
Fee-Alexandra HASSE

Revista Romaneasca pentru Educatie Multidimensionalala, 2012, Year 4, No. 2, August, pp: 45-67

The online version of this article can be found at:

http://revistaromaneasca.ro

Published by:
Lumen Publishing House

On behalf of:
Lumen Research Center in Social and Humanistic Sciences

Fee-Alexandra HAASE

Abstract

This paper is part of a cross-cultural study on the difficulties of English dialogues between non-native speakers in a special context where both sides share different linguistic and cultural backgrounds. The paper describes the characteristics of online dialogues by multiple-participants quantitatively comparing them with conditions of non-online dialogue criteria. Everyday communicative activities involve not only two-participant communicative situations, but also those of more than two-dialogue partners. A chat room can serve as a platform for such situations with speech communication. The first part of this paper introduces a general methodology for the development and study of conversational learning process. Our research is interested in a demonstration how online communication can be integrated into a classroom for EFL learning.

Keywords

EFL, Language Learning, Online Chat Rooms, Global English

1 Fee-Alexandra HAASE - Prof. Ph.D., University of Nizwa, Faculty of Arts and Sciences, Birkat el Mouz, P.O. Box 33 / Postal Code 616  Nizwa, Sultanate of Oman, Email Address: F.A.Haase@gmx.de
1. Introduction: Online Classroom

This paper addresses itself to some basic issues in the learning and speech composing process, when participants create sentences in dialogues. The study focuses on cross-linguistic issues, drawing on corpora of task-oriented dialogues between non-native speakers of English. The framework of the investigation is the analysis of speech characteristics of non-correct issues both classified as lacunae and errors. We will discuss in this article the major problems of EFL learning exemplifying them by real chat situations. In the last part of our work we will give a framework schedule of the integration of EFL teaching into classroom teaching and student evaluation based upon the U.S. higher education teaching system. We will summarize the major mistakes and error sources as well as qualitative speech levels. By the examination of writers' oral performance in types of speaking we analyze the structure of dialogues and monologues. A dialogue in a multilingual discussion needs conversational interactions between the speakers choosing the socio-linguistically appropriate register of the foreign language. Therefore, we use samples from online corpora to demonstrate the practical conditions of online EFL speaking in a virtual place with each other. This paper also investigates the effectiveness of oral evaluation categories such as grammar, fluency, vocabulary, and conversation strategies. In other words: This paper makes research on the main mistakes of non-native speakers in a non-classrooms surrounding. This setting we use for the evaluation of errors and mistakes. In a second step we demonstrate the major evaluation criteria and compose an evaluation catalogue, which can be modified and used in classroom and evaluation methods already used by the institution. Teachers of English can use the Internet, computers, and technology in their teaching. For example WorldWideWriting is an online writing center, which allows students and teachers to edit and check their writing in Dutch, English, Spanish, German and French. This platform also provides comments and resources for teachers. The three basic computer-based chat modes that can be used in classroom teaching are communication via text, audio, and video. The most widely used in education so far has been text chat. We can distinguish between moderated and not moderated chat rooms.

Examples of not moderated free English chat room where ESL students and teachers can chat are:

Chatroom Englishclub.

English Forums.


1-language.com: ESL Chat for everyone learning English.

ESL Chat Room - EasyEnglish.com.

EnglishClub.com - Essberger.

Table 1. Examples of Platforms for Not Moderated Chat Rooms for English Learning

An alternative is the establishment of a chat room using publicly available like Skype or Yahoo Messenger. The Yahoo Messenger is a popular chat platform for educational purposes. It allows for text and voice to be for one-on-one communication or in an online-conference. A chat is a synchronous online communication by means of text, voice, or a communication with both media together. Chat is a form of communication that can be used in the EFL classroom to extend the learning process beyond the traditional teaching methods. It is a communication tool that improves authentic learning experience. Dialogues are excellent starting points for classroom discussion and enquiry. They can raise complex issues in more direct ways than stories; they are more entertaining than text books and they stand as exemplars of good conversation.
2. EFL Communicated via Online Conversation: Changes and Opportunities

