is very handsome. : And he's good looking.	<b><u>Incorrect sentences</u></b>  : Mercury is the lead vocalist and songwriter of the rock band Queen : The band that write "We will rock you" song. : Are you hearded this song. : Queen are a British rock band formed in London : Yes !, I seen him on the internet.

Total	15	10	5
Unit 3 Topic: Favorite people  Thursday, 1 July 2010, 10:02AM --> 10:56AM	<u><b>Conversation</b></u>  : Why do you like Chompoo? : Brad pitt ac as Inglour Basterds. : Inglour Basterds Movie is great. : I'm Brad Pitt fan : Kennichi Mastuyama, What about him. : I like her his movie. : i like his movie. : What's your favorite band Chanin! : oh mee too , I thing : Chanin, Who's your favorite singer? : We are talk about favorite singer and actor. : I like him too. : Pirate of the Caribbean is great movie. : My favorite football team is Liverpool. : I am Liverpool FC. : Gerrard and Torres are good looking. : Yipoon, What's your favorite football team?	<u><b>Correct sentences</b></u>  : Why do you like Chompoo? : I'm Brad Pitt fan : Kennichi Mastuyama, What about him. : i like his movie. : What's your favorite band Chanin! : Chanin, Who's your favorite singer? : I like him too. : Pirate of the Caribbean is great movie. : My favorite football team is Liverpool. : I am Liverpool FC. : Gerrard and Torres are good looking. : Yipoon, What's your favorite football team?	<u><b>Incorrect sentences</b></u>  : Brad pitt ac as Inglour Basterds. : Inglour Basterds Movie is great. : I like her his movie. : oh mee too , I thing : We are talk about favorite singer and actor.
Total	17	12	5
Unit 3 Topic: Favorite people  Thursday, 8 July 2010, 10:02AM -->	<u><b>Conversation</b></u>  : Liverpool is good teamwork. : Chompoo is my favorite actress too. : Oh ! She like the same team with me.	<u><b>Correct sentences</b></u>  : Liverpool is good teamwork. : Chompoo is my favorite actress too. : Liverpool is the most successful team	<u><b>Incorrect sentences</b></u>  : Oh ! She like the same team with me. : In present time in can not trace about thw news of their team. : He is the happy

10:56AM	<p>: Liverpool is the most successful team in the history.</p> <p>: In present I don't know.</p> <p>: In present time in can not trace about thw news of their team.</p> <p>: Chanin, please tell me about Man U team.</p> <p>: My favorite writer is v.vajiramedhi.</p> <p>: Do you know v.vajiramedhi ?</p> <p>: He is the happy buddha.</p> <p>: He writes about dhamma books.</p> <p>: "Dhamma Tid peek."</p> <p>: Happy buddha is the happeness person.</p> <p>: Oh ! I like Harry Potter too.</p> <p>: Supaporn, Who is your favorite writer ?</p> <p>: I read V.vajiramedhi books such as "Dhama at Dawn" and "Dhama at Night".</p> <p>: He writes about mind management.</p> <p>: Yes ! , I want to watch Harry potter.</p> <p>: What's your favorite director?</p> <p>: Comming soon.</p>	<p>in the history.</p> <p>: In present I don't know.</p> <p>: Chanin, please tell me about Man U team.</p> <p>: My favorite writer is v.vajiramedhi.</p> <p>: Do you know v.vajiramedhi ?</p> <p>: He writes about dhamma books.</p> <p>: Oh ! I like Harry Potter too.</p> <p>: Supaporn, Who is your favorite writer ?</p> <p>: I read V.vajiramedhi books such as "Dhama at Dawn" and "Dhama at Night".</p> <p>: He writes about mind management.</p> <p>: Yes ! , I want to watch Harry potter.</p> <p>: What's your favorite director?</p>	<p>buddha.</p> <p>: "Dhamma Tid peek."</p> <p>: Happy buddha is the happeness person.</p> <p>: Comming soon.</p>
Total	20	14	6
Unit 4 Routine	<p><b><u>Conversation</u></b></p> <p>: On mondays, I clean the room.</p>	<p><b><u>Correct sentences</u></b></p> <p>: On mondays, I clean the room.</p>	<p><b><u>Incorrect sentences</u></b></p> <p>: Wash a clothes is the meaning of laundry.</p>

