

E-behaviors and E-community formation: An investigation on Vietnamese EFL students

Tin Tan Dang & Margaret Robertson

Dang, T. T., & Robertson, M. (2010). E-behaviors and E-community formation: An investigation on Vietnamese EFL students. *Asian EFL Journal. Professional Teaching Articles*, 46, 4-27.

Full-text: <http://www.asian-efl-journal.com/PTA/August-2010.pdf>

Abstract

Online communications have been widely researched in different education contexts during the last two decades. Together with the development of emerging technology, educational applications have received a huge change in e-communication modes, from unidirectional to interactive websites, asynchronous to synchronous exchanges, and stand alone to networked real-time simulations. These have constituted a platform for the development of online social life and communities. To take advantage of this environment for educational benefits, this study particularly attempts to investigate the habitual behaviors of undergraduates in Vietnam who study English as a Foreign Language when they interact with a Moodle site during an English course. It specifically focuses on students' expectations and awareness of online communication, their preferences related to instant messenger and blogging, and influential impacts on the formation of the online communities. Qualitative data from individual interviews and document analyses have shown that students prefer to use synchronous communication modes and look for instant responses regardless of how often they go online. In addition, the shaping of the online educational communities needs a lot of support, reinforcement, and nurture from the facilitators and real life connections. Finally, the discussion suggests a possible analytical framework for online learning community investigation.

References

- Bakhtin, M. M., & Holquist, M. (1990). *The dialogic imagination: four essays*. Austin: University of Texas Press.
- Baron, N. S., Squires, L., Tench, S., & Thompson, M. (2005). Tethered or mobile? Use of away messages in instant messaging by American college students [Electronic Version]. Retrieved 10 November 2005, from <http://www1.american.edu/tesol/Grimstad-Baron.pdf>
- Beauvois, M. H. (1992). Computer assisted classroom discussion in the classroom: Conversation in slow motion. *Foreign Language Annals*, 25(5), 525-534.
- Bhappu, A. D., Ebner, N., Kaufman, S., & Welsh, N. (2009). Online communication technology and relational development. In C. Honeyman, J. Coben & G. D. Palo (Eds.), *Rethinking Negotiation Teaching: Innovations For Context And Culture* (pp. 239-249). Saint Paul: DRI Press.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1). Retrieved from <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>
- Burgess, J. (2006). Blogging to learn, Learning to blog. In A. Bruns & J. Jacobs (Eds.), *Uses of blogs* (pp. 105-114). New York: Peter Lang.

- Csikszentmihalyi, M. (2000). *Beyond boredom and anxiety* (25th anniversary ed.). San Francisco: Jossey-Bass Publishers.
- Downes, S. (2004). Educational blogging. *EDUCAUSE Review*, 39(5), 14-26.
- Ducheneaut, N., Moore, R. J., & Nickell, E. (2004). Designing for sociability in massively multiplayer games: An examination of the third places of SWG. In J. H. Smith & M. Sicart (Eds.), *Proceedings of the other players*. Copenhagen, Denmark: IT University of Copenhagen.
- Eco, U. (1976). *A theory of semiotics*. Bloomington: Indiana University Press.
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends": Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4).
- Felix, U. (2005). Analysing recent CALL effectiveness research - Towards a common agenda. *Computer Assisted Language Learning*, 18(1), 1 - 32.
- Garrison, R., & Anderson, T. (2003). *E-learning in the 21st Century: A Framework for Research and Practice*. New York: Routledge.
- Gotved, S. (2002). Spatial dimensions in online communities. *Space and Culture*, 5(4), 405-414.
- Hanna, B., & de Nooy, J. (2003). A funny thing happened on the way to the forum: Electronic discussion and foreign language learning. *Language Learning and Technology*, 7(1), 71-85.
- Haythornthwaite, C. (2005). Social networks and Internet connectivity effects. *Information, Communication, & Society*, 8(2), 125-147.
- Hubbard, P. (2005). A review of subject characteristics in CALL research. *Computer Assisted Language Learning*, 18(5), 351 - 368.
- Hull, D. M., & Saxon, T. F. (2009). Negotiation of meaning and co-construction of knowledge: An experimental analysis of asynchronous online instruction. *Computers & Education*, 52(3), 624-639.
- Jacobs, G. E. (2008). People, purposes, and practice: Insights from cross-disciplinary research into instant messaging. In J. Coiro, M. Knobel, C. Lankshear & D. J. Leu (Eds.), *Handbook of research on new literacies* (pp. 467-490). New York: Lawrence Erlbaum Associates/Taylor & Francis Group.
- Karatzogianni, A. (2006). *The politics of cyberconflicts*. London: Routledge.
- Kern, R. G. (1995). Restructuring classroom interaction with networked computers: Effects on quantity and characteristics of language production. *Modern Language Journal*, 79(4), 457-476.
- Lam, W. S. E. (2004). Second language socialization in a bilingual chat room. *Language Learning and Technology*, 8(3), 44-65.
- Lenhart, A., & Madden, M. (2007). Teens, privacy, & online social networks. *Pew Internet and American Life Project Report*. Retrieved from http://www.pewinternet.org/~media/Files/Reports/2007/PIP_Teens_Privacy_SNS_Report_Final.pdf
- Lewis, C., & Fabos, B. (2005). Instant messaging,, literacies, and social identities. *Reading Research Quarterly*, 40(4), 470-501.
- Marshall, J. P. (2008). Gender in online communication. In J. Coiro, M. Knobel, C. Lankshear & D. J. Leu (Eds.), *Handbook of research on new literacies* (pp. 491-519). New York: Lawrence Erlbaum Associates/Taylor & Francis Group.
- Mortensen, T. E. (2008). Of a divided mind: Weblog literacy. In J. Coiro, M. Knobel, C. Lankshear & D. J. Leu (Eds.), *Handbook of research on new literacies* (pp. 449-466). New York: Lawrence Erlbaum Associates/Taylor & Francis Group.