It can be assumed that cross-linguistic factors affecting the qualities of foreign language learning process are often related to the socio-cultural differences between the learners and the target language. One of the major objectives of teaching oral communication is enhancing students' ability to use oral language in various sociolinguistic contexts across linguistic boundaries. In an online conversation speaking is interactive, involving more than one person at the same time. A conversation is a speech by two or more people about casual topic. Conversational speech is based on certain common place topics and general vocabulary. A conversation can be held in many different media. A conversation is a speech form of communication allowing people with different views of a topic to learn from each other informally and in a very practical learning style. A speech, generally speaking, is as a linguistic text type an oral presentation by one person directed to a group. Topics for an online discussion include music, films, books, television, and other arts, events, the EFL learner's work or education, or personal lifestyles and family issues. The email serves as a computer-mediated communication method, which is solving the distinction between speech and writing as an alternative medium. In an exchange of emails participants are physically separated, while they can exchange information in nearly simultaneous ways. Emailing is a crossing genre situated between writing and speech. As an effect of the brevity of this kind of communication via the internet, the shortness of emails results in a reduction of written language and / or the use of signs in order to reach as fast as possible the intended meaning. Often this process results in the neglect of common grammatical or syntactical rules. We will see that for ELF learners there is an obvious preference of the reduction of written language to a phonetic level.

3. Modern Media and English Conversation and Samples

The impact of online communication for the practice and performance of communication can be described as phenomena related
to intertextuality. Intertextuality in emails comprises a language with mixtures between:

- Letters used as phonetic signs
- Characters (numbers) used phonetic signs
- Graphic characters used phonetically

Examples of ‘short cuts’, which are used in emails and SMS chatting:

- *Afaik*  As far as I know
- *B4*  Before
- *Cul*  See you later
- *Gr8*  Great
- *Imo*  In my opinion
- *T+*  Think positive
- *X!*  Typical woman
- *Y!*  Typical man
- *BTW*  By the Way

Such a phonetic playing with speech is the manipulation of elements and components of standard language by the creativity of the communicators aiming to find short solutions for common expressions in emails. The technological development in the 21st century is based upon the combination of media of different époques of communication starting from the face to face communication to the traditional communication and modern media communication. The different media also can be used by implementation of one media into another. Main media of information during the 20th century focus on non-literate skills like telephony and video as alternatives for literate communication. Also main media in mass communication focus completely or partly on non-literate qualities like:

- Internet
- Cinema
- Video
- Journals, Magazines, Electronic Publications, Newspapers
- Radio
- Telecommunication
Television

Table 1. Main Media of Information in the 21st Century with Low Requirement of Literacy

Next to the traditional types of communication such as speech, literacy, and visual media new qualities for communication developed by computer literacy. This is since the 20th century a medium necessary in order to participate in communication. In online chat situations supported by video cameras non-linguistic elements such as gestures, body language, posture, and facial expression can accompany speech communication either in the literate form or by speech communication in the form of direct speech and the use of a microphone. The communicative competence in an EFL online chat communication comprises grammatical competence, phrasal vocabulary, discourse competence, socio-linguistic competence, and argumentative competence.

4. Linguistic Features of English, Global English, and Types of Conversational English

The modern media provide us with a ‘collective memory’ with a set of ideas derived from literature in literacy, psychology, history, and cultural traditions. Modes of conversation in modern media include small talk, argument, gossip, repartee, negotiation, and interviews. Television is a medium of indirect conversation of modern orality, since this is an audio-visual non-literate medium based on people’s acting and speaking. The national language of England has spread over the world. Several variants such as U.S. English, Australian English, exist in countries with English as their first language. Among English as primary language we can differentiate many local types. English is today the primary language in the Bahamas, Barbados, Bermuda, Dominica, Gibraltar, Grenada, Guyana, Jamaica, New Zealand, Antigua and Barbuda, St. Lucia, Saint Kitts and Nevis, Saint Vincent and the Grenadines, and Trinidad and Tobago. English is the universal language on the Internet. Originally, the English language is a West Germanic language that originated in England from Anglo-Saxon Old English,
which in turn developed from languages brought by settlers from northern Germany. It is the second most common first language with around 340 million native speakers worldwide. English has the status of a *lingua franca* in many parts of the world. It is the most widely learned second language. In different countries and cultures, English has various positions as first or national language, as second language or as auxiliary language, e.g. as language of administration. The former colonies of the British Empire contribute intensively to the dispersion of the English language in the 21st century. In Hong Kong English is an official language and is widely used in business activities. The expansiveness of the British and the American culture has spread English throughout the globe. It is now the second most spoken language in the world after Mandarin Chinese. Features of English are a rich repertoire of idioms and words, which have the same basic meaning, but different connotations. The stylistic value of the vocabulary has also a broad range. In international situations of an EFL meeting words can have different meanings to people with different backgrounds. There are countries where English is the native language of the majority, other countries use English as a widely known second language. Also countries exist, where English has no special position. Implementation is the linguistic concept, which describes best the development of the English language; English as an eclectic language tends to borrow words from other languages instead of constructing words for new concepts from older words. The richness of the vocabulary results basically from word borrowing. Whittaker, Walker, and Moore (2004) mentioned in a study that recent work on evaluation of spoken dialogue systems suggests that the information presentation phase of complex dialogues is often the primary contributor to dialogue duration. This indicates that better algorithms are needed for the ‘presentation of complex information in speech’.

