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ABSTRACT

In this study, I re-conceptualize the concept of learner autonomy and propose a working definition of an autonomous language learner as *one who uses language to learn and communicate, thereby demonstrating a capacity to take control of his or her learning*. Over the last two decades, increasing attention has been drawn to the importance of autonomy to language learning. Teachers of autonomous language learners are portrayed as helper, facilitator, resource, consultant, counselor, coordinator, and adviser.

Nonetheless, there is a lack of research to investigate the reactions of language learners in response to teacher roles said to promote autonomy. This study aimed at investigating the relationship of teacher roles and learner autonomy in a cyber pedagogical context, a context where the teacher as well as the learners were L2 users of English with diverse linguistic and cultural backgrounds and experiences. Data consisted of 362 email messages generated in a twenty-month period of the cyber English class.

A qualitative data analysis software, NVivo 1.1-3 was used to conduct a content analysis that identified the *teaching* and *counseling* roles of the teacher in 90 email messages, spread equally among the beginning, middle and end phases of the instructional period. The results showed that the teacher’s teaching roles became less active as the course progressed whereas the counseling roles remained active throughout the instructional period. Data analysis also calls into question the universality of established categories of teacher roles, suggesting that cultural context and experience need to be taken into consideration.
Linked to the content analysis, a follow-up discourse analysis investigated the ensuing learner-teacher interactions to explore how the learners reacted to the teaching and counseling roles of the teacher. The results suggested that teaching roles did not provide opportunities for promoting learner autonomy, but counseling roles created a supportive learning environment for the learners to develop autonomy in language learning. The results of the discourse analysis provided additional evidence in support of the working definition of learner autonomy with particular emphasis on the connection between communication and autonomy in language learning.
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ACKNOWLEDGEMENTS

I am grateful to a number of people for help, both direct and indirect, in writing this dissertation. My heartfelt thanks goes to my advisor, Dr. Sandra J. Savignon, who has guided me through during my study at Penn State. She inspired me and encouraged me from the beginning to the very end of my dissertation writing process. Her invaluable feedback, advice, and encouragement have been the source of the energy that I needed to continue with my writing.

Also gratefully acknowledged is the assistance from my committee members. Dr. Scott Payne has provided advice on my theoretical construct and NVivo data analysis. Dr. Jamie Myers has shared me with his experience in qualitative research and offered his suggestions for further research. Dr. Lisa Reed has given me her feedback in details on my whole dissertation. Their professional guidance always came along with genuine compassion and understandings.

I also owe gratitude to Hsin-Yi (Amber) Huang and Maged Fikry Amen Khalil for their generosity to be my co-coders. Their participation in the NVivo data analysis greatly enhances the internal validity of my study.

A special thanks goes to my classmate Hanae Katayama, who has provided me feedback on a draft of my dissertation. She also attended my rehearsals and helped me be prepared for the oral defense of my dissertation. I am very grateful for her patience and for never getting tired with my presentations.

Finally, my most sincere thanks goes to my parents, my sister and my relatives for their unparalleled support during my study. My mom has passed away from
nasopharyngeal cancer during my first PhD year, but her continuous influence has supported the completion of this dissertation.
Chapter 1

INTRODUCTION

As we enter the 21st century, everyday language use is so tied to technology that learning language through technology has become a fact of life with important applications for all applied linguists, particularly for those concerned with the facets of second language acquisition.

(Chapelle, 2001, p. 1)

For anyone who has access, the computer is now a key component of English language learning. As Graddol (1997) explains, the majority of Internet websites are based in English. People who normally speak in other languages oftentimes find themselves communicating with each other through the medium of English. Not surprisingly, more and more websites are created to provide resources and materials for English teaching and learning. Some of them even offer English lessons and classes for free. English for Internet (EFI), the pedagogical context of this study, is one such example. Described as Your Free English School on the Net, EFI offers a variety of classes to language learners from all over the world.

L2 speakers of English today outnumber those whose mother tongue is English by three to one (Noah, 2005). And yet, despite the fact that English now serves as an international lingua franca, there has been little research to investigate the English language interactions of L2 speakers (Graddol, 1997). These L2 speakers can sometimes
be quite vocal in expressing their support for English. In 1997, the leaders of 15 European countries gathered in Amsterdam for a meeting of the European Union. A Dutch reporter protested when the Dutch Foreign Minister began his speech in English. The voice of the reporter was drowned out by cries of “English! English!” from the majority of participants, who wanted to hear the speech delivered in the language they might not be able to speak perfectly but could at least understand (American Language Review, 1998).

Computer-mediated communication (CMC) is having a dramatic impact on the future of English, a future which, according to Graddol (1997), will be increasingly in the hands of L2 speakers. Email, a CMC technology, is now more commonly used for pen pal exchanges than its traditional counterpart, snail mail. Increasingly, information is delivered by email rather than more traditional ways of communication such as the telephone. As an international student at the Pennsylvania State University, I was able to deal with almost everything for class via email and made only two phone calls to a professor during my five-year stay. At the 2005 CALICO conference I attended, free computer access was offered for every participant to check email; users had to be limited to no more than 20 minutes whenever there were lines of people waiting to use the computer.

Advances in computer technology are often associated with learner autonomy in language learning. Computer-assisted language learning (CALL) is said to enable language learners to develop autonomy as well as helping them to develop competence and autonomous language use (Blin, 2002). CALL can lead to the development of autonomy to a degree which allows the learner to maintain control of his or her learning
with little dependence on the teacher (Jones, 2001). Despite the opportunities for self-instruction it offers the learner, however, CALL is no guarantee of autonomy, especially when the computer does not allow for autonomous decision-making in the learning process (ibid). In the history of CALL programs, we find a considerable amount of software designed to provide pattern drills in which the learner has no choice but to follow every instruction to find the correct answers in the exercise.

Over the past two decades, increasing attention has been drawn to the importance of autonomy to language education (Holec, 1981; Boud, 1988; Little, 1991; Wenden, 1991; Dickinson, 1992; Dam, 1995; Littlewood, 1996; Pennycook 1997; Crabbe, 1999; Sinclair, 2000; Benson, 2001; Savignon, 2002; Palfreyman & Smith, 2003). Autonomy has in fact become a buzzword (Little, 1991) and a central theme in language learning and teaching (Camilleri, 1999). Autonomous learners are said to be highly motivated (Dickinson 1995). Being autonomous in learning is important because the most efficient learners tend to be those who have developed a high degree of autonomy (Little 1990). Few language teachers would disagree with the importance of helping learners to become more autonomous (Wendon, 1991).

Despite the growth of interest in autonomy for language learning, consensus on just what that autonomy involves remains elusive. Interpretations and definitions of autonomy abound (e.g. Holec, 1981; Dickinson, 1987; Boud, 1988; Little, 1991; Wenden, 1991; Dam, 1995; Littlewood, 1996; Benson, 2001). In his discussions of different meanings of autonomy in language learning, Benson (1997) notes that there is a lack of concern with the fundamental theory of autonomous language learning in the field of applied linguistics. Benson (1996) argues for a theoretical
reconsideration of the connection between the nature of language learning and the
development of learner autonomy.

The Communicative Approach is the only theory of second language acquisition
(SLA) that has placed particular emphasis on the promotion of learner autonomy in the
field of applied linguistics (see Nunan, 1996, 2000; Littlewood, 1996; Breen & Mann,
emergence of autonomy in linguistics is associated with the communicative assumptions
of second language acquisition in opposition to the drill-and-practice theories of
behaviourism. Candlin (1997) points out that the chief mainsprings to communicative
language teaching, or CLT, are all closely allied with the principle of learner autonomy,
but the goal of CLT arises from a central position of language as communication to
enable and empower the learner to make his or her own meanings. The promotion of
learner autonomy is thus an integral component of communicative language teaching in
which the aim is to develop the learner’s communicative competence, the interpretation,
expression, and negotiation of meaning in language learning (Savignon, 1997, 2002,
2003). Nevertheless, the importance of communication for the development of autonomy
in language learning is often undervalued due to the conceptualization of autonomy as
self-management of learning that dominates the literature of learner autonomy in
language education (Benson, 2002).

The decision to promote autonomy usually comes from the teacher (Hill, 1994).
Teachers of autonomous language learners are portrayed as helper (Tough, 1971),
facilitator (Knowles, 1975), resource (Breen & Candlin, 1980), consultant (Gremmo &
Abe, 1985), counselor (Knowles, 1986), coordinator (Hammond & Collins, 1991), and
adviser (Sturtridge, 1992) (cited in Voller, 1997). However, there is a dearth of research investigating how language learners respond to the provision of the teacher roles that are claimed to promote autonomy. As teacher roles for autonomous learners receive more attention, moreover, there is increasing discussion of the need for teacher autonomy. A teacher will not be able to facilitate learner autonomy if his or her own autonomy is severely constrained (Benson, 2000). However, like learner autonomy, teacher autonomy is a concept that needs to be defined carefully in language education research.

The research reported in this dissertation has for its focus the investigation of learner and teacher roles and interactions in a cyber pedagogical context, a context wherein the teacher as well as the learners are L2 users of English with diverse linguistic and cultural backgrounds and experiences. As a volunteer teacher for the EFI website, I had the autonomy to decide on the roles I wanted to take throughout a cyber class of grammar and writing. There was no institutional constraint from the website itself, leaving me free to structure and manage the class on my own. Similarly, the two adult learners in my class had the autonomy to decide whether or not to remain in the course; they were free to come and go. As the EFI coordinators warned me, the dropout rates of students from the EFI was high, and I as a volunteer teacher should not expect to keep all the students. The two adult learners who participated in this course were therefore not only autonomous at the very beginning but remained motivated throughout the instructional period. The goal of the research was to document the teacher roles in this particular pedagogical context and examine how they may have influenced the learners to become more or less autonomous.
The three participants, the teacher and two learners, in this grammar and writing class are all L2 speakers of English. We all live in different parts of the world and speak different languages. We were able to come together in this cyber English writing classroom due to the advances in the network technology of the computer. Email was the only means of communication in the twenty-month period of the class. It was the medium used by the teacher to receive compositions, provide feedback and pair up the students for email pal exchanges. The asynchronous nature of email extended time and space for me and my students as L2 writers to engage in literacy practice of English anytime and anywhere, at our own convenience. Because I never interacted with my students via other medium, my roles as teacher were constructed solely through the written email text. Therefore, an appropriate way to identify the teacher roles in this cyber context is by investigating teacher discourse in the written email texts.

Purpose of the Study

The purpose of this study is twofold. First, I retrospectively examine my own roles as the teacher in this cyber pedagogical context to see whether they are similar to or different from those that have been established in the literature of autonomous language learning. Second, I examine the reactions of the two adult learners in response to the teacher roles and the ensuing learner-teacher interaction. I am interested in looking at the locus of control between the teacher and the learners to see how teacher roles are associated with the development of learner autonomy. To support my working definition of autonomous language learners, I also look for evidence of a connection between the
use of language for communication and the development of autonomy in this cyber course of grammar and writing.

Significance of the Study

This study offers insights into a cyber pedagogical context in which the teacher and the learners are L2 users of English with diverse linguistic and cultural backgrounds. I review and re-conceptualize the notion of learner autonomy within the field of language education. A working definition of autonomous language learners is proposed to connect the development of learner autonomy with the communicative function in language learning. I also identify teacher roles with reference to learner autonomy in the cyber context. Their identification is helpful in evaluating the categories of teacher roles that have been established in the literature: are these categories valid with respect to the roles identified in this cyber pedagogical context? The investigation of the cyber context also contributes to a better understanding of learner autonomy in L2 writing and the applicability of computer technology in the development of independent or autonomous L2 writers.

Organization of the Study

This dissertation is divided into five chapters. Chapter 2 reviews previous literature of computer-assisted language learning (CALL), autonomy in language learning, teacher roles in autonomous language learning, and teacher autonomy. I propose a working definition of autonomous language learners in a re-conceptualization of
autonomy in language learning. In conclusion, the research questions of this study are detailed. Chapter 3 describes the context, course, participants, data collection, and the methods of data analysis in the study. Chapter 4 reports the results of the study in two parts. A computational content analysis identifies the teaching and counseling roles of the teacher. A follow-up discourse analysis further investigates the leaner-teacher email interactions to explore how the learners react to the teacher roles identified in the content analysis. Finally, Chapter 5 includes a discussion of the findings, implications of the study, limitations of the study, and recommendations for further research.

Definition of Terms

The technical terms utilized in this dissertation are defined below.

- **Autonomous Language Learners** are those who use language to learn and communicate, thereby demonstrating a capacity to take control of their language learning (a working definition).

- **The Communicative Approach** is an approach to foreign or second language learning with a goal to develop the communicative competence of the learner. It is also known as Communicative Language Teaching or CLT (Savignon, 2002).

- **Communicative Competence** refers to functional language proficiency or the expression, interpretation, and negotiation of meaning involving interaction between
two or more persons belonging to the same or different speech communities, or between one person and a written or oral text (Savignon, 1997).

- **Computer-Assisted Language Learning (CALL)** is any process in which learners use computers and as a result improve their language skills. Based on this broad definition, the applications of CALL include word processing, computer games, corpus linguistics, computer-mediated-communication, the World Wide Web, and Personal Digital Assistants (PDA), etc. (Beatty, 2003).