<p>Date Thursday, 15July 2010, 10:16AM --&gt; 10:57AM</p>	<p>: On weekends, I practice the Meditation. : Every body, When do you do the laundry ? : Wash a clothes is the meaning of laundry. : On fridays, I take a class in the morning. : On fridays, I play sport in the evening. : Do you ever go to the library ? Supawan Chanin and Onanong. ^^ : On the morning, I review the lesson before take a class. : I go to the library 3 times a week. : I play soccer on friday. : I go shopping at save1 on weekend. : How often do you go to ELRU of the week. : I'm short of money to buy the tickets, : I watches Youtube always on the week. : What do you do on Fridays? : What do you do on Friday night? My friends. : I some time go to my home on weekend. : Do you go to your home on weekends? : How ofen you go home? : No, I don't go to the movies.</p>	<p>: On weekends, I practice the Meditation. : Every body, When do you do the laundry ? : On fridays, I take a class in the morning. : On fridays, I play sport in the evening. : Do you ever go to the library ? Supawan Chanin and Onanong. ^^ : I go to the library 3 times a week. : I play soccer on friday. : I go shopping at save1 on weekend. : What do you do on Fridays? : What do you do on Friday night? My friends. : I some time go to my home on weekend. : Do you go to your home on weekends? : No, I don't go to the movies. : I can go to save one with you supawan! : Yes, I drink milk everyday.</p>	<p>: On the morning, I review the lesson before take a class. : How often do you go to ELRU of the week. : I'm short of money to buy the tickets, : I watches Youtube always on the week. : How ofen you go home? : How often do you go to the movie on weekend? Chanin</p>
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	: How often do you go to the movie on weekend? Chanin : I can go to save one with you supawan! : Yes, I drink milk everyday.		
Total	23	16	7
Unit 4 Routine  Date Thursday, July 29, 2010, 10:16AM --> 10:57AM	<b><u>Conversation</u></b>  : On Sunday, I clean the room. : When you do homework? : Do you clean your room? : When do you clean your room? : No, I don't go to the movies. : On sunday, I get up late. : Because, Sunday is a holiday. : When I sleep I feels Comfortable. : On sunday in the eveing I serve the internet. : when do you go home my friends. : What you do on the morning? : I listen rock music every day. : How often you listen to the music? My friends. : Do you go out? : You go out on Friday nigh!! : Once or twice a week. : Who you go with? : I go to Save one twice a month.	<b><u>Correct sentences</u></b>  : On Sunday, I clean the room. : Do you clean your room? : When do you clean your room? : No, I don't go to the movies. : On sunday, I get up late. : Because, Sunday is a holiday. : when do you go home my friends. : How often you listen to the music? My friends. : Do you go out? : You go out on Friday nigh!! : Once or twice a week. : I go to Save one twice a month. : What about you? : Do you go to the coffee shop everyday? : No, I don't drink coffee. : What do you drink in the morning ? : Do you live with your parents? : When do you make phone calls?	<b><u>Incorrect sentences</u></b>  : When you do homework? : When I sleep I feels Comfortable. : On sunday in the eveing I serve the internet. : What you do on the morning? : I listen rock music every day. : Who you go with? : I hadly ever makes a phone calls.

	<p>: What about you?  : Do you go to the coffee shop everyday?  : No, I don't drink coffee.  : What do you drink in the morning ?  : Do you live with your parents?  : I hadly ever makes a phone calls.  : When do you make phone calls?</p>		
Total	25	18	7
	<b><u>Conversation</u></b>	<b><u>Correct sentences</u></b>	<b><u>Incorrect sentences</u></b>
Unit 5 Topic: Free time  Date Thursday, August 5, 2010, 10:16AM --> 10:57AM	<p>: What do you do in your free time?  : I reading pocket books.  : Do you read the pocket books? My friends ^^  : And I check my face book.  : Yeah, I check my face book everyday.  : Do you check your face book in your free time?  : And what do you do in the evening ?  ^__^  : How often you watch TV?  : I maen,do you watch TV a lot?  : I watch TV sometimes.  : What do you go on weekends?  : I mean do you go out with friends?  : I go out on weekend. But</p>	<p>: What do you do in your free time ?  : Do you read the pocket books? My friends ^^  : And I check my face book.  : Yeah, I check my face book everyday.  : Do you check your face book in your free time?  : And what do you do in the evening ?  ^__^  : I maen,do you watch TV a lot?  : I watch TV sometimes.  : I mean do you go out with friends?  : I go out on weekend. But sometimes.  : I play soccer twice a week.  : Do you play soccer Chanin?  : No, I hate</p>	<p>: I reading pocket books.  : How often you watch TV?  : What do you go on weekends?  : Oh !! in your free time you paly footblla !!!  : Oh!! You go to plubs.  : I go save one in free time.  : no non often.  : On the internet.  : Do you read newspapers in your free time?</p>