- Mortensen, T. E., & Walker, J. (2002). Blogging thoughts: Personal publication as an online research tool. In A. Morrison (Ed.), *Researching ICTs in context* (pp. 249-279). Oslo, Norway: Intermedia Report.
- Nip, J. Y. M. (2004). The relationship between online and offline communities: The case of the Queer Sisters. *Media Culture Society*, 26(3), 409-428.
- Oliver, R. (2001). Developing e-learning environments that support knowledge construction in higher education. In S. Stoney & J. Burn (Eds.), *Working for excellence in the e-economy* (pp. 407-416). Churchlands: Australia: We-B Centre.
- Payne, J. S., & Whitney, P. J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory, and interlanguage development. *CALICO Journal*, 20(1), 7-32.
- Purushotma, R. (2005). Commentary: You're not studying, you're just... *Language Learning and Technology*, 9(1), 80-96.
- Robertson, M., Webb, I., & Fluck, A. (2007). *Seven steps to ICT integration*. Camberwell, Vic.: ACER Press.
- Rosser, S. V. (2006). Using the lenses of feminist theories to focus on women and technology. In M. F. Fox, D. G. Johnson & S. V. Rosser (Eds.), *Women, gender, and technology* (pp. 13-46). Urbana: University of Illinois Press.
- Shedletsky, L. J., & Aiken, J. E. (2004). *Human communication on internet*. Boston: Pearson Education, Inc.
- Souza, C. S. d., & Preece, J. (2004). A framework for analyzing and understanding online communities. *Interacting with Computers*, 16, 579-610.
- Steinkuehler, C. A. (2008). Cognition and literacy in massively multiplayer online games. In J. Coiro, M. Knobel, C. Lankshear & D. J. Leu (Eds.), *Handbook of research on new literacies* (pp. 611-634). New York: Lawrence Erlbaum Associates/Taylor & Francis Group.
- Stockwell, G. (2007). A review of technology choice for teaching language skills and areas in the CALL literature. *ReCALL*, 19(02), 105-120.
- Sullivan, N., & Pratt, E. (1996). A comparative study of two ESL writing environments: A computer-assisted classroom and a traditional oral classroom. *System*, 29, 491-501.
- Thomas, A. (2005). Children online: learning in a virtual community of practice. *E-Learning*, 2(1), 27-38.
- Thomas, A. (2008). Community, culture, and citizenship in cyberspace. In J. Coiro, M. Knobel, C. Lankshear & D. J. Leu (Eds.), *Handbook of research on new literacies* (pp. 671-697). New York: Lawrence Erlbaum Associates/Taylor & Francis Group.
- Tuckman, B. W. (1999). *Conducting educational research* (5th ed.). Fort Worth, TX: Harcourt Brace College Publishers.
- Voiskounsky, A. E. (2008). Flow experience in cyberspace: Current studies and perspectives. In A. Barak (Ed.), *Psychological aspects of cyberspace: theory, research, applications* (pp. 70-101). New York, NY: Cambridge University Press.
- Vygotsky, L. S., & Kozulin, A. (1986). *Thought and language* (Translation newly rev. and edited / ed.). Cambridge, Mass.: M.I.T. Press.
- Wenger, E. (1999). *Communities of practice: learning, meaning, and identity*. Cambridge, MA: Cambridge University Press.
- Xie, T. (2002). Using Internet Relay Chat in teaching Chinese. *CALICO Journal*, 19(3), 513-524.