- **Computer-Mediated Communication (CMC)** includes communication both to and through a personal or a mainframe computer, and is generally understood to include asynchronous communication via email or through use of an electronic bulletin board, synchronous communication such as "chatting" or through the use of group software, and information manipulation, retrieval and storage through computers and electronic databases (Ferris, 1997).

- **Learner Autonomy** is a capacity of the learner to take charge of his or her own learning (Holec, 1981).

- **L2 Speakers of English** refer to those who learn English as a second or foreign language after the basics of a first or primary language have been acquired (see also Savignon, 1997).

- **Self-Access Center (SAC)** consists of a number of resources (in the form of materials, activities and help), usually in one place that accommodates learners of different
levels, styles, and with different goals and interests. It aims at developing learner autonomy among its users (Reinders, 2000).

- **Self-Access Language Learning (SALL)** is language learning that takes place in a Self-Access Center (Reinders, 2000).

- **Self-Directed Learning** in education has been described as a process in which learners take the initiative, with or without the help of the teacher, to diagnose learning needs, formulate learning goals, identify resources, select and implement learning strategies, and evaluate learning outcomes (Knowles 1975).

- **Teacher Roles** in the present study are distinguished as teaching roles and counseling roles on the basis of teacher discourse. **Teaching roles** signify the roles of the teacher as a knower of the language to be learnt whereas **counseling roles** are taken by the teacher as an expert who guides the learner in language learning. **The teacher**, used as a neutral term in this study, can assume roles in both teaching and counseling (see Regent, 1993).

- **Teacher Autonomy** refers to the capacity, freedom and responsibility of the teacher to make choices in his or her own teaching (Aoki, 2000).
Chapter 2

LITERATURE REVIEW

In this chapter, I first review the literature of computer-assisted language learning (CALL) with its applications in the topics relevant to my study such as the World Wide Web, electronic mail, and the association of technology and learner autonomy. I then review the concept of autonomy in language learning to examine what autonomy is, what it is not, and how it is characterized in the literature of language education. It appears that no definition to date has related autonomy to the specific nature of language learning. Therefore, I problematize the concept of autonomy in language learning, discuss its communicative assumptions, and propose a working definition of an autonomous language learner as one who uses language to learn and communicate, thereby demonstrating a capacity to take control of his or her learning. To scrutinize the place of the teacher in promoting learner autonomy, I further examine changing roles of the teacher, alternative teacher roles and the notion of teacher autonomy in language education.

2.1. Computer-Assisted Language Learning

Computer-assisted language learning or CALL is a process in which learners use computers and as a result improve their language proficiency (Beatty, 2003). According to this rather broad definition, the applications of CALL can include word processing, computer games, corpus linguistics, computer-mediated-communication, World Wide
Web, and Personal Digital Assistants (PDA), etc. (ibid). Levy (1997) reviews the development of major CALL projects from a historical perspective by dividing the history of CALL into three phases: the 1960s to 1970s, the 1980s, and the 1990s. Kern & Warschauer (2000) connect the historical development of CALL with that of linguistics to offer a linguistic perspective for the history of CALL: *structural approaches, cognitive approaches* and *sociocognitive approaches* (see Table 2.1 for an overview).

### Table 2.1

**The History of CALL: A Linguistic Perspective**

<table>
<thead>
<tr>
<th>Approaches</th>
<th>Representative Scholars</th>
<th>The Role of CALL</th>
<th>Major Program</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural</td>
<td>Leonard Bloomfield, Charles Fries, Robert Lado</td>
<td>Providing repetitive drill, corrective feedback, and mechanical exercise</td>
<td>PLATO</td>
<td>1960s 1970s</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Noam Chomsky, Stephen Krashen</td>
<td>Offering language input and inferential tasks</td>
<td>Hyper-Card</td>
<td>1980s</td>
</tr>
<tr>
<td>Sociocognitive</td>
<td>Dell Hymes, M. A. K. Halliday, Savignon</td>
<td>Providing alternative contexts for social interaction; facilitating access to existing discourse communities as well as new ones</td>
<td>The International Email Tandem Network</td>
<td>1990s –</td>
</tr>
</tbody>
</table>

CALL programs in the 1960s and 1970s were basically designed to provide immediate feedback on grammatical accuracy of learner response (Kern & Warschauer, 2000). Initiated at the University of Illinois, the PLATO (Programmed Logic for Automatic Teaching Operations) was a well-known project that offered language
materials for repetitious drill and mechanical exercise (Levy, 1997; Beatty, 2003). This emphasis on drill-and-practice is consistent with *structural approaches* to language teaching that stress the importance of repetition to language learning (Kern & Warschauer, 2000). Influenced by behavioral psychologists such as John Watson and B. F. Skinner, language learning based on structural approaches is perceived as habit formation, a process in which pattern drills help condition the learner to produce correct response. Leonard Bloomfield, Charles Fries, and Robert Lado are the important figures who promoted structural approaches to language teaching.

CALL software applications from the 1980s tended to shift the locus of control from the computer to the learner (Kern & Warschauer, 2000). This generation of CALL sees the computer as *a tool* controlled by the learner rather than *an expert* that controls the learner in the earlier generation. Situated within simulated environments, learners make use of computers to create their *microworlds* (Papert, 1980) in which they learn to solve problems, test hypotheses and construct new concepts on the basis of their existing knowledge. Hyper-Card is such a program that allows learners to easily create their own CALL activities by using a set of virtual index cards (Beatty, 2003). This phase of CALL is in line with *cognitive/constructivist approaches* to language learning which reject behaviorism’s analogy of mind as a blank slate but instead assume that learners enter the classroom with “a rich set of ideas and experiences (ibid, p. 93). Chomsky’s (1965) Transformational-Generative Grammar and Krashen’s (1982) five hypotheses of language learning are representative theories for cognitive approaches.

The applications of electronic networks from the 1990s to the present stem from two important technological innovations: computer-mediated communication (CMC) and
the World Wide Web (WWW) (Kern & Warschauer, 2000). CMC provides language
learners access to interaction with others via either asynchronous networks such as
electronic mail or synchronous networks like Internet Relay Chat (IRC). The World
Wide Web is a revolutionary medium for an abundance of language learning resources.
The uses of electronic learning networks since the 1990s seem to accord with the
principles of sociocognitive approaches to language learning which stress meaningful
social interaction in authentic discourse communities (Kern & Warschauer, 2000). With
the advent of computer networks, the dynamic of CALL is shifted from “learners’
interaction with computers” in structural and cognitive approaches to “interaction with
other humans via the computer” in sociocognitive approaches (ibid, p. 11). It was the
American sociolinguist, Dell Hymes (1971) who used the term communicative
competence to highlight the communicative process and social appropriateness of
language use in reaction to Chomsky’s mentalistic characterization of linguistic
competence. Savignon (1972, 1983) was the first applied linguist to explore the concept
of communicative competence for L2 teaching and learning. Halliday (1978), a British
sociolinguist, further identifies three important functions for language use:
ideational/reflective (using referential language to express content), interpersonal (using
language to maintain social relationships) and textual (creating situationally relevant
discourse). His proposal drew considerable attention to the fact that the interpersonal
and textual functions had been largely neglected in previous approaches to language
learning (Kern & Warschauer, 2000).
2.1.1. The World Wide Web

The World Wide Web (the WWW or the Web) refers to the information that can be accessed with a browser on the Internet mostly in the format of Hypertext Markup Language (HTML). According to Kitao & Kitao (1996), there are seven characteristics of the WWW: massive amount of information, interactivity, hyperlinks, multimedia, ease of use, ease of spreading information, and decentralization.

The Web is a virtual library of massive electronic files stored on millions of computers all over the world connected to the Internet (Fidelman, 1996). The use of the WWW for delivery of learning materials has been expanding and increasing rapidly over the last decade. Language learners nowadays can search through hundreds of websites on the Internet to access authentic materials tailored to their own interests. In search of their favorite learning materials, students are able to come into contact with different cultures in a learner-centered environment (Graus, 1999). Nonetheless, computer technology will not replace the teacher who plays an important role in helping learners select appropriate materials from innumerable resources on the Web (Graus, 1999). LeLoup & Ponterio (1996) suggest language teachers choose and use materials to support a lesson that has been planned, and continuously expand their collection of lessons by looking for materials that might be of use in the future.

Hyperlink, the most important feature of a web page (Fidelman, 1996) is highlighted or underlined text which acts as a link to other web documents. Hypertext comprises the internal language of a Web document and provides instruction to a web browser to display a web page. The introduction of HTML as the standard format of the hypertext has made it simpler to create a web document. As a result, the Web is
becoming a convenient medium for learners to share and publish their work in public (Bowers, 1995; Warschauer, 1996, 1999, 2000). In her examination of an ESL learner’s construction of a Homepage, Lam (2000) presents an analysis of the learner’s in-class and out-of-class writing experiences. The study shows an English learner who was struggling with academic writing in class but was a proficient English writer with people around the world in a cross-cultural environment of the World Wide Web.

The Web is becoming a primary medium of literacy practice in which computer technology temporally and geographically expands the opportunities for communicative interactions in language learning (Warschauer, 1997). The cyber environment allows interactions which are text-based, many-to-many, and time-and-space independent (ibid, 1999). In a recent project that includes online responses to student writing as part of a tertiary-level Spanish program, Musumeci (2002) explains that, “teachers are asked to do what only human beings can do expertly and what is essential to second language acquisition; namely, to express, interpret, and negotiate meaning” (p. 163). She argues that in this sense cyber instructional environments have strengthened rather than diminished the importance of the teacher in the process of language learning. Moreover, as Warschauer & Lepeintre (1997) point out, cyber interactions facilitate the development of new social roles where the generation of meaning is directly and actively under the control of all participants. In this way, both teachers and students become learners.

2.1.2. Email

Electronic mail or email is a textual message sent electronically via the medium of computer networks. Email is a popular form of asynchronous CMC which allows
users to store a message and read it at a later time. The CMC technology of email enables users to send and receive a message, reply to a message, forward a message, store a message, attach a document file, and send carbon copies (c.c.) to additional recipients (see LeLoup & Ponterio, 1995).

Bloch (2002) looks at the potential of CMC for enhancing the social dynamics of the composition classroom. His analysis of email interactions in two advanced-level L2 composition courses shows how cyberspace communication can break down the limitations in time and space imposed by a traditional classroom. Cyberspace allows for an extension of social relationships beyond the classroom. Such extension encourages variety in participant use of forms to assume multiple identities, to play a variety of roles in a variety of social contexts, the heteroglossia described by Bakhtin (1981).

Tella (1992) conducts a thematic and linguistic analysis of electronic mail communication. Using an ethnographic approach, the study examines email exchanges between three Finnish senior secondary high schools and partner schools in Britain, the USA, Australia, Canada, Germany, Japan, Iceland, and Sweden. This well-documented research suggests that the basic tenet of a communicative environment in classrooms is connected to the degree of initiative and free or negotiable topic choice. Email communication allows free flow of ideas to occur and leads to a shift of focus from form to content. The quality of writing improves when learners are given the opportunities to use language for real purpose with a genuine audience. As email is introduced in the foreign language classroom, the emphasis switches from a teacher-centered (large group sponsored teaching) towards a learner-centered (more individualized) working environment (p. 53).
In a report on the differences between email exchange and academic writing, Nagel (1999) suggests that email as an instructional tool affords the learner more freedom than does formal writing. Students are in a position to elect their own topics and themes and write with a first-person voice. This may encourage them to write more. In a comparison of journal writing by ESL learners, Wang (1993), for example, found that the students in the email group wrote more than did those in the paper-and-pencil group and, moreover, those in the email group also asked and responded to more questions.

Gonglewski, Meloni & Brant (2001) provide some positive reviews on the pedagogical benefits of email in foreign language learning. Firstly, email offers foreign language learners an authentic context for real-world communication. Learners are able to communicate in the foreign language with people other than their own familiar classmates. It brings a feeling of reality to communicative efforts of learners that may seem artificial in a foreign language classroom. Secondly, email extends time and space for the teacher and learners. The asynchronous nature of communication allows students to learn anytime and anywhere. It provides a great avenue for the interaction between people who live in different cities, countries or time zones. Finally, it expands the topics of writing and promotes a learner-centered classroom. Learners are able to gain more control of their learning because email allows them to choose and negotiate the topics. In doing so, the aim of writing is to communicate rather than to produce a mistake-free composition.
2.1.3. Technology & Learner Autonomy

Technology has been associated with learner autonomy especially when the
former is taken in the broadest sense and the later as a super-ordinate term (Motteram,
1997). In Benson’s (2001) technology-based approaches to the development of
autonomy, he includes a good number of projects that incorporate email language
advising (Makin, 1994), student-produced video (Gardener, 1994), email tandem learning
(Lewis, Woodin & St. John, 1996), informational CD-ROMs (Guillot, 1996), and
electronic writing environments (Milton, 1997), etc. According to Benson, some of these
projects provide the technology that facilitates interactions difficult or impossible in the
classroom. For others, it is the interaction with technology that benefits the development
of learner autonomy.