	<p>sometimes.  : I play soccer twice a week.  : Do you play soccer Chanin?  : Oh !! in your free time you paly footblla !!!  : No, I hate shopping.  : No,I don't like club.  : Oh!! You go to plubs.  : well I don't drink.  And you?  : I go save one in free time.  : no non often.  : And I read the newspaper every morning.  : On the internet.  : And you Chanin ?  : Do you read newspapers in your free time?  : I play game in free time.  : Well, I some time play games.  : I often read the pocket books.</p>	<p>shopping.  : No,I don't like club.  : well I don't drink.  And you?  : And I read the newspaper every morning.  : And you Chanin ?  : I play game in free time.  : Well, I some time play games.  : I often read the pocket books.</p>	
Total	29	20	9
Unit 5: Free time  Date Thursday, August 19, 2010, 10:06AM --> 10:52AM	<p><b><u>Conversation</u></b>  : Can you play the electricguitar in free time Chanin?  : How often you play electricguitar Chanin?  : No, I don't like to play games.  : I usually play the electricguitar in my free time.</p>	<p><b><u>Correct sentences</u></b>  : No, I don't like to play games.  : You play games?  : Do you play online games in your free time?  : How often you play games on the computer?  : I don't have computer.</p>	<p><b><u>Incorrect sentences</u></b>  : Can you play the electricguitar in free time Chanin?  : How often you play electricguitar Chanin?  : I usually play the electricguitar in my free time.  : You always play computer.  : How often you go on</p>

	<p>: You play games?        : Do you play online games in your free time?        : How often you play games on the computer?        : You always play computer.        : I don't have computer.        : I use computer at library in my free time.        : I go on the Internet.        : How often you go on the Internet?        : Yeah, I go out for milk twice a month.        : Who do you go out with?        : I mean do you drink milk        : Me too ! I don't like drink coke        : What do you relax in your free time?        : where do you go out for milk or juice?        : where do you go in your free time?        : well, sometimes I go to library.        : sometime I sleep in room.        : Where do you usually go out in your free time?        : Well,yes, I go to the movies on saturday.        : I hardly ever go to the movies in my free time        : Do you go liblary in you free time?        : Yeah, I sleep,read</p>	<p>: I use computer at library in my free time.        : I go on the Internet.        : Yeah, I go out for milk twice a month.        : Who do you go out with?        : I mean do you drink milk        : What do you relax in your free time?        : where do you go out for milk or juice?        : where do you go in your free time?        : well, sometimes I go to library.        : sometime I sleep in room.        : Where do you usually go out in your free time?        : Well,yes, I go to the movies on saturday.        : I hardly ever go to the movies in my free time        : Yeah, I sleep,read and listen to classic songs to relax.        : Yeah, I listen to hardcore music everyday.        : Yeah, I like to listen to music in the kind of hardcore jazz and classic music.        : do you watch tv in your free time?        : I often watch news on TV and read newspaper in free time.</p>	<p>the Internet?        : Me too ! I don't like drink coke        : Do you go liblary in you free time?        : Oh !!! Korea songs !        : How often do you listen Korea songs ?</p>
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	<p>and listen to classic songs to relax.  : Yeah, I listen to hardcore music everyday.  : Yeah, I like to listen to music in the kind of hardcore jazz and classic music.  : Oh !!! Korea songs!  : How often do you listen Korea songs ?  : do you watch tv in your free time?  : I often watch news on TV and read newspaper in free time.</p>		
Total	32	23	9
Unit 5: Free time  Date Thursday, August 26, 2010, 10:06AM --> 10:52AM	<p><b><u>Conversation</u></b></p> <p>: Are you busy in the evening?  : I mean do you talke a lot of classes.  : sometimes I play sport in the evening.  : I sometime take a classes.  : I hadly ever go to Big C.  : Do you go to big C. Chanin and Supawan?  : I go home once or twice a month.  : I often read pocket books in my free time.  : Do you read pocket books Chanin?  : I hardly ever rent movies.  : Yes,I go out to dinner three times a week.</p>	<p><b><u>Correct sentences</u></b></p> <p>: Are you busy in the evening?  : sometimes I play sport in the evening.  : Do you go to big C. Chanin and Supawan?  : I go home once or twice a month.  : I often read pocket books in my free time.  : Do you read pocket books Chanin?  : I hardly ever rent movies.  : Yes,I go out to dinner three times a week.  : What do you do on Friday nights?  : What do you mean Supawan?  : No, I don't go out everyday.</p>	<p><b><u>Incorrect sentences</u></b></p> <p>: I mean do you talke a lot of classes.  : I sometime take a classes.  : I hadly ever go to Big C.  : I hadly ever drink too Chanin.  : What sport you play Supawan?  : But I hadly ever swim. And you?  : What music you like listen in free time?  : When do you what TV Supawan?  : I make home work at librry in the evening.</p>