5. Types of Lexical Dialogue Units – Samples and their Examination

Language consists of meaningful units that produce continuous coherent text as speech or in written form. These units are described in linguistic fields like syntax, lexicology, and morphology. Such lexical
units are standardized. Each language has a certain thesaurus with idiomatic expressions. So in a speech situation a sentence can be new, but according to the language profile of the EFL learner will stay on simple level referring to communication and standard topics. Online published learners’ dialogues are a compound of these elements:

- Words
- Compound words
- Collocations or word partnerships
- Institutionalized utterances / phrases
- Sentence frames and heads

We will now examine the major mistakes of EFL learning in online dialogues concerning the following linguistic concepts:

- Phrasal discourse without idiomatic expressions und grammar
- Implementation of grammar patterns of the first language
- Implementation of words of the first language
- Spelling mistakes

In the following passage we will examine the linguistic mistakes and lacunae of second language learners of English. Lacunae are the missing parts of a text classified as linguistic mistake. Different types of speaking can lead to different types of mistakes in an online chat situation; speaking can be a monologue, when it involves only one speaker, e.g. in an answering email. But also the skill of handling dialogues and interacting with others is one quality of online language learning processes. The following Skype chat in English is an example for a dialogue opening, where descriptions of the participants show the level of proficiency of an international speaker of the English language:

Thorondor 11 Lis 2004, 13:22 odpowiedz

*Hi,*
*I’m looking for someone to chat by Skype. Anyone dares to try it?*

:)  
Fredomirek 11 Lis 2004, 14:00 odpowiedz

*I can try but actually I’m not so good at English and about CAE level.. :) but we can try :)*
We can demonstrate that the differences of linguistic structures of a world language such as English are the result of structural selections made by people of different cultures. Linguistic structures are related to the culture of the first language L1 and therefore the variation of linguistic structures across languages is pertinent to the cultural differences between societies. Here is an example from *EFL Russia* that illustrates how in a Russian chat room the conversation contains spelling mistakes:

*Hi, do you want to meet Kadir.*

Wejder, 11 May 2005, 23:22 odpowiedź
wysłano z: *dialup-versatel.nl*

Yes, 12$ per 15 min :P

*jenk, ju so much ... i've got about 100,000 willing to choice*

The rhetorical virtue of transparency is important for understanding. The criterion of transparency means asking: How transparent is the dialogue process? As these essential dialogue schemata can be implemented with a small number of semantic variables, the use of dialogue schemata allows us to generate a large and varied set of dialogues. The main discourse pattern in a chat with many participants is based upon a statement of participant 1 followed by statements of other participant related this statement. This is a typical discourse opening:

*Hi, do you want to know someone crazy? If you do write me back. Beside, maybe I will describe myself to you. So I'm fat, small, ugly girl with baby (Don't tell anybody-I am pregnant!)*

:wP so do you still want to know me?

Marti, 7 July 2005, 21:47 odpowiedź
wysłano z: *bydgoszcz-cvx.ppp.tpnet.pl*

Hi

*What's your name? I'm new in this. I don't now what I must do?*

Hi, 7 July 2005, 23:48 odpowiedź
wysłano z: *dialup-versatel.nl*

Wejder, 11 May 2005, 23:22 odpowiedź
wysłano z: *dialup-versatel.nl*

Yes, 12$ per 15 min :P

*jenk, ju so much ... i've got about 100,000 willing to choice*
1: X is y (phrasal expressions)  *How are you? I am fine.*
2: A is y (phrasal expressions)  *I am fine, too.*
3: B is y (phrasal expressions)  *Hi. I am new here.*
4: C is y (phrasal expressions)  *Hi. I am also new here.*
5: D is y (phrasal expressions)  *Yes! Hi, I am Pierre. I live in Paris.*