The Internet is becoming an important medium for the development of learner
autonomy. The use of computer learning networks can bring more learner-initiated
interactions, more learner-centered discussion and a shift in authority from the teacher to
the learner in language learning (Balester, Halasek & Peterson, 1992; Barker & Kemp,
also provide opportunities for interactions among language learners, between L2 learners
and L1 users, and between language learners and teachers that would be otherwise
difficult to achieve in a L2 classroom or self-access language learning context (Benson
2001).

Email in tandem language learning is a particularly useful tool of computer-
mediated communication (CMC) to facilitate autonomous language learners. The term
tandem refers to organized language exchanges between two L2 learners who both wish
to improve their proficiency in the other’s L1 (Appel & Mullen, 2000). In email tandem learning, two language learners are paired up to correspond with each other via email. Both of them should be responsible for their learning process in which they will determine their learning goals and methods as well (Schwienhorst, 1997). Little & Brammerts (1996) point out that a fundamental principle of email tandem language learning is autonomy. Learners in email tandem must take control of their learning process and have a mutual responsibility to make their partnership as beneficial to each other as possible.

2.2. Autonomy in Language Learning

\[The \text{ definition and redefinition of terms is a central concern of all theory; for only by a process of constant reflection and clarification can we hope to maintain an adequately coherent overview of any field of activity.} \]

(Little, 1991, p.1)

2.2.1. What is Autonomy?

‘What is autonomy?’, according to Benson (2003), is probably the most difficult question to answer in language learning because any answer is likely to be subjective. Pemberton (1996) argues that the problem with the terminology in discussions of autonomy is that different terms are often used to refer to the same thing whereas the same term can mean different things. \textit{Self-directed learning} and \textit{independent learning} are often used as synonyms for autonomy in language learning (Holec, 1988; Sheerin, 1991). However, both of these terms can also refer to self-instruction or ways of doing
things on one’s own. For Gardner & Miller (1999), there are three reasons for the
difficulty in defining the concept of autonomy:

First, different writers have defined the concepts in different ways. Second,
there are areas of ongoing debate and therefore definitions are continuing to
mature as more discussion takes place. Third, these concepts have developed
independently in different geographical areas and therefore they have been
defined using different (but often similar) terminology. (p. 5)

2.2.1.1. Self-Directed Learning

Holec (1981) is the first theoretician to seriously discuss autonomy and self-
directed learning in the foreign language education of adult learners (Wolff, 1994). He
replaces the frequently used expression autonomous learning with self-directed learning
to obviate its ambiguity. The adjective autonomous can assume different meanings and is
applied only to a person, not a process (Holec, 1981). Their distinction lies in that
autonomy is “a capacity that learners possess to various degrees” but self-directed
learning is what learners can do more or less effectively according to the degree of this
capacity they possess (Benson, 2001, p. 34). Consequently, autonomous learners do not
necessarily imply self-directed learning, because they may not utilize their capacity to
take charge of their learning (Holec, 1981). Different degrees of self-direction may be
due to either “different degrees of autonomy” or “different degrees of exercise of
autonomy” (ibid, p. 4).
In the context of foreign language learning, Holec defines autonomy as the ability to take charge of one’s own learning. An autonomous learner is therefore a person who is capable of taking charge of his or her own learning. The role of the teacher for autonomous learners is to help them to assume the responsibility for making decisions of their learning in:

- determining the objectives;
- defining the contents and progressions;
- selecting methods and techniques to be used;
- monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc);
- evaluating what has been acquired. (p. 3)

Holec (1988) reports the European application of autonomy and self-directed learning in a dozen educational experiments. The twelve experiments are conducted in a variety of institutional contexts such as school, university, adult education and teacher training. The participants range from pupils who start to learn a foreign language in their first year of secondary education to adults of beginners and non-beginners. Different languages are taught and learned including English, French, and German. Given the findings, one can no longer claim that self-direction is impossible with children, difficult languages, adults of lower levels and exam-led institutions. Previous doubts about the no-go areas of self-directed learning are thus resolved (see also Gremmo & Riley, 1995).
2.2.1.2. Independent Learning

Independence is also used as a synonym for autonomy in language learning. It is perceived as the opposite of dependence, characterized as learners’ reliance on the direction of teachers or learning materials (Benson, 2001). The concept of autonomy and independence exists in both Western and Eastern philosophies. In the Kantian tradition, autonomy is viewed as a product of human beings’ rational independence because a purely rational person makes independent decisions in a purely democratic state (Pennycook 1997). Pierson (1996) cites a prominent philosopher of the Confucian school, Chu Hsi (1130-1200) who advocates autonomy as follows:

If you are in doubt, think it out by yourself. Do not depend on others for explanations. Suppose there was no one you could ask, should you stop learning? If you could get rid of the habit of being dependent on others, you will make your advancement in your study (p. 56).

Benson (2001) avoids using the term independence in his book because independence can be opposed to interdependence. Within the last decade, the concept of interdependence has become a particularly challenging development in the theory of autonomy (ibid). Interdependence implies a responsibility for one’s own social conduct and an ability to cooperate with other people in order to solve problems in constructive ways (Kohonen, 1992).

Little (2000a) considers a social-interactive perspective of autonomy in language learning by adopting notions from Vygotsky’s (1978) zone of proximal development.
which implies successful learning to entail autonomy or “independent problem solving”, but new levels of autonomy must grow out of dependence “under adult guidance or in collaboration with more capable peers” (p. 86). Therefore, interdependence, always balanced between independence and dependence, is the essential condition of humans as social beings (Little, 1991).

2.2.1.3. Self-Access Language Learning

In recent years, self-access language learning (SALL) centers have increased to the extent that self-access language learning is often treated as a synonym for autonomous language learning (Benson, 2001). One of the first SALL centers is the Centre de Recherches et d’ Applications en Langues (CRAPEL) at the University of Nancy in France. CRAPEL provides learners with services that can be used without teacher supervision such as audio-active comparative equipments, listening-comprehension tape services, videotape services and recorded anthology facilities (Gremmo & Riley, 1995). In certain respects, SALL centers evolved from the language laboratories established during the fifties and sixties. These laboratories were based on the learning theories of behaviorists that emphasize drill-and-practice exercises whereas the emergence of SALL centers is a manifestation of newer concepts from autonomous or self-directed learning (ibid).

Nonetheless, researchers themselves have not reached a consensus on the relationship of SALL and autonomous language learning. Some hold a positive view of their relevance. For instance, Gardner & Miller (1999) define SALL as an environment in which learners take more responsibility for their language learning and move towards
autonomy. Within this learning environment of self-access, learners can enjoy various
degrees of autonomy or self-direction. Other researchers do not see a direct connection
between autonomy and SALL. For Benson & Voller (1997), there is no necessary link
between learning in a SALL center and the development of learner autonomy. A SALL
center could have teacher-directed activities or materials while they are in no way related
to autonomous or self-directed learning.

In their attempt to propose a new way of categorizing self-access centers (SACs),
Gardner & Miller (1999) review two important typologies of SACs already in existence.
The first one is the Adult Migrant Education Program of Australia or AMEP. AMEP
comprises six models of individual learning centers (ILC): 1) study center, 2) withdrawal
center, 3) programmed learning center, 4) drop-in center, 5) self-directed learning center,
and 6) learning resource center. These ILC models differ in the degree to which learner
autonomy is fostered and range from low to high. For example, self-directed learning
center (the fifth model) is ranked second highest for the facilitation of learner autonomy.
The service it provides is described below:

The focus of this type of ILC is on helping learners develop skills in
becoming more independent in their language learning. The learners may
attend the centre at times convenient to themselves. Following an induction
session about the centre, the learners meet with an ILC counsellor to work out
appropriate strategies that will enable them to further their language on their
own while working with the materials in the centre. (ibid, p. 54)
The second typology is in fact taken from the report of Miller & Rogerson-Revell (1993) who categorize four kinds of SACs according to the following distinctive features: 1) menu-driven, 2) supermarket, 3) controlled access and 4) open-access. In a menu-driven system, learners are trained to use and access materials by means of a catalogue. Supermarket provides a wide range of clearly labeled materials which allow learners to access the materials by themselves. A control-access system consists basically of homework activities as well as teacher-selected materials to complement classroom-based work. Open-access systems allow learners to determine what they wish to do and locate the most appropriate materials in a main library where a librarian is available to help search for materials.

Notwithstanding their acknowledgment of the difficulty in assigning SACs to any pre-defined category, Gardner & Miller (1999) propose their own typology as well. Their typology includes a total of fifteen self-access systems: telephone sales, mobile shop, market stall, bring-and-buy sale, postal sales, boutique, video-rental shop, technology shop, catalogue shop, fast-food restaurant, games arcade, discount store, supermarket, cash-and-carry, and department store. These learning services are established by the principle of flexibility and are ordered in size from the smallest to the largest. Each type of service may meet the various needs of different types of learners. Because different types of services may have different impacts on learners, no self-access system can be claimed to be better than any other. The following is the description for the smallest size of their self-access systems, telephone sales:
This is a system with no specific location. It relies on technology, specifically the use of computers. Learners interact with their teachers by telephone or electronic mail. Teachers act as resources from their offices answering learners’ questions and queries which are usually focused on writing, grammar and vocabulary. (Gardner & Miller, 1999, p. 59)

2.2.1.4. Learner Training

Learner training is another term relevant to the concept of autonomy in language learning (Ellis & Sinclair, 1989). While European researchers promote the idea of learner training, North American scholars similarly work on projects of strategy training including cognitive strategies, metacognitive strategies, affective strategies and communication strategies (Cohen, 1998; Benson, 2001). In CRAPEL, the application of learner training is a central element to the development of autonomous learners (Holec, 1980). However, some researchers like Sheerin (1997) prefer the term learner development to learner training because training can imply something done to someone else as an impartation of pre-defined skills.

The goal of learner training is to help learners achieve effective learning to become so-called “good” language learners. Good or successful language learners are autonomous because they have learned how to use their strategies independently (Wenden, 1991). Less effective learners need training to improve their language learning by adopting or using those strategies of good language learners (Rubin, 1975).

Nonetheless, there has been controversy over the use of learner strategy/training as a synonym for autonomous language learning. Benson (1995) warns that the use of learner training can implicitly mould learners to some approved patterns of behavior in a
process of ideological construction. In other words, learners of strategy training could possibly be trained to follow certain teacher expectations and if they do not, they will feel like poor language learners or not even language learners at all. Therefore, the acquisition of good learning strategies is not the same as the development of learner autonomy if it does not enhance learner’s capacity for autonomous learning (Benson, 2001).

2.2.2. What Autonomy is not

The diverse and ambiguous interpretations of learner autonomy explain why Little (1990, 1991) considers it important to clarify what autonomy in language learning is not. He points out that the most widespread misconception is the use of self-instruction as a synonym for learner autonomy. Autonomy differs from self-instruction in that the latter is limited to learning without a teacher. If self-instruction can sometimes help learners to achieve a certain degree of autonomy, not every learner who learns without a teacher becomes autonomous.

Autonomy can also be misinterpreted as an abdication of responsibility on the part of the teacher, especially with reference to the classroom context. This abdication of teacher responsibility in language classroom can lead to an organizational fallacy that encourages teachers to relinquish all their initiative and control (Little, 1991). Third, autonomy is not what teachers do to learners, that is, it is not a new teaching method. In other words, autonomy is not an approach to enforce a particular way of learning but it should be seen as an educational goal (Aoki & Smith, 1999).
Another misconception is to perceive autonomy as a single, easily described behavior. Autonomy cannot be easily described because it may manifest in many different forms. Finally, because their performance can never be guaranteed, autonomy is not a steady state achieved by some learners. A learner who is highly autonomous in one circumstance may be not autonomous at all in another.

2.2.3. Characteristics of Learner Autonomy

Benson (1997) classifies perspectives on autonomy in applied linguistics into three versions: technical autonomy, psychological autonomy and political autonomy. He relates these three versions, respectively, to three major approaches to knowledge and learning in modern humanities and social sciences: positivism, constructivism and critical theory.

*Technical* autonomy is characterized by the act of language learning *outside* an educational institution without the intervention of the teacher. This perspective on autonomy appears principally in discussions of learner strategy and learner training. Its main concern is to equip language learners with the skills they need to manage their learning outside the classroom. Positivism is associated with technical autonomy because positivists generally support drill-and-practice approaches to language learning (Benson, 1997).

The *psychological* version of learner autonomy conceptualizes autonomy as learners’ capacity to take responsibility for their learning. This version is generally consonant with ideas in self-directed learning and self-access language learning. The
development of psychological autonomy is usually perceived to be “an internal transformation within the individual” (Benson, 1997, p. 19). This helps to explain why psychological autonomy is associated with constructivism which sees knowledge as the construction of meaning (see Halliday, 1975). Constructivism values individual freedom in thinking and acting as well as individual responsibility for decision-making on learning.

Political autonomy is characterized by learners’ control over the process and content of their learning. It not only asserts the rights of language learners to take control of what and how to learn, but also problematizes the barriers between target language communities and second language learners. The fundamental idea within this version of autonomy “is that of authoring one’s own world without being subject to the will of others” (Young, 1986, p. 19). Because it relates language learning to the issues of power and control in critical pedagogies, critical theory supports the political version of learner autonomy.