	<p>: What do you do on Friday nights?        : I hadly ever drink too Chanin.        : What do you mean Supawan?        : No, I don't go out everyday.        : I play sport too Chanin        : I play soccer in the evening.        : Who do you go out with?        : I mean, do you go out with friends        : I can play badminton Onanong.        : Do you play sport Supawan?        : What sport you play Supawan?        : But I hadly ever swim. And you?        : I go out with my friend and sometimes I go with my brother.        : I like music too Chanin        : What music you like listen in free time?        : I can play guitar.        : I play guitar in my free time.        : I sometimes watch sitcom        : I don't have TV.        : When do you what TV Supawan?        : I often read newspaper.        : Do you read magazine ?        : I go to library after class</p>	<p>: I play sport too Chanin        : I play soccer in the evening.        : Who do you go out with?        : I mean, do you go out with friends        : I can play badminton Onanong.        : Do you play sport Supawan?        : I go out with my friend and sometimes I go with my brother.        : I like music too Chanin        : I can play guitar.        : I play guitar in my free time.        : I sometimes watch sitcom        : I don't have TV.        : I often read newspaper.        : Do you read magazine ?        : I go to library after class</p>	
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	: I make home work at librry in the evening.		
Total	35	26	9

Name ..... ณัฐวดี ภาคสุวรรณ.....

Group 3.12

Unit 1 Topic: All about you	<u>Conversation</u>	<u>Correct sentences</u>	<u>Incorrect sentences</u>
Thursday, 10 June 2010, 10:21AM --> 10:53AM	: What is your nickname? : Good morning ^^ : Ravipa, what is your birthday? : i'm film : hi min and pat ^^ : i'm 26 January,1991 : where are you born? : i born Nakronratchasima. : ooh! me too.	: Good morning ^^ : Ravipa, what is your birthday? : i'm film : hi min and pat ^^ : ooh! me too.	: What is your nickname? : i'm 26 January,1991 : where are you born? : i born Nakronratchasima.
Total	9	5	4
Unit 1 Topic: All about you	<u>Conversation</u>	<u>Correct sentences</u>	<u>Incorrect sentences</u>
Thursday, 17 June 2010, 10:05AM --> 10:53AM	: pat.where are you born. : umm...how many people are there in your family? : i,m not study calculus. : i family have 4 people.^^ : i have 1 brother. : what do you freetime? : me too. : my e-mail address is <a href="mailto:dday26@hotmail.com">dday26@hotmail.co m</a> : what do you	: umm...how many people are there in your family? : i have 1 brother. : me too. : my e-mail address is <a href="mailto:dday26@hotmail.com">dday26@hotmail.co m</a> : good bye : see you next time.	: pat.where are you born. : i,m not study calculus. : i family have 4 people.^^ : what do you freetime? : what do you hobbie? : i hobbie is play sport.

	hobbie? : i hobbie is play sport. : good bye : see you next time.		
Total	12	6	6
Unit 3 Favorite people  Thursday, 24 June 2010, 10:25AM --> 10:53AM	<u><b>Conversation</b></u> : hi,i'm film : what your talk about? : My favorite actor is prin (mark).^. : what is your favorite actor? : Prin Mark smart and handsomes. : Why you like Ken teeradech? : Umm! I like his movie too. : My favorite singer is Tono The star. : do you know him? : he's live Khonkaen. : and you? What is your favorite singer? : bacause,he smart and gratitude. : why do you like Clash? : see you next week.	<u><b>Correct sentences</b></u> : hi,i'm film : My favorite actor is prin (mark).^. : what is your favorite actor? : Umm! I like his movie too. : My favorite singer is Tono The star. : do you know him? : and you? What is your favorite singer? : why do you like Clash? : see you next week.	<u><b>Incorrect sentences</b></u> : what your talk about? : Prin Mark smart and handsomes. : Why you like Ken teeradech? : he's live Khonkaen. : bacause,he smart and gratitude.
Total	14	9	5
Unit 3 Topic: Favorite people  Thursday, 1 July 2010, 10:02AM --> 10:56AM	<u><b>Conversation</b></u> : my favorite singer is TONO The star. : i like him because he smart. : why you like Zen the star? : I think Da endorphin is good voice.	<u><b>Correct sentences</b></u> : my favorite singer is TONO The star. : AHH!! Her voice is great. ><!! : what is your favorite band? ^__^ : My favorite band is Super Junior. : wow!	<u><b>Incorrect sentences</b></u> : i like him because he smart. : why you like Zen the star? : I think Da endorphin is good voice. : They is smart dance.