In this sample multi-participant chat the level of speech quality is low, but all participating persons are able to communicate with each other. Multiple themes can be composed of two or more previous elements of integration, or one element in a previous group for separation. The hyper theme in the case above is ‘acquaintance’. There are different stages of these conversations with a general preference for the repetition of the previous theme. The communication is organized by an opening stage, followed by what in the literature is called the body or message of the conversation, and which we will call the task-performance stage, and a closing stage. The following dialogue follows a pattern ‘greeting-topic and introduction by proverb- argumentation:

*Natali*
2004-09-20 14:12:45 Andrew
*Natali, Garans, Bur, Sturdy and others! There is an element of doubt in everything! You can’t say if the cake is delicious or not until you taste it. Fully agree with your last expression, Andrew. But have you ever thought that some people chatting with you via this wonderful forum can be from other cities? For instance, me...*

The following statement uses an agreement on a topic followed by an argumentation:

*Olga*
2004-09-20 18:11:29 Natali
*Yes, people chatting here can be from various cities, but if you are seriously considering the idea contained in my initial message (see the beginning of this forum), you’ll read the word "Moscow" :)*

peneloppa
2004-10-18 14:57:50 Olga - your idea to meet together is great. I'd like to welcome the opportunity to do that, because I'm eager to get acquainted with smb who has high level in English. You can surely rely on me.

Lack of style can have many forms. This is an example for the use of slang and rude words and a deficiency of grammar:

Roma
2004-10-28 09:53:12 Hi everybody!! My name is Roma!! I am from Latvia!!

Roma
2004-10-28 09:55:12 Hey! Somebody answer me! I am 14 years old.
Roma
2004-10-28 09:57:00 Man!! What's up! Are everyone sleeping!! Shit!!
Roma

In this part of the communication a grammatical mistake is made in the case *Hope to have a soon heard from ya!* assuming that ‘heard’ is a noun:

Boris
2004-11-11 17:50:09 Hello from south Moscow!
I'm Boris, laidback yet not-less-humorous male residing in Moscow, Russia willing to brush up a little on my withered English or Russian and shrug off all that boredom!
Anyone to help me out? No topic restricted.
Hope to have a soon heard from ya!

This is an example for importing U.S. American slang into English of a second language learner mixed up with idioms and typographical errors:

Boris
2004-11-24 17:10:47 Strolling thru messages on this forum that answer Olga's brilliant suggestion, I guess it's high time for all us guys to quit typing your posts and get together at last!
Come on, we could just hit some Moscow downtown restaurant, cafe, bistro, pizza - you name it, where we'd speak English, not correspond in it!
Who's open to that?!  
Smik

This is an example for the transfer of native speaker's linguistic syntax and phrases of this native Russian speaker resulting in lacunae:

2004-12-01 22:15:56 Boris
I see you've got a good command of Russian, let alone English!!!
Translating from English, judge not Russian, and about English. To me to transfer understood on foreign it is difficult, bad with grammar. Excuse.
Was you born the genius? I am glad for you!;)

A chat in South African English at Antimoon Forum contains features related to cultural topics. It contains cultural information and has an exquisite way of handling the topic ‘food’ for language learners:

Sander   Wednesday, April 27, 2005, 13:41 GMT
Whats a braai? Food?
andre in south africa Wednesday, April 27, 2005, 14:40 GMT
Whats a braai? Food?
Yep Sander braai = barbecue but not quite the same as American barbecue
Sander Wednesday, April 27, 2005, 14:41 GMT
like from the dutch verb 'braden'(roast)?
andre in south africa Wednesday, April 27, 2005, 15:20 GMT
>like from the dutch verb 'braden'(roast)? <
Yes. Braai (verb) means to roast. A braai (noun) is actually a whole social event. Steak and/or chops, boerewors (South African sausage), and sosaties (kebabs) are roasted over an open fire. Side dishes include salads, sandwiches (cheese and tomatoes) also roasted on the fire, and/or mieliepap (a kind of porridge made of maize flour, eaten as breakfast with milk and suger, as well as with a braai when it is usually eaten with a sauce which can best be described as a very thin tomato stew). When you have a braai, you ALWAYS invite friends over (they will never forgive you if you don't). You all gather around the fire while the host braais the
meat. You usually eat out of paper plates which you balance on your lap, unless you are pretentious and have your guests sit at the dinner table). It is usually done on Saturday evenings or Sunday afternoons. The word braai (or vleisbraai) is also an official SA English word. The meat you braai, is called braaivleis (vleis = meat). In recent years chicken has also become popular as braaivleis. The drink that goes best with a braai, is icy cold beer, with wine also popular.