In a critique of Benson’s categorization of autonomy summarized as Approach A and Approach B, Holliiday (2003) proposes another approach (Approach C) to autonomy. He sees Approach A as native-speakerist in that “native-speaker” teachers perceive their students to be from other cultures outside their own. Holliday links this approach to Benson’s two non-political versions of autonomy in which autonomous learners are believed to behave in ways that “conform to an image of the native speaker and his or her culture” (Holliday, 2003, p. 115). Approach B is cultural relativist which represents autonomy as a Western phenomenon non-native students should not adopt because of
their own cultural origins. This culturist approach is associated with Benson’s political autonomy which relates language learning to issues of power.

Holliday adds a third category or Approach C, *social autonomy* representing autonomy as “a pre-existing social phenomenon” that treats people equally as people (Holliday, 2003, p. 118). This approach escapes the trap of culturism of the first two approaches by: 1) not presuming autonomy as the domain of a Western or any other culture; 2) trying to see through and beyond the professionalism of TESOL under the influence of native-speakerism, and 3) presuming that autonomy is a universal construct and that if autonomy is not immediately evident in learner behavior, there may be something that prevents teachers from seeing it.

In opposition to Benson (1997) and Holliday (2003), Sinclair (1997, 2000) considers it important to establish a broad and realistic description of the concept. She identifies thirteen aspects of autonomy that accommodate the different dimensions of autonomy recognized in the domain of language teaching and learning:

1. Autonomy is a construct of capacity;
2. Autonomy involves a willingness on the part of the learner to take responsibility for their own learning;
3. The capacity and willingness of learners to take such responsibility is not necessarily innate;
4. Complete autonomy is an idealistic goal;
5. There are degrees of autonomy;
6. The degrees of autonomy are unstable and variable;
7. Autonomy is not simply a matter of placing learners in situations where they have to be independent;
8. Developing autonomy requires conscious awareness of the learning process, ie, conscious reflection and decision making;
9. Promoting autonomy is not simply a matter of teaching strategies;
10. Autonomy can take place both inside and outside the classroom;
11. Autonomy has a social as well as an individual dimension;
12. The promotion of learner autonomy has a political as well as psychological dimension;
13. Autonomy is interpreted differently by different cultures.

Sinclair’s (2000) description of autonomy covers both Benson’s and Holliday’s, but she approaches the conceptualization of autonomy from a variety of perspectives. In her description, concepts 1 - 3 describe the conceptualization of autonomy as a capacity of the learner. Concepts 4 - 6 are related to degrees of learner autonomy. Concepts 7 and 9 explain what autonomy is not with respect to language learning. Finally, concepts 10 - 13 are about the applications of autonomy in a diversity of learning or teaching contexts.

2.3. Rethinking Autonomy in Language Learning

2.3.1. Problematizing the Concept

Ironically, to date “no theory of autonomous language learning” has been found inasmuch as no one has developed “a version of autonomy that specifically takes account of the nature of language and language learning” (Benson, 1996, p. 27-28). A review of the literature reveals the definitions of autonomy in language learning to deal mainly with two issues: a) who is responsible for the learning? and b) who takes control of the
learning? The views of the various scholars from language education surveyed in this literature review are summarized in Table 2.2.

Table 2.2
Definitions of Autonomy in Language Learning

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holec (1981, p.3)</td>
<td>“To say of a learner that he is autonomous is therefore to say that he is capable of taking charge of his own learning and nothing more.”</td>
</tr>
<tr>
<td>Dickinson (1987, p.11)</td>
<td>“This term describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy there is no involvement of a teacher or an institution. And the learner is also independent of specially prepared materials.”</td>
</tr>
<tr>
<td>Boud (1988, p.23)</td>
<td>“The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction.”</td>
</tr>
<tr>
<td>Little (1991, p.4)</td>
<td>“Autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action.”</td>
</tr>
<tr>
<td>Wenden (1991, p.15)</td>
<td>“In effect, ‘successful’ or ‘expert’ or ‘intelligent’ learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous.”</td>
</tr>
<tr>
<td>Dam (1995, p.1)</td>
<td>“Learner autonomy is characterized by a readiness to take charge of one’s own learning in the service of one’s needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person.”</td>
</tr>
<tr>
<td>Littlewood (1996, p.428)</td>
<td>“We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components: ability and willingness.”</td>
</tr>
<tr>
<td>Benson (2001, p.47)</td>
<td>“In this book, I prefer to define autonomy as the capacity to take control of one’s own learning, largely because the construct of ‘control’ appears to be more open to investigation than the constructs of ‘charge’ or ‘responsibility’.”</td>
</tr>
</tbody>
</table>
Dickinson (1987), for example, defines autonomy as a situation in which learners are completely responsible for their learning. Benson (2001), on the other hand, prefers to define autonomy as learners’ capacity to take control of their learning because the construct of control, for him, is more open for investigation than that of responsibility. However, both definitions fail to address the concept of autonomy with specific reference to language learning.

2.3.2. Autonomy in Communicative Language Teaching

Nunan (2000) points out that the idea of autonomy in language learning can be linked to communicative language teaching (CLT) both historically and theoretically. In the literature of second language acquisition, the emergence of autonomy in language learning is associated with a reaction against the drill-and-practice theories of behaviorism (Gremmo & Riley, 1995). It is this rejection of behaviorism that leads to the rise of CLT in which language functions, learner needs and learner autonomy are emphasized.

At the theoretical level, a few researchers have made attempts to include communicative assumptions in their discussions of learner autonomy. Holec (1981) describes the objective of autonomy-based teaching as that of helping learners to acquire the communicative and linguistic competencies they themselves define. Littlewood (1996, 1997) identifies three domains of foreign language learning in which communication is primary: 1) autonomy as a communicator or the ability to communicate more independently, 2) autonomy as a learner or the ability to learn more
independently and 3) _autonomy as a person_ or the ability to be more independent as individuals. He brings up the notion of autonomy as a communicator to help learners develop the ability to use language creatively and apply their personal learning strategies.

For Little (2000b), autonomy implies both learner self-management in language learning and learner self-reliance in their second “language learning using” (p. 16). He suggests that language learning and language use are in a two-way relationship. Therefore, the development of communicative proficiency depends on learners’ language use and each occasion of language use furthers their language learning. This view of the language learning process in fact echoes that detailed for communicative language teaching by Savignon (1983, 1997).

Like Nunan (2000) cited above, Benson (2002) sees the development of autonomy as closely tied to that of a communicative orientation towards language learning. At the University of Hong Kong, Benson and Nunan (2003) interview 31 freshmen on their English experiences from the earliest to the most recent stages of learning (cited in Benson, 2002). They conclude that the intention of these students to take control of their language learning almost always arises out of their experiences of communication although expressing intention of taking control is not equivalent to gaining autonomy. For instance, one student, Alison, mentions that learning English is not the same as learning other school subjects in that she has to go out and practice in language learning. However, when she thinks back to primary school, English is no different from other subjects because she never used English for communication at that time.
The promotion of learner autonomy is in fact an integral component of communicative language teaching, which aims to develop learners’ communicative competence, or “the interpretation, expression, and negotiation of meaning” in both spoken and written language (Savignon, 1997, p. 35). The focus of CLT is on the learner (Savignon, 2003) and the role of the teacher in CLT can be said to be that of a communication facilitator. Whereas the teacher in CLT is “the facilitator of the communication process”, learners are negotiators who both give and receive (Schalkwijk, Esch, Elsen & Setz, 2002, p. 173).

2.3.3. A Working Definition

I propose a working definition of an autonomous language learner as one who uses language to learn and communicate, thereby demonstrating a capacity to take control of his or her learning. Communication, defined as the expression, interpretation and negotiation of meaning (Savignon, 1983, 1997), is itself self-directed and interdependent. Self-directed, in language education, is opposed to teacher-directed or other-directed. For instance, lecturing a writing class is teacher-directed instruction. Passing a TOEFL test is an example of other-directed activity. Interdependence implies Halliday’s (1970) interpersonal or social function of language. Through this function, teachers and learners are able to establish, maintain and change their role relationships in teaching or learning contexts.
Having taught in several cram schools in Taiwan, Wen-Hsiung Chen (personal communication, 2002) provides a counter-example of autonomous language learners. As a part-time lecturer, he adopted a practical strategy to help many students survive TOEFL compositions. His students were taught to memorize a good number of sample compositions in advance of the test. They should copy everything related to the topic from the samples and make their TOEFL compositions as lengthy as possible. Many of his students were actually poor English writers but received very high scores by using this test-taking technique of rote memorization, a practice which is widespread in Eastern Asian countries such as Japan, Korea, China and Taiwan. These students could not be considered autonomous language learners because the activity they were engaged in did not help them to develop the ability to take control of their language learning.

2.4. Teacher Roles for Learner Autonomy

‘Role’ is i) a character assigned to or assumed by someone; ii) a function performed by someone or something in a particular situation, process, or operation….

(Webster’s Third New International Dictionary)

Although teacher roles for autonomous learners have received a lot of attention recently, there is a dearth of research investigating how language learners respond to the provision of the roles that are claimed to promote autonomy. Gardner & Miller (1999)

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\(^1\) Cram schools are private institutions that prepare testees to take standardized tests such as the GRE, TOEFL and other school entrance examinations.
assert that teachers of autonomous language learners need to learn new skills to take on new roles such as counselor, manager, organizer, material developer, and evaluator, etc. Teachers must re-conceptualize their roles for the development of learner autonomy so as to make them less authoritative.

2.4.1. Changing Roles of the Teacher

As Marguerite A. Fitch put it at the annual conference of the American Educational Research Association in New Orleans in April 1994, the teacher’s role changes “from the ‘Sage on the Stage’ to the ‘Guide on the Side’.”

(Tella, 1996, p.6)

The introduction of autonomy in language learning requires changes in the roles of both teachers and learners (Gardner and Miller, 1999). Because the idea to incorporate autonomy in language learning typically comes from the teacher, the promotion of autonomy depends to a great extent on the teacher’s redefinition of his or her own role (Hill, 1994). Crabbe (1999) similarly suggests that a re-examination of teacher roles is essential if the learning mode of the students is to become more autonomous.

Wright (1987) points out that the role of a teacher implies two functions: a management function and an instructional function. The management function is related to the social side of teaching whereas the instructional function is the task-oriented side. Teachers with these two functions are expected to determine learning goals, select class materials, evaluate learning progress, and group language learners, etc. Nonetheless, he
argues that teachers for autonomous learning should share with learners the responsibility for some of the decisions they make and take on the role of a facilitator, a counselor, or a helper. Consequently, changing roles is usually associated with a re-distribution of power from the teacher to the learner.

Barnes (1976, 1992) represents the potential roles of the teacher on a continuum from transmission at one end to interpretation at the other. A \textit{transmission teacher} is a person who transmits knowledge to learners. This kind of teacher is always ready to evaluate and correct the performance of learners to make sure the knowledge is successfully transmitted. On the contrary, \textit{interpretation teachers} consider it important to help learners interpret knowledge by themselves. Their roles are to set up dialogues with learners and to help them reorganize their knowledge.

2.4.2. Teacher’s Alternative Roles

Adapting the distinction made by Barnes, Voller (1997) asserts that teacher roles for the promotion of autonomous language learning should always fall within the interpretation end of the continuum. He suggests the teacher roles in interpretation teaching to include helper (Tough, 1971), facilitator (Knowles, 1975), knower (Curran, 1976), resource (Breen & Candlin, 1980), consultant (Gremmo & Abe, 1985), counselor (Knowles, 1986), coordinator (Hammond & Collins, 1991), and adviser (Sturtridge, 1992). Following a thorough review, he classifies the teacher roles above into three categories: teacher as facilitator, teacher as counselor and teacher as resource.
According to Voller (1997), *teacher as facilitator* is a term widely used in the literature on communicative language learning, self-instruction language learning, self-access language learning, and autonomous language learning. A facilitator of learning is generally represented as a helper who makes it easier for learning to occur. In his attempt to characterize the role of a facilitator, Voller uses Holec’s (1985) two complementary roles, a provider of *technical support* and a provider of *psycho-social support*. The technical support provided by a facilitator includes:

- helping learners to plan and carry out their independent language learning by means of needs analysis, objective setting, work planning, selecting materials, and organizing interactions;
- helping learners evaluate themselves;
- helping learners to acquire the skills and knowledge needed to implement the above.

The psycho-social support provided by a teacher as facilitator includes:

- being caring, supportive, patient, empathic, open, non-judgemental;
- motivating learners (encouraging commitment, dispersing uncertainty, helping learners to overcome obstacles, being prepared to enter into a dialogue with learners, avoiding manipulating, objectifying or interfering with, or otherwise, controlling them);
- raising learners’ awareness (de-conditioning them from preconceptions about learner and teacher roles, helping them perceive the utility of, or necessity for, independent learning).
Teacher as counselor is another common role in the discussions of autonomous language learning although “little research has been done to determine exactly how counselors counsel” (Voller, 1997, p. 104). A counselor is one who provides advice to those who need it. Teachers as counselors often refer to those who work in more individualized learning contexts such as the staff in self-access language learning centers. Voller (1997) argues that counseling implies a one-to-one interaction and it is equated with dependency by some authors such as Bloor and Bloor (1988). In other words, the role of a counselor becomes more supervisory as learners are more self-directed. However, the term counselor has also been used in communicative language learning (Richards and Rodgers, 1986) and community language learning (Curran, 1976) (cited in Voller, 1997).