	<p>: AHH!! Her voice is great. &gt;&lt;!!  : what is your favorite band?  ^ ___ ^  : My favorite band is Super Junior.  : wow!  : Body slam is my favorite band too.  : I like their voice.  : Their songs are very good.  : They is smart dance.  : Because Super Junior is dance very good.  : what is your favorite sport player?  : my favorite sport player is KAKA.  : he's a good sport player.</p>	<p>: Body slam is my favorite band too.  : I like their voice.  : Their songs are very good.  : what is your favorite sport player?  : my favorite sport player is KAKA.  : he's a good sport player.</p>	<p>: Because Super Junior is dance very good.</p>
Total	16	11	5
<p>Unit 3  Topic:  Favorite people    Thursday, 8 July 2010,  10:02AM --&gt;  10:56AM</p>	<p><b><u>Conversation</u></b></p> <p>: Do you like to watch sport on TV?  : I sometimes watch sport on TV.  : i like sport is swim.  : what's your favorite football team?  : My favorite football team is German.  : I think German will be the winner.  : How many people are there in your family?  : My family 4</p>	<p><b><u>Correct sentences</u></b></p> <p>: Do you like to watch sport on TV?  : I sometimes watch sport on TV.  : what's your favorite football team?  : My favorite football team is German.  : I think German will be the winner.  : How many people are there in your family?  : What is your favorite actress?  : my favorite actress is aum patcharapa.  : Aum is sexy.</p>	<p><b><u>Incorrect sentences</u></b></p> <p>: i like sport is swim.  : My family 4 people.  : Umm!! I think she so beautiful.  : what you want be in the future?  : I to be programer.</p>

	<p>people.  : What is your favorite actress?  : my favorite actress is aum patcharapa.  : Aum is sexy.  : Umm!! I think she so beautiful.  : why do you like Pancake?  : Do you like Aff taksaorn??  : she looks sweet.  : I like her eyes.  : what you want be in the future?  : I to be programer.  : goodbye</p>	<p>: why do you like Pancake?  : Do you like Aff taksaorn??  : she looks sweet.  : I like her eyes.  : goodbye</p>	
Total	19	14	5
Unit 4 Routine  Date Thursday, 15 July 2010, 10:16AM --> 10:57AM	<p><b><u>Conversation</u></b></p> <p>: hi  : what do you do on Monday?  : I take a class in the morning on Mondays.  : I go to study the Math in Life and Inter, on Mondays.  : no, I don't cooking. &gt;&lt;!!  : I sleep at home in the morning on Sunday.  : what do you do on Tuesday?? ^__^  : do you go shopping on Saturdays?  : I go to study Basic Com and English on Tuesdays.  : I go to shopping at the Mall on Saturdars.</p>	<p><b><u>Correct sentences</u></b></p> <p>: hi  : what do you do on Monday?  : I take a class in the morning on Mondays.  : I go to study the Math in Life and Inter, on Mondays.  : I sleep at home in the morning on Sunday.  : what do you do on Tuesday?? ^__^  : do you go shopping on Saturdays?  : I go to study Basic Com and English on Tuesdays.  : I like to go shopping at the mall and save one.  : On Saturday, I eat out with my parents in the evening.</p>	<p><b><u>Incorrect sentences</u></b></p> <p>: no, I don't cooking. &gt;&lt;!!  : I go to shopping at the Mall on Saturdars.  : how often you play?  : You can stop...play once a week only.  : When do you do to take a bath.</p>

	<p>: I like to go shopping at the mall and save one.</p> <p>: On Saturday, I eat out with my parents in the evening.</p> <p>: Yes. I play computer games.</p> <p>: I play computer games in the evening.</p> <p>: how often you play?</p> <p>: I play once a week.</p> <p>: You can stop...play once a week only.</p> <p>: When do you do to take a bath.</p> <p>: I take a bath in the morning and at 10 pm.</p> <p>: I don't have breakfast everyday.</p> <p>: someday, I get up late.</p>	<p>: Yes. I play computer games.</p> <p>: I play computer games in the evening.</p> <p>: I play once a week.</p> <p>: I take a bath in the morning and at 10 pm.</p> <p>: I don't have breakfast everyday.</p> <p>: someday, I get up late.</p>	
Total	21	16	5
Unit 4 Routine  Date Thursday, July 29, 2010, 10:16AM --> 10:57AM	<p><b><u>Conversation</u></b></p> <p>: No,i don't play sport every week.</p> <p>: on Saturday, I get up late in the morning.</p> <p>: Do you go shopping on Saturday?</p> <p>: I often go shopping on Saturday.</p> <p>: I read books and watch TV in the morning on Sunday.</p> <p>: I do sometimes clean your room.</p> <p>: I clean my room</p>	<p><b><u>Correct sentences</u></b></p> <p>: No,i don't play sport every week.</p> <p>: on Saturday, I get up late in the morning.</p> <p>: Do you go shopping on Saturday?</p> <p>: I often go shopping on Saturday.</p> <p>: I read books and watch TV in the morning on Sunday.</p> <p>: I clean my room on Monday T__T</p> <p>: How often do you clean your room on Saturday?</p>	<p><b><u>Incorrect sentences</u></b></p> <p>: I do sometimes clean your room.</p> <p>: I like wathc TV on Friday nigt.</p> <p>: What do you study Basic Com in group?</p> <p>: I back go home every week.</p> <p>: do you back go home?</p> <p>: Goodbye see you next time.</p>