Afrikaans has been influential in the development of South African English. Many Afrikaans loanwords have found their way into South African English, such as "veld", "braai", "boomslang", and "lekker".

The following chat is an example for missing punctuation, prepositions, articles, capitals like ‘Japan’, and verb form like ‘to watch’:

Hi, Mr yawn
Which country do you live?
"Onsen" is like spa in western country.
It is very famons in japan.
Because japan is an active volcano country.
There are many onsen in japan.
It is especially very common in winter.

I have not seen kill bill yet.
Have you seen that movie?
To watching movies is your hobby, isn't it?
How was it kill bill?

The following text is an example for a mixed use of singular and plural:

Hi, Mr Yawn
I think volcanoes in Japan is not so serious now.
But many small earthquakes now happens everywhere in japan.

This is an example for the use of wrong cases and prepositions:
Hi,
I started a new hobby this month.
It is a road bike.
I watched Tour de France on TV last month.
I was very impressed by a cyclist and I thought that
I wanted to become like them.

I bought a new bike immediately this month.
What do you think about the bike's price?
Maybe you will surprise that.
The bike is worth my three months salary,
that is, I put my heart into it.
My first target is "Tour de Mt. Norikura (famous Mt. in Japan)".
I do my exercise for cyclist everyday.
I hope you can find a good hobby to you.
cheers,

The term ‘lacunae’ depicts an empty space or a missing part. In an EFL setting lacunae interfere in a negative way with the L2 (English) and this target language’s standard requirements. The fundamental characteristics of lacunae are perceived by the recipient as something, which is incomprehensible. Lacunae have an unusual and exotic appearance with a bizarre style, which is caused by ignorance or erroneous or inaccurate knowledge of the language L2. Further characteristics of lacunae can be described as follows: Lacunae are perceived by their reader or listener as astonishing and unexpected within the text flow or speech. This is an example for the use of nationalistic expressions and statements on advanced beginner level:

We Japanese win the asia cup again!! Koji nakata kicken a wonderful goal just as Maradona did at the 1986 World Cup in England. I start to know that we japanese is a particul nation. So I am sure we will win all soccer champion.

Hi papa pizza.
I like to eat pizza.
I like an anchovy pizza.
It was easy.

**Ingredients** is cheese and anchovy only.

I hope you open a pizza shop.

6. Levels and Purpose of Speech Communication as Criteria of the Classification of **EFL** Learning

Conversation as small talk is the ability to get along with people in society. *Ad hoc* talk about the weather, traffic conditions, the news, vacations, or sports events have the social function to create a social community sharing the same values. We can classify the following levels of speech of EFL learners conversing about specific topics in small talk at the performance level B1 according to the *Council of Europe for Language Levels* of the **Common European Framework of Reference for Languages (CEF or CEFR):**

**C2**

*ALTE 5* The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker.

**C1**

*ALTE 4* The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics.

**B2**

*ALTE 3* The capacity to achieve most goals and express oneself on a range of topics.

**B1**

*ALTE 2* The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information.

**A2**

*ALTE 1* An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.
A1
ALTE Breakthrough A basic ability to communicate and exchange information in a simple way.

Table 2. EFL Language Proficiency Criteria of the Council of Europe for Language Levels of the Common European Framework of Reference for Languages (CEF or CEFR)

A communication task is the focus of the student’s practice on communicating an idea or opinion to someone; it is not the idea itself, but the communicated idea. In such situations the speaker uses the grammar rules acquired to convey the message. This purpose is as important as the issue communicated in an active learning approach. This purpose driven learning effect of English in various countries has resulted in English EFL as a language of professional communication in many parts of the world. In a study investigating college students’ views of the status of English and Arabic in Saudi Arabia in the 21st century findings showed that 96% of the participants consider English a superior language being an international language, and the language of science and technology, research, electronic databases, and technical terminology. According to Jarf (2008), eighty two percent believe that Arabic is more appropriate for teaching religion, history, Arabic literature and education majors, whereas English is more appropriate for teaching medicine, pharmacy, engineering, science, nursing, and computer science. Various test systems for the evaluation of speech communication as criteria of the classification of EFL learning exist. So the TOEFL test, the national evaluation tests offered by the British council, and the above described Common European Framework of Reference for Languages (CEF or CEFR). Also the availability of TOEFL courses and other courses for English for specific purposes should be mentioned here.