Regent (1993) compares the discourse of a teacher in a traditional French conversation class with that of a counselor in a self-directed learning center. She uses one extract from the teacher and two extracts from the counselor to investigate how discourse influences the development of learner autonomy. After the short survey of teacher and counselor discourse, Regent jumps to a conclusion by making a list of role categories that distinguish teaching from counseling. It is not clear how she develops these categories from the three extracts. In her list, there are 19 categories in teaching and 20 categories in counseling, and, as a result, some of the categories do not pair up well. For example, determining time, place, pace in teaching does not seem to be a counterpart of suggesting materials in counseling. The category of counseling, which is the last item at the side of teaching, also lacks explanation (see Table 2.3).
Table 2.3
Teaching And Counseling

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>COUNSELING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting objectives</td>
<td>Eliciting information about aims,</td>
</tr>
<tr>
<td></td>
<td>needs and wishes</td>
</tr>
<tr>
<td>Determining course content</td>
<td>Why, what for, how, how long</td>
</tr>
<tr>
<td>Selecting materials</td>
<td>Giving information, clarifying</td>
</tr>
<tr>
<td>Determining time, place, pace</td>
<td>Suggesting materials</td>
</tr>
<tr>
<td>Determining learning tasks</td>
<td>Suggesting methodology</td>
</tr>
<tr>
<td>Determining use of L1/L2</td>
<td>Suggesting other sources</td>
</tr>
<tr>
<td>Managing class interaction,</td>
<td>Listening, responding</td>
</tr>
<tr>
<td>Initiating</td>
<td>Helping self monitoring</td>
</tr>
<tr>
<td>Monitoring learning situation</td>
<td>Interpreting information</td>
</tr>
<tr>
<td>Keeping records</td>
<td>Giving feedback, reformulating</td>
</tr>
<tr>
<td>Allocating homework</td>
<td>Suggesting organization procedures</td>
</tr>
<tr>
<td>Presenting vocabulary and grammar</td>
<td>Presenting materials</td>
</tr>
<tr>
<td>Explaining</td>
<td>Analyzing techniques</td>
</tr>
<tr>
<td>Answering questions</td>
<td>Offering alternative procedures</td>
</tr>
<tr>
<td></td>
<td>Answering queries</td>
</tr>
<tr>
<td>Marking, grading</td>
<td>Suggesting self-assessment tools</td>
</tr>
<tr>
<td>Testing</td>
<td>Giving feedback on self-assessment</td>
</tr>
<tr>
<td>Motivating</td>
<td>Being positive</td>
</tr>
<tr>
<td>Rewarding, punishing</td>
<td>Supporting</td>
</tr>
<tr>
<td>Counseling</td>
<td>Putting into perspective</td>
</tr>
</tbody>
</table>


As Regent indicates, teachers tend to act as knower of the language to be learnt whereas counselors are experts on language learning although it is not necessary to master the language to become a good counselor (p. 38). Based on her tentative profile, a counselor is *communicative and interactive* (being a good listener and responder), *pertinent* (offering teachings to suit learners’ learning strategies), *flexible* (adopting to any new situation) and *supportive* (taking a positive line to encourage the learner).
Borrowing Regent’s (1993) categorization, Riley (1997) discusses the speech acts and functions that realize the roles of teacher and counselor. He re-organizes Regent’s list into 15 sets of role categories in teaching and counseling (Table 2.4). Through the combination and deletion of some categories, Riley presents the roles as pairs.

Table 2.4

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>COUNSELING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Setting objectives</td>
<td>1. Eliciting information about aims, needs and wishes</td>
</tr>
<tr>
<td>2. Determining course content</td>
<td>2. Why, what for, how, how long: giving information, clarifying</td>
</tr>
<tr>
<td>4. Deciding on time, place and pace</td>
<td>4. Suggesting organization procedures</td>
</tr>
<tr>
<td>5. Deciding on learning tasks</td>
<td>5. Suggesting methodology</td>
</tr>
<tr>
<td>7. Monitoring the learning situation</td>
<td>7. Interpreting information</td>
</tr>
<tr>
<td>8. Keeping records, setting homework</td>
<td>8. Suggesting record-keeping and planning procedures</td>
</tr>
<tr>
<td>10. Explaining</td>
<td>10. Analyzing techniques</td>
</tr>
<tr>
<td>11. Answering questions</td>
<td>11. Offering alternative procedures</td>
</tr>
<tr>
<td>15. Rewarding, punishing</td>
<td>15. Supporting</td>
</tr>
</tbody>
</table>

Riley (1997) makes three fundamental generalizations for the role of a counselor in the context of self-access. First, a counselor helps learners to learn. At this level, the counselor should raise learners’ awareness of attitudes and beliefs so as to help them identify their learning styles and preferences. The second level involves helping learners to learn a particular language. Specifically, learners will learn to conduct needs analysis in order to choose their learning activities, techniques and materials. The third level is about helping learners to learn a particular language in self-access. In addition to the two levels of assistance described above, a counselor should also introduce learners to the equipment and services of a self-access center.

Compared to those of facilitator and counselor, the role of teacher as resource is much less distinguished and explored in the literature. Voller (1997) sees this role as comparable to that of teacher as knower, with a similar emphasis on the expertise of the teacher. Whereas teacher as knower often refers to classroom settings, teacher as resource is generally used in self-access learning contexts. However, he argues that defining a teacher role in terms of expertise in knowledge can imply an unequal power relationship between teachers and learners.

2.4.3. Teacher Autonomy

Teacher autonomy has recently become an important concept in language learning as well and is related to the growth of attention to the importance of teacher roles for the development of autonomy in language learning (Benson, 2001). An autonomous teacher is a practitioner of self-directed teaching, not a conduit of the methods designed by
teaching experts. Aoki (2000) also defines autonomous teachers as those who have the
capacity, freedom and responsibility to make choices in their own teaching.

Benson (2001) sees a strong connection between learner autonomy and teacher
autonomy. Teachers will not be able to foster learner autonomy if their own autonomy is
severely constrained by institutional or other factors. For Little (1995), the teacher plays
a mediating role between learner autonomy and the constraints that inhibit learner
autonomy. Teachers need to identify those constraints that limit learners’ freedom of
learning. The teacher can open up the space within which learner autonomy develops,
and teacher autonomy depends very much, in turn, on an ability to explore this space and
expand its boundaries (Benson, 2000).

Smith (2001) identifies three different dimensions of teacher autonomy. Teacher
autonomy, first of all, is a capacity for *self-directed professional action*. Autonomous
teachers take control of their own teaching process through continuous reflection and
analysis (Little, 1995). Second, it is a capacity for *self-directed professional
development*. This dimension is reflected in a good number of research strands, for
example, teacher as researcher (Stenhouse, 1975), action research (Nunan 1989), teacher
as reflective practitioner (Wallace, 1991), and the teacher development movement (Head
& Tylor, 1997). Third, teacher autonomy is *freedom from control by others* in the
professional action and development described above. In this dimension, *others* are
manifest in the dictates of syllabus, textbook and assessment by centralized bureaucracies
(McGrath, 2000).
Research Questions

Inasmuch as there was no institutional constraint from the EFI website, the teacher had the autonomy to make choices in conducting the class in the cyber classroom that is the focus of this study. The roles of the teacher and interactions of these roles with those of the two adult learners were constructed in the discourse of email. To examine the relationship of teacher roles and learner autonomy in this cyber pedagogical context, the study addresses the following three research questions:

1) What teacher roles are constructed in the cyber classroom of English writing?

2) Are these teacher roles similar to or different from those described in discussions of autonomous language learning?

3) How do the roles of the teacher influence the development of learner autonomy in the cyber writing course?
Chapter 3

METHODOLOGY

3.1. Context

_English for Internet_ (EFI), a free English school on the Internet, is a language learning website initiated and overseen by David Winet. Winet also teaches in the English Language Program at the University of California at Berkeley (extension). His concept is to recruit qualified teachers to volunteer courses on EFI and then offer the courses free to English learners from all over the world by matching them up with available online teachers (Stevens, 2003). During the year of 2000, EFI provided cyber courses in listening, speaking, reading, grammar and writing, as well as specialized instruction in ESP, TOEFL preparation, voice message board and online chat (Chiu & Savignon, in press).

3.2. Course

After a few email exchanges with EFI coordinators, I became a volunteer teacher for the cyber class of grammar and writing from February 12, 2001 to September 27, 2002. My contact with course participants was made possible by the coordinators who sent me the names and email addresses of English learners from the basic to intermediate level. The means of communication between my students and me was email, an asynchronous CMC technology that allowed us to participate anytime and anywhere at our convenience.
Since the EFI coordinators did not establish any requirements on how the course should be structured, I was free to manage my own class. The contents of the assignments in this class started with weekly grammar lessons and multiple-draft compositions. The grammar lessons were usually provided according to the frequent types of errors found in the learners’ compositions. An email pal activity was included beginning in the third month of the cyber class when the two students, Mick and Jing, were paired up to exchange messages with each other.

![Figure 3.1 Volunteer to Teach with EFI.](http://www.study.com/teachers.html)

Used with Permission
3.3. Participants

The students, Mick and Jing (pseudonyms) were international adult learners who participated regularly and continuously in the cyber class of grammar and writing. Mick was a Hungarian working as a production manager at a Hungarian-German joint venture company. He was the first student in this course and his participation began on February 12, 2001 and continued to June 20, 2002. Jing was a Thai homemaker raising two preschool children. She participated in the cyber course from March 6, 2001 to September 27, 2002. According to their proficiency in grammar and composition as assessed by the EFI website, Mick was at the basic level, and Jing, the intermediate level.

3.4. Data Collection

As the teacher for the class, I routinely kept personal email messages and sorted them into different folders. Therefore, my Outlook Express stores all the email correspondence and written assignments generated during the 20-month period of my cyber English teaching (see Figure 3.2).

My complete data include course schedules, grammar lessons, multiple-draft written assignments, online grammar assessment, online needs assessment, online course evaluation and 362 email messages from the teacher and course participants. In the email entries, I collected not only the correspondence between the teacher and students but also that from the email pal project in which the students copied me on their exchanges. This study focuses on the email entries collected from the beginning to the end of the cyber class. The sample used for NVivo computational content analyses spreads equally
between the early (Phase 1), middle (Phase 2) and end phase (Phase 3) of the 362 email entries (see Appendix A).

Figure 3.2 Email Entries in Outlook Express (student names and accounts are blurred).

3.5. Methods of Data Analysis

My data analysis is divided into two parts: computational content analysis and discourse analysis. In computational content analysis, a qualitative data analysis (QDA) software known as NVivo 1.1-3 was applied to search for patterns of teacher discourse in terms of roles in teaching and counseling (see Regent 1993; Riley, 1997). In this pedagogical context, Nvivo allowed the investigator to manually assign units of text to
categories of teacher roles in teaching and counseling. To enhance the internal validity of the coding process, two teachers with years of English teaching experience were recruited to be my co-coders. Based on the findings of the content analysis, a follow-up discourse analysis further investigated the reactions of the two learners associated with the more frequent teacher roles identified in the inter-coder treatment.

3.5.1. Content Analysis

NVivo 1.1-3 was used to conduct a computational analysis of teacher discourse in 90 (nearly 50% of the total) teacher email messages, spread equally among the beginning, middle and end phases of the cyber class. Each of the three phases comprises 30 teacher email messages in time sequence.

Three steps were taken for the application of the NVivo qualitative content analysis. First, as the investigator and teacher, I did a preliminary analysis in which a set of coding schemes was built to generalize and categorize teacher roles in the sample of teacher messages. In the second step, two experienced English teachers were recruited to be co-coders for the study. They were trained individually to operate NVivo 1.1-3 and examine the preliminary coding scheme with five teacher messages outside of the sample. After the training sessions, the coding scheme underwent minor refinement based on the feedback of the two inter-coders. Finally, the three coders (including me) used the new coding schemes to code teacher discourse from the sample in terms of roles in teaching and counseling. The coding results of all the three coders were then compared. In order to be included in the content analysis, examples of teacher discourse had to be given the same coding by two or all three coders.
3.5.1.1. Preliminary Analysis

In my preliminary analysis, I utilized NVivo 1.1-3 to abstract and generalize teacher discourse sentence by sentence in the sample of 90 teacher messages. NVivo allowed me to code teacher discourse in hierarchical categorical scheme and browse through them by tree nodes (see Figure 3.3). In coding the data, I found Riley’s (1997) contrast of teacher roles in teaching and counseling to be exceptionally helpful in building my coding scheme. Therefore, the coding scheme for the preliminary analysis was both derived from the data and connected to the conceptual ideas of teaching and counseling roles in the literature (see also Regent, 1993).

Figure 3.3 Preliminary Nvivo Computational Content Analysis.
3.5.1.2. Coder Training

The coders recruited to identify teacher roles in the sample included an Egyptian male, a Fulbright visiting scholar at the Pennsylvania State University, who had been a teacher trainer in English Education and teacher in Linguistics for more than twelve years, and a Taiwanese female, a second-year M.A. – PhD student at the Pennsylvania State University with six years’ experience teaching English as a Foreign Language.