	<p>on Monday T__T  : How often do you clean your room on Saturday?  : when do you do your homework?  : How often do you do homework on Saturday?  : i sometimes do homework on Saturday.  : I often do home work at night too.  : I do the laundry on Wednesday.  : What do you do on Fridays?  : I like wathc TV on Friday nigth.  : I like to watch TV on Friday night.....  &gt;&lt;!!!  : When do you study Basic Com?  : I study Basic Com on Tuesday too.  : What do you study Basic Com in group?  : I back go home every week.  : do you back go home?  : I go to travel on weekend.  : I sometime watch TV at home  : Goodbye see you next time.</p>	<p>: when do you do your homework?  : How often do you do homework on Saturday?  : i sometimes do homework on Saturday.  : I often do home work at night too.  : I do the laundry on Wednesday.  : What do you do on Fridays?  : I like to watch TV on Friday night.....  &gt;&lt;!!!  : When do you study Basic Com?  : I study Basic Com on Tuesday too.  : I go to travel on weekend.  : I sometime watch TV at home</p>	
Total	24	18	6
Unit 5 Topic: Free time Date	<p><b><u>Conversation</u></b>  : How often do you eat out?  : I mean,do you eat</p>	<p><b><u>Correct sentences</u></b>  : How often do you eat out?  : I mean,do you eat</p>	<p><b><u>Incorrect sentences</u></b>  : really!!! Where you rent the movie???  : thank ^__^!!</p>

<p>Thursday, August 5, 2010, 10:16AM --&gt; 10:57AM</p>	<p>out every day? : Yes,I go out every day. : Where do you go in your free time? : I mean, do you go to the park? : I go to the movies with friends. : I rarely go to the gym. : well, I go to the movie some weekend. : Umm.....twice a month. : Do you like go to the movie? : how often? : really!!! Where you rent the movie??? : thank ^__^!! : No,I don't watch TV in the morning. : Can you watch TV in the morning?? : Because I take a class in the morning : When you take a class? : I take a class everyday. : Umm!! I like to read the books same. : what's books you read often? : I mean do you read cartoon or magazine. &gt;&lt;!! : I can read the cartoon and magazine. : What do you do on holiday? : Yes, I go to my</p>	<p>out every day? : Yes,I go out every day. : Where do you go in your free time? : I mean, do you go to the park? : I go to the movies with friends. : I rarely go to the gym. : well, I go to the movie some weekend. : Umm.....twice a month. : Do you like go to the movie? : how often? : No,I don't watch TV in the morning. : Can you watch TV in the morning?? : Because I take a class in the morning : I take a class everyday. : I mean do you read cartoon or magazine. &gt;&lt;!! : I can read the cartoon and magazine. : What do you do on holiday? : Yes, I go to my home too. : it's very beautiful.</p>	<p>: When you take a class? : Umm!! I like to read the books same. : what's books you read often? : I want go to Italy.</p>
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	home too. : I want go to Italy. : it's very beautiful.		
Total	26	20	6
Unit 5: Free time 1 hour  Date Thursday, August 19, 2010, 10:06AM --> 10:52AM	<b><u>Conversation</u></b>  : Yes , I play internet games a lot. : I like to play games too. : What do you do on Friday nights? : I mean, do you go plub? : I don't go to plub too. : Yes!!!! I go to eat out with friends. : where you like go to eat out? : I often go to IM Aroi at na mor. : No, I don't play sport. : I never play sport in SUT. : yes, I don't go to the gym : Do you go to the gym? : I go to the movies sometime. : no, I go to the movie.....once a month. : How about you? : Yes, I think same you. : in my free time, I go out and I read books sometime. : Yes, I watch cartoon often when stay home. : oh !! me too : What's your	<b><u>Correct sentences</u></b>  : Yes , I play internet games a lot. : I like to play games too. : What do you do on Friday nights? : Yes!!!! I go to eat out with friends. : I often go to IM Aroi at na mor. : No, I don't play sport. : I never play sport in SUT. : yes, I don't go to the gym : Do you go to the gym? : I go to the movies sometime. : no, I go to the movie.....once a month. : How about you? : in my free time, I go out and I read books sometime. : oh !! me too : What's your favorite cartoon? : Walt Disney?? : I like cartoon because it's fun. : WOW!! Kung Fu Panda is my favorite too. : I like Nemo too. : What do you do on weekends? : I mean do you go	<b><u>Incorrect sentences</u></b>  : I mean, do you go plub? : I don't go to plub too. : where you like go to eat out? : Yes, I think same you. : Yes, I watch cartoon often when stay home. : Ice Age 1-3 is my favorite cartoon. : How often you go out with frinds?