7. English as Standard Language vs. Registers and Colloquial Language

We will look now at the different types of stylistic forms in communication. The use of a language even in a native speakers’ setting can have the separation of different levels of a language. For example,
the Arabic language is divided into Standard Arabic and various dialects in different countries, which are partly nor mutually intelligible. Such a colloquial language can be extreme different from a standard language, which is use in books, magazines, on the radio and on television, or as formal speech, e.g. in administrative letters. Any colloquialism is an informal expression not used in formal speech or writing. Colloquialisms can include words, phrases, and adage, or an entire aphorism. An idiom is an expression whose meaning does not seem to follow logically from the combination of the meaning of its parts and the ‘rules of language’ like ‘to go native’. The idioms make English problematic for non-native language users. At the professional level of language use, jargon is the specialized vocabulary of a profession or other activity, in which a group of people dedicate significant parts of their lives to. Even formal glossaries exist for specific areas of a language like medicine, mass communication, and trade. Here the specific technical terms with their definitions are formally documented. The style of the language and the register of the language are important criteria for the assessment of a language. Both linguistic features are important, when situations with a specific level of speech communication arise. As a traditional tool of communication, rhetoric is a means to communicate persuasively. Figurative language can be called metaphorical. At this place our article focuses on a narrower meaning of metaphors as a figure of speech that is used to paint one concept with the attributes normally associated with another. We can analyze the distribution of linguistic patterns in a rhetorical analysis. Certain typical cognitive metaphors are used in a specific language and may are unable to be understood by a second language learner lacking the cultural background of L2. Also proverbs as words of wisdom that are in a way important for a community refer to cultural assets, since they were passed on from generation to generation or cited from one person. By observation, experimentation, and knowledge sharing a proverb is formed. Slang is the non-standardized use of words in a language and sometimes the creation of new words or importation of words from another language mostly on a level below standard language. A stock phrase is a spoken phrase, which has little or no actual meaning of its own, but carries meaning only through custom or context. Many EFL students lack access to such native speakers’ expressions and the exposure to ‘real world experience’ with an authentic
communication in L2. Here the chat room can serve as a tool that provides communicative situations in a nearly real world setting. Without the teaching of the foreign culture it is impossible to develop students' communicative competence. As a register is a variety of a language used for a particular purpose or in a particular social setting. Registers comprise all levels from complete informal to formal speech. The use of an appropriate level of registers chosen in an EFL setting is also important for the success of the communication.

8. Deliberation and other Types of Dialogues in Online Chats: Advices for Error Analysis and Teaching Improvement of EFL Skills using Types of Dialogue Patterns and Deliberation, Negotiation, and Argumentation

The dialogue both in classroom and online can support EFL learning and the application of skills that are necessary for the culturally appropriate communication style of a L2 learner. How can a teacher implement features of a culturally appropriate communication style of a L2 learner? The teacher can as supervisor of the communication introduce specific vocabulary, phrases, idioms, and colloquialisms or professional vocabulary according to the needs of a communication. The types of colloquialism described above can be the teacher’s basic introductory vocabulary for the chatting of the students. Such a skillful use of language expressions can support that the performers of the dialogue express their ideas clearly and coherently with an appropriate sentence structure, mechanics, punctuation, and spelling, but also in communicatively appropriate level of applied language skills. Therefore patterns with dialogue topics and frames of the follow-up of the communication can be used in teaching and be modified by the students, when it comes to the chat situation. According to Resnick’s (2009) essay Talk and Dialogue: How Discourse Patterns Support Learning a pattern is a ‘form’, ‘template’, or ‘model’, which can be “used to make or to generate things or parts of a thing, especially if the things that are generated have enough in common for the underlying pattern to be inferred or discerned. The simplest patterns are based on repetition: several copies of a single template are combined without modification. Pattern recognition is more complex when templates are used to generate
variants.” As an additional framework dialogue types can be used in specific chat situations, e.g. when a participant asks another to tell a typical life style of his/her country, it can be put into the narrative dialogue type. We can distinguish the following discourse types:

**Descriptive / Narrative Dialogue Type**
This type of dialogue tells a story or provides the reader with a detailed information about something

Examples:
Narrative: ‘My Journey to the USA’
Descriptive: ‘My Duties at Work’

**Analytical / Expository Dialogue Type**
This type of dialogue requires that the writer explains or analyzes a general topic in a discursive way. It requires a meta-level of speech performance.