The two inter-coders were trained individually to use NVivo 1.1-3 to analyze and code five teacher messages outside of the sample data. They both offered minor but valuable feedback to the coding scheme from the preliminary analysis. In response to their feedback and immediately following the training sessions, I refined the coding scheme. The new coding scheme included 13 indicators for teaching roles with 13 counterparts for counseling (see Table 3.1). For instance, in indicator 7, interpreting learning situation as one role in counseling is a counterpart of monitoring learning situation in teaching.
Table 3.1

The Final Coding Scheme

<table>
<thead>
<tr>
<th>Indicators for <strong>Teaching</strong> Roles</th>
<th>Indicators for <strong>Counseling</strong> Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Setting objectives</td>
<td>1. Eliciting and fulfilling learner aims, needs and wishes.</td>
</tr>
<tr>
<td>2. Determining course content</td>
<td>2. Clarifying and giving information for course content</td>
</tr>
<tr>
<td>3. Selecting materials</td>
<td>3. Suggesting materials and other sources</td>
</tr>
<tr>
<td>4. Deciding on time, place, and pace</td>
<td>4. Suggesting time line and organization procedures</td>
</tr>
<tr>
<td>5. Deciding on learning tasks and allocating homework</td>
<td>5. Suggesting learning tasks</td>
</tr>
<tr>
<td>6. Dominating class interaction</td>
<td>6. Being willing to listen and respond</td>
</tr>
<tr>
<td>7. Monitoring learning situation</td>
<td>7. Interpreting learning situation</td>
</tr>
<tr>
<td>10. Providing right answers or right ways of doing things</td>
<td>10. Offering alternative procedures and choices</td>
</tr>
<tr>
<td>12. Rewarding and punishing</td>
<td>12. Supporting and being considerate</td>
</tr>
<tr>
<td>13. Keeping records</td>
<td>13. Giving positive or negative feedback</td>
</tr>
</tbody>
</table>

3.5.1.3. Inter-Coder Treatment

After the training sessions, the three coders used the final coding scheme (Table 3.1) to code the 90 teacher messages. The results of their NVivo content analyses were compared. Codings that matched for two or all three coders were recorded as the outcome of the inter-coder treatment. In other words, recorded data reflect a consensus of i) coders 1 & 2, ii) coders 1 & 3 (iii) coders 2 & 3, or (iv) coders 1, 2 and 3.

Table 3.2 illustrates the process of inter-coder treatment. As shown, the *browse* function in NVivo displays the paragraph number of each sentence unit and allows the investigator to compare the codings of the three inter-coders. For example, in the 13
sentence units included under the indicator of supporting and being considerate, six were
coded by coders 1 & 2; two by coders 1 & 3; three by coders 2 & 3 and two by coders 1,
2 and 3. (Please see Appendix C for the complete list for the outcome of the inter-coder
treatment).

Table 3.2
Outcome of Inter-Coder Treatment

<table>
<thead>
<tr>
<th>Indicator: Supporting and being considerate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 15, 83 characters. Coder 1 &amp; 2</td>
</tr>
<tr>
<td>Don't worry about the mistakes but keep on practicing since practice makes perfect.</td>
</tr>
<tr>
<td>Paragraph 20, 72 characters. Coder 1, 2, 3</td>
</tr>
<tr>
<td>Your third draft sounds interesting to me from the beginning to the end.</td>
</tr>
<tr>
<td>Paragraph 20, 105 characters. Coder 1 &amp; 2</td>
</tr>
<tr>
<td>Though there are still some tiny mistakes in this draft, it is a very readable and enjoyable story to me.</td>
</tr>
<tr>
<td>Paragraph 20, 38 characters. Coder 1 &amp; 2</td>
</tr>
<tr>
<td>I have a good time reading your story.</td>
</tr>
<tr>
<td>Paragraph 94, 109 characters. Coder 1 &amp; 3</td>
</tr>
<tr>
<td>The reason you feel the revised draft looks worse is simply because I raise the standard in the later drafts.</td>
</tr>
<tr>
<td>Paragraph 94, 64 characters. Coder 1, 2, 3</td>
</tr>
<tr>
<td>Don't worry about anything since everything is running smoothly.</td>
</tr>
<tr>
<td>Paragraph 99, 77 characters. Coder 1, 2, 3</td>
</tr>
<tr>
<td>I think your writing is pretty good though there is something we can work on.</td>
</tr>
<tr>
<td>Paragraph 121, 74 characters. Coder 1 &amp; 3</td>
</tr>
<tr>
<td>Though I still find some grammar errors, it looks like a good essay to me.</td>
</tr>
<tr>
<td>Paragraph 139, 69 characters. Coder 2 &amp; 3</td>
</tr>
<tr>
<td>And let me know when you have any problems in answering the questions.</td>
</tr>
<tr>
<td>Paragraph 139, 52 characters. Coder 2 &amp; 3</td>
</tr>
<tr>
<td>I would like to check the results of your exercises.</td>
</tr>
<tr>
<td>Paragraph 152, 68 characters. Coder 1 &amp; 2</td>
</tr>
<tr>
<td>Because it's a little long, I do not give you an exercise this time.</td>
</tr>
<tr>
<td>Paragraph 162, 68 characters. Coder 1 &amp; 2</td>
</tr>
<tr>
<td>Because it's a little long, I do not give you an exercise this time.</td>
</tr>
<tr>
<td>Paragraph 190, 37 characters. Coder 1 &amp; 2</td>
</tr>
<tr>
<td>I'm ready to learn from both of you.</td>
</tr>
</tbody>
</table>
3.5. 2. Discourse Analysis

The discourse analysis in this study is related to the results of the NVivo content analysis. The main focus of this follow-up analysis is on the more frequent or significant roles identified in the patterns of teacher discourse. In order to examine how the learners reacted to these roles, the investigator looks at the email interactions to explore both teacher messages and learner responses.

The following example demonstrates the ways data are presented in the discourse analysis (see Email 38 and 44). As shown, each email is given a sequential number according to its position in the total of 362 email messages. The email entry provides information on the sender, the date, the receiver, the subject and the title of attachments in addition to the body of text. The texts under discussions are highlighted in the email messages of the teacher and learners. To make the codings of teacher roles distinguished, the investigator also marked them in bold face besides highlight. Codings that are assigned differently among the inter-coders were numbered with a pound sign at the end of the codings and explained in the notes at the bottom of the teacher’s message. Redundant information in the body of the email may be replaced with (…) to avoid a very lengthy text.

Role 1: Deciding on Learning Tasks and Allocating Homework

Email 38

From: Chi-Yen Chiu
Date: 3/13/2001
To: Jing
Subject: language assessment

Hi Jing,
I would like you to go to the webpage below this message and complete a language needs analysis in two weeks. It won't take you much time but will make us work better with each other. I also want to remind you to send me your homework before next weekend. In that case, I can give my feedback early and start next lesson in time. Please let me know how much time you spend on the needs analysis and remember "no open books!". Don't hesitate to ask if you have any questions for me. Thank you!

http://www.wordskills.com/level/fceform.html

George

Notes:

#1 was coded as this teaching role of deciding on learning tasks and allocating homework by coders 2 & 3 but it was also coded as a counseling role, suggesting self-assessment techniques and tools by coders 1 & 2.

Email 44

From: Jing
Date: 3/20/2001
To: Chi-Yen Chiu
Subject: Re. Lesson1

Dear teacher George,

I've done the language needs analysis test, and I think the score will be sent to you. Another, it's no problem for me to open doc files.

(……see Appendix B for the omitted text)
Chapter 4

RESULTS

The results of this study are presented in two parts: content analysis and discourse analysis. The content analysis reports the results of the inter-coder treatment. It includes four subsections: 1) total codings of roles in teaching and counseling, 2) more frequent teacher roles, 3) realization of roles in teaching and counseling, and 4) coder agreement. The follow-up discourse analysis is connected to the findings of the more frequent teacher roles identified in the content analysis. It looks at the discourse within the email interactions to explore how the learners reacted to these teacher roles in the cyber teaching context.

4.1. Content Analysis

Table 4.1 reports the identification of teacher roles in teaching and counseling for each of the three phases in the 20-month study. For teacher roles in teaching, a rather small number of categories were identified. In Phase 3, in particular, only one role category, presenting grammar and vocabulary, was coded. There was no coding in the following eight categories: setting objectives (no. 1), selecting materials (no. 3), dominating classroom interaction (no. 6), monitoring learning situation (no. 7), using teaching technique (no. 9), marking and grading (no. 11), rewarding and punishing (no. 12), and keeping records (no. 13).
Table 4.1  
Results of the Inter-Coder Treatment

<table>
<thead>
<tr>
<th>Number of Coding in</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles in Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Setting objectives</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Determining course content</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Selecting materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Deciding on time, place, and pace</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Deciding on learning tasks and allocating homework</td>
<td>17</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>6. Dominating classroom interaction</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Monitoring learning situation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Presenting grammar and vocabulary</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Using teaching technique</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Providing right answers or ways of doing things</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11. Marking and grading</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12. Rewarding and punishing</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13. Keeping records</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roles in Counseling</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eliciting and fulfilling aims, needs and wishes</td>
<td>7</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2. Clarifying and giving information for course content</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Suggesting materials and other sources</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Suggesting time line and organization procedures</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Suggesting learning tasks</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>6. Being willing to listen and respond</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>7. Interpreting learning situation</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Presenting learning materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Analyzing learning technique</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Offering alternative procedures and choices</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>11. Suggesting self-assessment techniques and tools</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12. Supporting and being considerate</td>
<td>13</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>13. Giving positive or negative feedback</td>
<td>19</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>31</td>
<td>28</td>
</tr>
</tbody>
</table>

Notes:
The unit of coding is by sentence.  
Phase 1 = Email 027 – 080 (see Appendix A)  
Phase 2 = Email 149 – 201  
Phase 3 = Email 263 – 328
Compared to those for teaching, the roles in counseling were identified with more frequency and in a variety of categories. During Phase 1, for example, there were more than ten codings for two counseling roles: supporting and being considerate (13 codings), and giving positive or negative feedback (19 codings). Only two teacher roles in counseling were not identified at all throughout the three phases of the study and they were: presenting learning materials (no.8) and analyzing learning technique (no.9).

4.1.1. Total Codings of Roles in Teaching and Counseling

Figure 4.1 illustrates the total codings of roles in teaching and counseling for each phase of the study. In teaching roles, the total codings decreased more than half from 20 in Phase 1 to 7 in Phase 2 and dropped drastically to 1 coding in Phase 3. The smaller number of codings in the later two phases suggests that the teaching roles of the teacher become less and less active as the course progressed.

With respect to counseling roles, the total number of codings also decreased, but to a much lesser degree. As was true for the roles in teaching, the counseling roles in Phase 1 significantly outnumbered the total codings for the other two phases (61, 31, 28). Nevertheless, the difference in the total codings in counseling roles between Phase 2 and Phase 3 was much less than that for teaching roles. This evidence suggests that the counseling roles of the teacher remained active close to the end of the instructional period.
4.1.2. More Frequent Teacher Roles

A calculation of the total number of codings for each category of teacher roles in the three phases enabled the investigator to identify those roles coded more frequently. Identification of these more frequent teacher roles in teaching and counseling provided the basis for the follow-up discourse analysis (see section 4.2). In other words, the focus of the discourse analysis was data linked to the identification of the teacher roles that were coded more often in the content analysis.

Figure 4.2 shows the total codings for all three phases of teaching roles of the institutional period. Only three role categories were found to have more than two total
codings: 1) *deciding on learning tasks and allocating homework*, 2) *presenting grammar and vocabulary*, and 3) *deciding on time, place and pace*. Because these were the teaching roles more often coded, they became subject of the follow-up discourse analysis.

In contrast with teaching roles, several role categories in *counseling* were coded frequently. The following roles received more than five codings: 1) *giving positive or negative feedback*, 2) *supporting and being considerate*, 3) *being willing to listen and respond*, 4) *eliciting and fulfilling aims, needs and wishes*, 5) *offering alternative procedures and choices*, and 6) *suggesting learning tasks*. Therefore, the focus of the
discourse analysis for roles in counseling is on these more frequently identified categories.

More Frequent Roles in Counseling

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving positive or negative feedback</td>
<td>33</td>
</tr>
<tr>
<td>Supporting and being considerate</td>
<td>26</td>
</tr>
<tr>
<td>Being willing to listen and respond</td>
<td>18</td>
</tr>
<tr>
<td>Eliciting and fulfilling aims, needs, and wishes</td>
<td>12</td>
</tr>
<tr>
<td>Offering alternative procedures and choices</td>
<td>11</td>
</tr>
<tr>
<td>Suggesting learning tasks</td>
<td>9</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
</tr>
</tbody>
</table>

Figure 4.3: Overall Frequency of Roles in Counseling

4.1.3. Realization of Teacher Roles

A linguistic analysis examined the ways teacher roles were constructed in this particular context of cyber English teaching. Data included all examples of a role
category in teaching, *deciding on learning tasks and allocating homework*, and one
category of counseling role, *giving positive or negative feedback* from Phase 1. These
two categories were the teacher roles coded most frequently in teaching and counseling
respectively.