	<p>favorite cartoon? : Walt Disney?? : I like cartoon because it's fun. : Ice Age 1-3 is my favorite cartoon. : WOW!! Kung Fu Panda is my favorite too. : I like Nemo too. : What do you do on weekends? : I mean do you go out with friends^^ : How often you go out with frinds? : I often go out with my friends after class.</p>	<p>out with friends^^ : I often go out with my friends after class.</p>	
Total	29	22	7
<p>Unit 5: Free time  Date Thursday, August 26, 2010, 10:06AM --&gt; 10:52AM</p>	<p><b><u>Conversation</u></b></p> <p>: I go to the movie once a month. : Yes, I watch cartoon in the morning on weekends. : Do you go out on Sunday? : how often do you go on Sunday? : I often go out at the Mall on Sunday. : NO, I don't * __ *!! : I go out on Sunday don't every weekend. : No, I hate reading a book. : but I like study in class. : No,I don't go to library in free time. : I go to hostel.</p>	<p><b><u>Correct sentences</u></b></p> <p>: I go to the movie once a month. : Yes, I watch cartoon in the morning on weekends. : Do you go out on Sunday? : how often do you go on Sunday? : I often go out at the Mall on Sunday. : NO, I don't * __ *!! : No, I hate reading a book. : but I like study in class. : No,I don't go to library in free time. : How often do you go home? : I mean, do you go home every week? : I go to my home</p>	<p><b><u>Incorrect sentences</u></b></p> <p>: I go out on Sunday don't every weekend. : I go to hostel. : Yes,I play internet and read a story book. : When you play Internet? : what's you search in internet? * __ *!! : You add me, now thanks. : I play internet everyday : at night before sleep.</p>

	<p>: How often do you go home?          : I mean, do you go home every week?          : I go to my home two or three times a month.          : Why you don't go home every week?          : My home is in Korat.          : Oh !! I know.          : Yes,I play internet and read a story book.          : Do you like reading story books.          : When you play Internet?          : what's you search in internet? *_*!!          : I mean do you chat on MSN.          : I chat sometime in my free time.          : Do you have hi5 and face book?          : I mean do you check hi5 and face book.          : You add me, now thanks.          : I check hi5 and face book in the evening.          : I think.....*_*!!          : I play internet everyday          : at night before sleep.          : When do you sleep at night?          : goodbye^^.</p>	<p>two or three times a month.          : Why you don't go home every week?          : My home is in Korat.          : Oh !! I know.          : Do you like reading story books.          : I mean do you chat on MSN.          : I chat sometime in my free time.          : Do you have hi5 and face book?          : I mean do you check hi5 and face book.          : I check hi5 and face book in the evening.          : I think.....*_*!!          : When do you sleep at night?          : goodbye^^.</p>	
<p>Total</p>	<p>32</p>	<p>24</p>	<p>8</p>

## APPENDIX F

### Example of Language Error Types

Error types	Examples of errors
Sentence forms	<ul style="list-style-type: none"> <li>• I <u>playing</u> computer (no helping verb)</li> <li>• payea, <u>Do you like celebrity who</u> (use the wrong forms of Wh-questions)</li> <li>• I <u>am</u> a little headache. (use the wrong forms of verb)</li> <li>• <u>what the laundry.??</u> (no verb)</li> <li>• I <u>not beieave</u> (no verb)</li> <li>• <u>what your</u> favorite people?,Ex (no verb)</li> <li>• <u>La La La by bigbang</u> (incomplete sentence)</li> <li>• <u>My team England</u> (incomplete sentence)</li> <li>• <u>His's voice great</u> (word order)</li> <li>• <u>Do you Top</u> fan club? (use the wrong forms of verb)</li> </ul>
Subject and verb agreement	<ul style="list-style-type: none"> <li>• <u>I has</u> breakfast a lot (use the wrong subject and verb agreement)</li> <li>• where <u>are your home?</u> (use the wrong subject and verb agreement)</li> <li>• payea, What <u>do your parents does?</u> (use the wrong subject and verb agreement)</li> <li>• she <u>sing</u> songs very good (use the wrong subject and verb agreement)</li> <li>• My brother <u>study</u> in SUT. (use the wrong subject and verb agreement)</li> <li>• <u>Ice Age 1-3 is</u> my favorite cartoon. (use the wrong subject and verb agreement)</li> </ul>

Error types	Examples of errors
Subject and verb agreement	<ul style="list-style-type: none"> <li>• <u>How often does you go to the MALL? (use the wrong helping verb)</u></li> <li>• <u>My favorite people is Ricardo Kaka (use the wrong verb)</u></li> <li>• <u>oh !! your favorite people is Nichkhun. Really! (use the wrong verb)</u></li> <li>• <u>He play football very good. I think (use the wrong verb)</u></li> </ul>
Word choices	<ul style="list-style-type: none"> <li>• <u>You always play computer (wrong meaning)</u></li> <li>• <u>someweekend, I'm stay to sleep in my room. (wrong meaning)</u></li> <li>• <u>Because I play chat Msn every night (wrong meaning)</u></li> <li>• <u>i often go eat out with my friends (wrong meaning)</u></li> <li>• <u>Payea, I play internet in free time (wrong meaning)</u></li> <li>• <u>I have 6 in family (wrong meaning)</u></li> <li>• <u>I back go home every week (wrong meaning)</u></li> <li>• <u>What is you eat morning (wrong meaning)</u></li> <li>• <u>I see series on Internet (wrong meaning)</u></li> <li>• <u>I play Internet every day (wrong meaning)</u></li> </ul>