Examples:
‘An answer to the Question: Is Freedom a Political or Personal Quality?’
‘Can all people have the same ideas about language?’

**Argumentative / Persuasive Dialogue Type**
This dialogue type argues for or against a position. It is persuasively and requires rhetoric in order to persuade about a standpoint.

Examples:
‘Shall the Government Prohibit Smoking?’
‘Why we must change the Politics of our Country. A Short Speech’

**Evaluative / Critical Dialogue Type**
This dialogue assesses the value of a product, service, or performance (in this class we will conduct textual analyses) and assigns it a rating based on specified, detailed criteria.

Table 3. Different Types of Dialogues
The different types of dialogues can be also as an integral part of the communication of the dialogue. In an evaluation of the performance done by a teacher, a written dialogue should be characterized besides the quality of an appropriate and grammatically correct language by criteria like fullness and completeness of a response. Chat dialogues are based upon interactions of the participants.

**Classification of Mistakes and Errors**

While mistakes are done by accidence, errors are grave mistakes ‘within the system’.

- Errors of Omission and Lacunae
- Errors of Parts of Speech
- Lexico-grammatical Errors
- Lexical Errors
- Semantic Misuses of Single Words
- Phraseological Errors
- Punctuation Errors
- Poor Sentence Structure
- Idiomatic Errors
- Errors of Register
- Incomplete Sentences
- Poorly Organized Writing Style (Layout)
- Poorly Written Text Parts
- Repetition
- Typographical Errors

Table 4. Error Categories in Foreign Language Learning

Communicative and whole language instructional approaches such as learning in chatting situations promote the integration of speaking, listening, reading, and writing in ways that reflect natural language. The online dialogue participation of a student can be calculated as a part of the evaluation of the student’s performance. Therefore, the teacher has the role as the moderator of a chatting place or the teacher must be provides with copies of the dialogue in order to evaluate it. Online tests conversation situations are not dependent on particular class
content, course materials, or language software programs. Here is an example of the evaluation of the performance of EFL students:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Case Study / Episode Presentations / Dialogue presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Classroom Conduct Observation</td>
<td>10%</td>
</tr>
<tr>
<td>Quality of Text Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Online Dialogue Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 5. Sample Evaluation Criteria

Using online dialogues in Chat rooms for learning is situated between ‘autonomous learning’ and ‘cooperative learning’ shared between students and teachers. When arranging an EFL chat room, the teacher must ensure that the participating language learners have similar profiles depending on their age, socio-cultural, ethnic, or linguistic background, as well as their level of education. The online use of communication tools as an EFL tool should make students able to perform the following linguistic skills within a dialogic context:

1. Beginning, discourse features and ending of conversations on certain topics
2. Short descriptions
3. Questions
4. Talk

Evaluation criteria:
Oral production will be evaluated against the following accuracy standard:
1. Use of grammar
2. Use of idioms
3. Use of standard vs. colloquial language
4. Use of a variety of expressions

In *The Internet TESL Journal* in *Introducing EFL Students to Chat Rooms* Mynard (2002) affiliated with *Zayed University* developed four lesson plans that show language learners how to use chat rooms for
language learning purposes. Here also a bibliography of works regarding online teaching is available.

9. Conclusions - The Pros and Cons of EFL Online Learning

General advantages from synchronous internal communication are increased computer literacy, the development of communicative skills, and development of social and socialization skills and proper etiquette. On the other hand, abbreviated, oversimplified, telegraph-and SMS type language is obviously related to new communication media such as email, instant-messaging, and cellular phones. This development should be kept outside the classroom and the online teaching area. When using a certain chatting place for educational purposes, great care should be taken in the choice of a safe platform. Teaching a second language involves teaching the culture of the language. The teacher can be a moderator of the chat room. An inductive method of communication like the cat situation brings the advantage that the knowledge of all participants can influence the communicative situation. Although both inductive and deductive patterns are used in the specific discourses, it can be hypothesized that the inductive pattern appears to be unmarked or less marked in a specific cultural context.

References