Imperative sentences appeared frequently in the teaching role of *deciding on
learning tasks and allocating homework* (see Table 4.2). These imperatives were
prevalent in the teacher’s instructions to the learners for written assignments and
grammar exercises. They made the instructions simple, concise and
straightforward. The use of imperatives signaled the intention of the teacher to
take control by deciding on the organization of the learning and the allocation of
homework in the early stage of the cyber course.
Table 4.2
Realization of Teaching Role

**Indicator: Deciding on learning tasks and allocating homework**

Paragraph 10, 90 characters.
Before we start our lessons, I would like you to give a brief introduction about yourself.

Paragraph 28, 90 characters.
Please retype this story into a final draft and reorganize your paragraphs when necessary.

Paragraph 41, 40 characters.
Please go to this link and read Lesson 1.

Paragraph 42, 65 characters.
Send me your answers if you do the exercise on past tense verb.

Paragraph 43, 28 characters.
Write a story about yourself.

Paragraph 43, 64 characters.
It can be a trip, your family, or even English learning experience.

Paragraph 43, 72 characters.
Focus on one thing and be sure to use past tense when it is appropriate.

Paragraph 49, 109 characters.
I would like you to go to the webpage below this message and complete a language needs analysis in two weeks.

Paragraph 60, 91 characters.
Please write a second draft based on my feedback and read lesson 4 which is a short lesson.

Paragraph 65, 62 characters.
Please read lesson 2 and let me know if you have any question.

Paragraph 70, 77 characters.
Please read the feedback I gave you and rewrite the story into a second draft.

Paragraph 70, 19 characters.
Then read lesson 2.

Paragraph 80, 50 characters.
Then read it and write a book review of that book.

Paragraph 89, 82 characters.
I'd like you to complete your final draft by looking more carefully at this essay.

Paragraph 143, 63 characters.
Your proposal looks great to me; please start to write essay 3.

Paragraph 152, 52 characters.
By the way, you'll write the second essay this week.

Paragraph 162, 52 characters.
By the way, you'll write the second essay this week.
The counseling role of *giving positive or negative feedback* included a lot of positive feedback. Positive adjectives such as *great* (4 tokens) appeared often in the teacher’s praise or encouragement (see Table 4.3). Of the total 19 codings, only two codings contained negative comments although they were in general being positive because of the more positive comments that followed (see paragraph 21 and 121). It shows that the typical feature of this role category, *giving positive or negative feedback*, is “being positive”.

### Table 4.3

Realization of Counseling Role

<table>
<thead>
<tr>
<th>Indicator: Giving positive or negative feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 15, 62 characters.</td>
</tr>
<tr>
<td>I took a look at your third draft which looks very nice to me.</td>
</tr>
<tr>
<td>Paragraph 20, 72 characters.</td>
</tr>
<tr>
<td>Your third draft sounds interesting to me from the beginning to the end.</td>
</tr>
<tr>
<td>Paragraph 21, 105 characters.</td>
</tr>
<tr>
<td>Though there are still some tiny mistakes in this draft, it is a very readable and enjoyable story to me.</td>
</tr>
<tr>
<td>Paragraph 55, 26 characters.</td>
</tr>
<tr>
<td>This essay is really nice!</td>
</tr>
<tr>
<td>Paragraph 55, 81 characters.</td>
</tr>
<tr>
<td>The description of your job is very clear and the information is very thoughtful.</td>
</tr>
<tr>
<td>Paragraph 55, 19 characters.</td>
</tr>
<tr>
<td>I love reading this!</td>
</tr>
<tr>
<td>Paragraph 60, 35 characters.</td>
</tr>
<tr>
<td>You did a very good job on essay 2.</td>
</tr>
<tr>
<td>Paragraph 65, 43 characters.</td>
</tr>
<tr>
<td>You wrote a very good story about your job!</td>
</tr>
<tr>
<td>Paragraph 70, 40 characters.</td>
</tr>
<tr>
<td>You did a great job on your first essay.</td>
</tr>
<tr>
<td>Paragraph 70, 16 characters.</td>
</tr>
<tr>
<td>Congratulations!</td>
</tr>
</tbody>
</table>
Table 4.3 (continued)

**Indicator: Giving positive or negative feedback**

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Characters</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td>58</td>
<td>You did a great job with the revision of the second essay.</td>
</tr>
<tr>
<td>94</td>
<td>104</td>
<td>You are doing well in the written assignments and I do see your progress everytime you rewrite an essay.</td>
</tr>
<tr>
<td>121</td>
<td>29</td>
<td>Your final draft looks great!</td>
</tr>
<tr>
<td>121</td>
<td>74</td>
<td>Though I still find some grammar errors, it looks like a good essay to me.</td>
</tr>
<tr>
<td>143</td>
<td>63</td>
<td>Your proposal looks great to me; please start to write essay 3.</td>
</tr>
<tr>
<td>155</td>
<td>41</td>
<td>You did a perfect job on your third draft.</td>
</tr>
<tr>
<td>155</td>
<td>16</td>
<td>Congratulations!</td>
</tr>
<tr>
<td>155</td>
<td>28</td>
<td>I enjoyed reading it so much!</td>
</tr>
<tr>
<td>160</td>
<td>71</td>
<td>But here I attached my feedback and a decription of lesson4 and essay2.</td>
</tr>
</tbody>
</table>

4.1.4. Coder Agreement

Looking into the degree of coder agreement, consistent patterns were found in the extent of matched codings by the three pairs of coders across the three phases of the instructional period (see Figure 4.4). The coder agreement reached by coders 1 and 2 remained the highest; the agreement between coders 2 and 3 maintained the second place, and that between coders 1 and 3 remained the lowest for each of the three phases. The
similar pattern of coder-agreement in the three phases indicated that the three teachers coded consistently throughout the whole inter-coder treatment.

Figure 4.4 Coder Agreement in Each of The Three Phases

Notes:
Coder 1 was a Taiwanese male PhD student.
Coder 2 was a Taiwanese female PhD student.
Coder 3 was an Egyptian male visiting scholar.

Figure 4.5 shows the ratios of coding agreement reached by the three coders during the inter-coder treatment. A high percentage (46%) of coding was matched between coder 1 (male) and coder 2 (female) who both came from Taiwan. The coding
matches between coder 2 (Taiwanese female) and coder 3 (Egyptian male) were 24%.
The least agreement was reached between coder 1 (Taiwanese male) and coder 3
(Egyptian male) at only 10%.

The different degrees of coder agreement suggest that coding decisions may
depend to some extent on the cultural background of the coders. On the other hand,
coder gender did not emerge as a factor. Much lower agreement was reached by coders
of the same gender than by those with different genders, but the same cultural
background. The coding agreement reached by the three coders together comprised 20%
of the total.

**Coder Agreement**

![Pie chart showing coder agreement percentages]

**Figure 4.5 Coder Agreement in the Inter-Coder Treatment**

**Notes:**
Coder 1 was a Taiwanese male PhD student.
Coder 2 was a Taiwanese female PhD student.
Coder 3 was an Egyptian male visiting scholar.
4.2. Discourse Analysis

Linked to the content analysis, a follow-up discourse analysis was conducted to investigate how the two adult learners responded to the teacher roles in the email interactions. Therefore, the discourse analysis focused on the three more frequent teaching roles and the six more frequent counseling roles respectively. The role categories were ordered in frequency and included examples from Phase 1, Phase 2 and Phase 3.

4.2.1. Roles in Teaching

Role 1: Deciding on Learning Tasks and Allocating Homework

EXAMPLE I:

The five sentences highlighted in Email 37 were coded as the teaching role, *deciding on learning tasks and allocating homework*. These teacher instructions required the Thai learner, Jing to complete a grammar lesson and a narrative composition. She was asked to complete an exercise on the past tense and to use past tense in the composition whenever necessary. Several imperatives were found in these teacher instructions. By using imperatives, the teacher directed the learner in exactly what to do and showed her the focus of each task. Even the only non-imperative sentence gave Jing some specific composition topics to follow.

Email 37
From: Chi-Yen Chiu
Date: 3/13/2001
To: Jing
Subject: lesson 1
Dear Jing,

Now we only have 2 weeks left for March. Lesson 1 is for the following week and lesson 2 for the last week.

Lesson 1: Regular Vs Irregular Verb
Lesson 2: To be (linking verb)

Please go to this link and read Lesson 1. #1 There is an introduction of verbs. You can skip the exercise of irregular past verb tense if you are not interested. Let me know if you prefer a doc file. In that case, I'll send you doc file next time.

http://www.personal.psu.edu/users/c/y/cyc109/lesson1.htm

1. Send me your answers if you do the exercise on past tense verb.
2. Write a story about yourself. It can be a trip, your family, or even English learning experience. Focus on one thing and be sure to use past tense when it is appropriate. No limit with words. Be informal. Let me know if the lesson is too hard or too easy for you.

George

Notes:

#1 was coded as a different teaching role, selecting materials by coder 3.

In her return email, Jing followed all of the teacher’s instructions. She submitted her answers for the grammar exercise on the past tense. Choosing one of the topics the teacher provided, she wrote a lengthy composition about the trip to Chiang Mai, the second largest city in Thailand. Throughout her composition, past-tense verbs were used wherever appropriate (see highlighted verbs in Email 44). The content of Jing’s email was simply on the task, and it made her email look like an answer sheet for a written examination. There was nothing related to free-topic conversation or dialogue.

Email 44
From: Jing
Date: 3/20/2001
To: Chi-Yen Chiu
Subject: Re. Lesson 1

Dear teacher George,

I’ve done the language needs analysis test, and I think the score will be sent to you. Another, it's no problem for me to open doc files.
Here are the exercises of lesson 1 below:

1. Suddenly, Bill's horse (see) saw a shadow. It (spring) sprang sideways and (rise) rose on its hind legs, raking at its invisible foe with its hooves. Bill, (catch) caught unprepared, was (fling) flung to the rocky ground with a sickening thud.

   At that moment lightening (split) split the heavens, and an image of Bill as he (lie) lay crumpled and bleeding was (freeze) froze in the ice-blue light.

   I (leap) leap leapt down from my saddle but as I (bend) bent close to Bill, I (can) could see that for him life's long journey (is) was all over.

   Sorry, there are two mistakes and I've corrected it into black letters at once.

2. I'll never forget the day we, only my husband and I, went to Chiang Mai, the second largest city in Thailand. It's 18th Nov 1993, not long after I came to Thailand. It's also one of the most important Thai national festivals, called Loy Krathong.

   We started at afternoon on Nov 17, prepared a lot of snack, drinking water and record tapes for the long trip. We drove through the city of Bangkok, busy traffic made me have a chance to enjoy its old and modern streets, buildings, temples, etc. After driving out of the city, the view changed, wide rice field, green woods and blooming flowers came into our sights. How beautiful! I asked my husband about the festival--Loy Krathong, he told me Thai people laid floating floral tributes lit by candles on the water--pond, river, lake or sea, and they believed it could take the past year's bad things away and bring their luck for future. We talked and talked, when it became dark, we found we were missing. We should drove to north, but turned east unconsciously. We had to stay at a hotel in a very small city--Sinburi. The next day, we went back to the right way and drove up straightly, arrived in Chiang Mai late afternoon finally.

   (……two paragraphs of the composition were omitted; see Appendix B.)

EXAMPLE II:

In Email 38, the teacher asked Jing to complete a language needs analysis offered free on the website of Wordskills (see highlighted text). The website allowed different levels of English learners to evaluate their grammatical proficiency and send scores to
teachers if they chose to. As the website claimed, the language needs analysis was designed to help teachers diagnose learners’ strengths and weaknesses in the areas covered by the test. The teacher reminded Jing “no opening books” since he was not able to watch her while she was taking the test.

Although the highlighted sentence was coded as the teaching role of *deciding on learning tasks and allocating homework* by coders 2 & 3, it was also coded as a counseling role, *suggesting self-assessment techniques and tools* by coders 1 & 2. The provision of the online language needs analysis introduced Jing to a resource for self-assessment. As grammar was a component of this class, the self-assessment helped Jing to interpret her own strength and weakness. In fact, Jing could take the language needs analysis again after a while to see whether she was making any progress in the class.

Email 38
From: Chi-Yen Chiu
Date: 3/13/2001
To: Jing
Subject: language assessment

Hi Jing,

I would like you to go to the webpage below this message and complete a language needs analysis in two weeks. #1 It won't take you much time but will make us work better with each other. I also want to remind you to send me your homework before next weekend. In that case, I can give my feedback early and start next lesson in time. Please let me know how much time you spend on the needs analysis and remember "no open books!". Don't hesitate to ask if you have any questions for me. Thank you!

http://www.wordskills.com/level/fceform.html

George

Notes:
#1 was coded as this teaching role by coders 2 & 3 but it was also coded as a counseling role, *suggesting self-assessment techniques and tools* by coders 1 & 2.
As soon as Jing finished the language needs analysis, her scores were sent to the teacher’s email box. She had 15 correct answers out of 25 questions at the lower-intermediate level. However, Jing did not mention her performance on the language needs analysis. She made grammar mistakes in a variety of categories and the more frequent ones were on the usages of phrasal verbs (see Assessment 1 in Appendix E for the results of the language needs analysis).