Error types	Examples of errors
Plural forms	<ul style="list-style-type: none"> <li>• <u><i>I have 2 sister (no "s")</i></u></li> <li>• <u><i>What do you go on a weekends? (singular or plural form)</i></u></li> <li>• <u><i>I make a phone calls everyday (singular or plural form)</i></u></li> <li>• <u><i>I make a phone calls on Saturday night (singular or plural form)</i></u></li> <li>• <u><i>Do you make a lot of phone call on Monday (singular or plural form)</i></u></li> <li>• <u><i>Today I take a classes in the morning (singular or plural form)</i></u></li> <li>• <u><i>Yes, I go mall once a weeks (singular or plural form)</i></u></li> <li>• <u><i>I sometime take a classes on a Wednesdays (singular or plural form)</i></u></li> <li>• <u><i>I do a lot of homework (singular or plural form)</i></u></li> <li>• <u><i>Wash a clothes is the meaning of laundry. (singular or plural form)</i></u></li> </ul>
Time expressions	<ul style="list-style-type: none"> <li>• <u><i>What do you do on the morning (wrong preposition of time)</i></u></li> <li>• <u><i>On the morning, I review the lessons (wrong preposition of time)</i></u></li> <li>• <u><i>I have a class in Wednesday in morning (wrong preposition of time)</i></u></li> <li>• <u><i>I get up late weekend too (no preposition of time)</i></u></li> <li>• <u><i>What is you eat morning (no preposition of time)</i></u></li> <li>• <u><i>See you next tomorrow (wrong preposition of time)</i></u></li> <li>• <u><i>I use computer evening (no preposition of time)</i></u></li> <li>• <u><i>I check my email weekends (no preposition of time)</i></u></li> <li>• <u><i>How often do you go to ELRU of the week?? (wrong preposition of time)</i></u></li> <li>• <u><i>I sometimes go out weeknight (no preposition of time)</i></u></li> </ul>

Error types	Examples of errors
Frequency adverbs	<ul style="list-style-type: none"> <li>• <u>One or two a week (wrong frequency adverb)</u></li> <li>• <u>well, I hardly every go the Klang plaza (wrong frequency adverb)</u></li> <li>• <u>Yes, I go library a lot (wrong frequency adverb)</u></li> <li>• <u>I go to library two on week (wrong frequency adverb)</u></li> <li>• <u>I hardly often go to the movies (wrong frequency adverb)</u></li> <li>• <u>No, one a week (wrong frequency adverb)</u></li> <li>• <u>I use computer two on week (wrong frequency adverb)</u></li> <li>• <u>I often go to coffee shop with friends always (use many frequency adverbs)</u></li> <li>• <u>I play electricguitar in my sometimes (wrong frequency adverb)</u></li> <li>• <u>I go home two a month (wrong frequency adverb)</u></li> </ul>
Possessive adjectives	<ul style="list-style-type: none"> <li>• <u>Phakpoom you nikenname? (wrong possessive adjective)</u></li> <li>• <u>I family has 5 people (wrong possessive adjective)</u></li> <li>• <u>Do you go you home every week? (wrong possessive adjective)</u></li> <li>• <u>Who you favorite singer? (wrong possessive adjective)</u></li> <li>• <u>I clean youre my room twice a week (wrong possessive adjective)</u></li> <li>• <u>What's you home? (wrong possessive adjective)</u></li> <li>• <u>What's you favorite singer (wrong possessive adjective)</u></li> <li>• <u>I like his her music (use many possessive adjectives)</u></li> <li>• <u>I favorite music is Nobody (wrong possessive adjective)</u></li> <li>• <u>He movies are great!!! (wrong possessive adjective)</u></li> </ul>

## **CURRICULUM VITAE**

Worawan Slesongsom was born on June 11, 1979 in Yasothorn, Thailand. She obtained her Bachelor of Arts degree in French language and History from the Department of French, Faculty of Humanity and Social Science, Khon Kaen University in 2002. She was an instructor at Assumption College Nakhorn Ratchasima, Junwittayakom School at Phayao, and Satuk Vocational College at Burrirum. She studied at the School of English, Institute of Social Technology, Suranaree University of Technology for her Master's Degree in English Language Studies.