Email 44
From: Jing
Date: 3/20/2001
To: Chi-Yen Chiu
Subject: Re. Lesson1

Dear teacher George,

I've done the language needs analysis test, and I think the score will be sent to you. Another, it's no problem for me to open doc files. (……see Appendix B for the omitted text)

Role 2: Presenting Grammar and Vocabulary

Email 281 provides an example of presenting grammar and vocabulary, a teaching role assigned by coders 2 & 3. The teacher consulted his co-worker in the inter-library loan office at Pennsylvania State University to clear up a misunderstanding originated from a form feedback he provided to Jing’s description of her job (as a nurse) in a multiple-draft essay. After receiving comments from his friend, the teacher confirmed with Jing who proposed that it did not seem to be grammatically accurate to describe her job as “mix the medicine or mix the pills” in a previous email (see Email 272 in Appendix B).
In contrast to coders 2 & 3, the teacher (coder 1) assigned this coding to a counseling role, *giving positive or negative feedback*. From his perspective, the coding was part of the feedback he gained from his colleague. It was not intended as a prescription of grammar but rather a response to Jing’s inquiry. As the teacher reflects, he was not familiar with medical terms himself and that’s why he made it clear in the email that what he learned from his colleague were only suggestions. In his form feedback, he marked the description of her job and provided an implicit feedback at the bottom, “What do you mean by ‘make up a prescription’?”

Email 281
From: Chi-Yen Chiu  
Date: 11/2/2001  
To: Jing  
Subject: prescribe the pills

Hi Jing,

I have asked my library colleague and he cannot think of a good term for collect the medicine. However, he suggested to say "mutleplize the pills" or "give the pills" or make multiple pills and so on. He said it's right to say "compound the medicine but he seldom puts it this way. **But it's wrong to say "mix the medicine or mix the pills."** #1 Also you may say prescribe the pills. I think they have different kinds of saying because in America, they have pharmacists who are responsible to prescribe pills for the patients. According to my understanding, a good way to describe "compound the medicine" in America is "prescribe the pills." Let me know if anything sounds confusing to you.

George

Notes:  
#1 was coded as a counseling role, *giving positive or negative feedback* by coder 1.

In Email 283, Jing replied to the teacher that she had looked over again for a right phrase to explain her job in the hospital, but without success. She finally looked it up in the dictionary and found the same expression “make up the prescription” that she used to
describe her job originally. However, Jing was not completely confident herself but asked the teacher for confirmation.

Email 283  
From: Jing  
Date: 11/4/2001  
To: Chi-Yen Chiu  
Subject: Re. prescribe the pills

Dear teacher George,  
I've just sent my job3 to you. I tried to search the answer about the question, but I failed. However, I found it in my dictionary, and it's "make up the prescription". Do you think it's right?  
Yours,  
Jing

Role 3: Deciding on Time, Place, and Pace

Email 53 has a coding on the teaching role of deciding on time, place, and pace.

The teacher decided a due date for Mick to submit his essay 3. The time control was pretty loose because the teacher did not set up an exact time. “The week after next week” in fact could range from two weeks to three weeks. Writing a multiple-draft essay was a very time-consuming process and that was why the teacher decided to control the pace of the assignment.

Email 53  
From: Chi-Yen Chiu  
Date: 3/30/2001  
To: Mick  
Subject: Re. feedback3 to essay2

Dear Mick,  
You are doing well in the written assignments and I do see your progress everytime you rewrite an essay. The reason you feel the revised draft looks worse is simply because I raise the standard in the later drafts. Don't worry about anything since everything is running smoothly. As for your third essay, "fishing" is fine but I would suggest
you some direction to write about it. Think about how this hobby means to you. Do you consider it a good hobby or bad hobby? How often do you go fishing? With whom? Maybe you can also tell some stories happened at the time when you were doing this hobby. And you can say more! Same requirement: no limits on words. **Due date: the week after next week.** By the way, I include lesson 6 in the attachment and the answers for the exercise are listed in the end.

George

In Email 59, Mick turned in the final draft of essay 2 in response to the teacher’s third feedback to the essay attached in a previous email (see Email 51 in Appendix B). However, Mick unusually sent his essay 3 two weeks later than the due date (see Email 103). He apologized for the delay of essay 3 because he had been very busy at that time. He hoped that there were not too many mistakes in the essay.

**Email 59**
From: Mick  
Date: 4/2/2001  
To: Chi-Yen Chiu  
Subject: Re. Feedback3 to essay2  
Attachment: feedback3essay2repaired  

Hello George,  
Sorry for delay, but I have just finished my essay2. I hope my repair was successful.  
I'll reply to your mails in evening.  
Have a nice day.  
Mick

**Email 103**
From: Mick  
Date: 5/2/2001  
To: Chi-Yen Chiu  
Subject: essay3  
Attachment: fishing2.doc  

Hi George,  
I apologize for my delay, as you know I was very busy recently. I finished my third essay and I am sending it to you. I think, it was the most difficult for me, but it seemed very easy. I hope didn't make many mistakes in it.
I am curious to know your opinion about it.
Best regards
Mick

4.2.2. Roles in Counseling

Role 4: Giving Positive or Negative Feedback

EXAMPLE I:

The texts highlighted in Email 40 were all coded in the category of the counseling role, giving positive or negative feedback. They established the teacher’s feedback in the brief email response to the Hungarian learner, Mick, who had submitted Essay 2 earlier on during that same day. The comments were all positive feedback which served as a general evaluation of the essay. In trying to convince him of the good quality of the essay, the teacher attempted to give the learner confidence in his own writing ability.

Email 40
From: Chi-Yen Chiu
Date: 3/14/2001
To: Mick
Subject: Re. Essay2

Mick,
   This essay is really nice! The description of your job is very clear and the information is very thoughtful. I love reading this.#1 Please give me a little time to read more carefully. This week is a very busy one for me but I'll try to send my feedback out before the weekend. By the way, my presentations were fine. Thanks for your concern. Take care!
George

Notes:

#1 was coded as a different counseling role, supportive and being considerate by coder 1.
Mick expressed his appreciation for the praise in his response (see Email 41). He was motivated to re-read the essay and make more revisions. Yet that same day, March 14th, he sent a revised draft of Essay 2 to the teacher, thanks to the technology of email, a tool for free and efficient delivery.

Mick’s response suggests that he was encouraged by the praise to take the initiative and do more to improve the quality of his essay. As he explained in his email, March 14th was a national holiday in Hungary; however, he was on duty for his job. He spent extra time revising the essay and submitted it to the teacher before heading to his work in the factory.

Email 41
From: Mick
Date: 3/14/2001
To: Chi-Yen Chiu
Subject: Re. Essay2
Attachment: aboutmyjob.doc

Hi George,
Thank you very much for your praise about my second essay. I read it again and I found some small mistakes what I repaired. I am sending you it and please read this version when you will check it. Today is a national holiday in Hungary, hungarian people needn't work. The Friday (tomorrow) was worked on last Saturday by everybody, therefore tomorrow nobody will work, too. There is a long, long weekend, which are four days. Our factory is working and I am on duty. I am going to work today and tomorrow then will be refreshing. If the weather is good and sunny, I will go to fish. I am waiting for your reply.
Best regards
Mick
EXAMPLE II:

In Email 306, two sentences were coded as the counseling role, giving positive or negative feedback. It was the end phase (Phase 3) of the instructional period and the teacher had received Jing’s book review in a previous email on New Year holidays (see Email 303 in Appendix B). The teacher told Jing that her book review was written well and she had made big progress in her writing.

The second sentence highlighted in this example was also coded as another counseling role, supporting and being considerate. Giving positive feedback, in a way, can be used to support the learners. The two counseling categories of “giving positive or negative feedback” and “supporting and being considerate” were so similar that they were double coded by the inter-coders in a few examples. It suggests that the two counseling categories can be further refined to be more clearly distinguished from each other.

Email 306
From: Chi-Yen Chiu
Date: 1/13/2002
To: Jing
Subject: Re. Happy New Year

Dear Raojing,

I found your book review was very well written. Did you find someone to revise it for you? If not, this piece really shows your big progress.#1 Also to tell you frankly, my semester has just begun and I have many things to do in this and following week. Can you give me a few days to provide my feedback? I will be very grateful for your kindness.

George

Notes:
#1 was coded in this role category by coders 1 & 2 but it was also coded as another counseling role, supporting and being considerate by coders 1 & 3.
Jing expressed her thanks to the teacher’s encouraging words and had more to say about the book she reviewed. She explained how she felt about the works of the author and why she loved to read them (see second paragraph). The book review took her so much time and effort that she had to work on it during the trip to her hometown, Chengdu in China (see third paragraph). In the end of her message, she attributed her progress in writing to the teacher’s assistance and patience. This modest learner behavior seems to suggest Jing’s high respect to teachers because the prestigious status of the teacher has been rooted in Oriental cultures influenced by Confucianism for thousands of years.

Email 307
From: Raojing
Date: 1/16/2002
To: Chi-Yen Chiu
Subject: thank you

Dear teacher George,

Thank you for forgiving me, and thank you for liking my book report. It has never been revised by anybody else, but it had actually taken me much time and efforts to write it. If it's not bad, it must be the reason that I really like to read those essays.

The first works of Eileen Chang I read were some of her novels, and I just felt her distinct style, including her using words and the way she described things. Later, I read her novel, *A Love Story in the Falling City*, I like it, and tried to make a clear copy of it, but it's too long, and I hadn't finished it. I had not read her essays until I'd read the book of her biography and bought the set of her works. I read through all of them, including her novels and essays, which I had once read or not read. I find I like her essays more than her novels, and it's very strange for I usually like to read novels more than essays.

Except one or two review about her novels, I can't find any comment about her works, especially her essays, so I chose to write my book report about her essays, but I found it's not so easy for me to write it after beginning. I had to read some of her essays many, many times. I found it appeared stereotype after I'd written half of it, so I added the first paragraph. Another difficulty for me was that I didn't know many words to express my feeling, and I had to look them up from dictionary one by one. Do you know? I took the book with me back to Chengdu, but I had no time to do this job when I was at home. However, I really read it and
thought my report while I was waiting to load at the airport. Finally, I finished it, and it's the longest and most difficult essay of all.

If I have some progress in writing, it's because of your help and patient, so thank you, thank you very much!

Oh, I almost forget! If you are busy, you can do your things first. It's no problem, I can read Emma.
Best regards,
Jing

Role 5: Supporting and Being Considerate

EXAMPLE I:

Similar to the previous example, the sentence highlighted in Email 149 was coded both as “supporting and being considerate” and “giving positive or negative feedback.” The teacher told Mick that he did a great job on the essay of Hungarian food. Without much knowledge with Hungarian cuisine, the teacher had a question for the last paragraph of the essay. He was not able to understand the recipe for a particular dish and wondered whether the food was some kind of paste. The teacher requested Mick to read the essay again before he started to make revisions.

Email 149
From: Chi-Yen Chiu
Date: 6/23/2001
To: Mick
Subject: feedback to essay4
Attachment: feedback1toessay4.doc

Dear Mick,

**You did a great job on the essay about Hungarian food.**#1 I do not know Hungarian cuisine is so famous in European countries. As you say, French food is famous as well, but I don't like it so much. Maybe it's because the Fresh bread. I did see two children fight each other with French bread on the street. Their bread is so hard and flavorless when compared to English cake. I do not quite understand the last paragraph of this essay since I am very unfamiliar with Hungarian food. Is the food
some kind of paste? Please read it over before doing any revision. Thanks!
George

Note:
#1 was coded in this role category by coders 1 & 3 but it was also coded as another counseling role, giving positive or negative feedback by coders 1 & 2.

In two days, Mick sent his revised draft of the essay to the teacher and hoped the new draft would be more comprehensible. He clarified that the food was not any kind of paste. Because of cultural differences, he could not find a good term to translate it into English. However, Mick suggested that the food might be named “potato-squash” or “potato-mush”. According to Mick, the Hungarian cuisine was a traditional dish in the western part of Hungary and one must go to Hungary to eat real Hungarian food. He concluded by saying that he was sending an improved version of the essay.

Email 153
From: Mick
Date: 6/25/2001
To: Chi-Yen Chiu
Subject: Re. Feedback to essay4
Attachment: feedback1hungarianfood.doc

Hi George,
Thanks for a short account of your travel. The view of mountains surrounded by clouds is a wonderful sight. I saw similar mountains with my own eyes in Italy. It was a grandiose mountain scenery.

I did over my essay. I think it became more comprehensible. I agree with your opinion that writing about food is difficult. The Hungarian cuisine is really famous in Europe, it is an attraction for many European tourists. The mentioned food in the last paragraph is not a kind of paste. I didn't find a correct word in dictionaries to translate it exactly. Perhaps I would name it potato-squash or potato-mush. It is a folk dish from west-country of Hungary.

I think it is true that must go to Hungary if someone wants to eat a pure Hungarian food.
I had bad experience when I ate Hungarian food in Poland, It was terrible.
I am sending improved version of my essay.
Best regards
Mick

EXAMPLE II:

Jing in Email 264 sent the teacher her third draft of Sichuan hot pot after receiving the second feedback from the teacher in a previous email (Email 259). She was concerned about the large number of “grammar mistakes” marked in the teacher’s feedback. The teacher tended to provide content feedback to first drafts and focus on form in second drafts. Jing seemed to be upset when she saw that she still made so many mistakes in the second draft. She explained how she dealt with the two phrases, “from afar” and “be buffet” which were marked in the teacher’s form feedback.

Email 264
From: Jing
Date: 10/22/2001
To: Chi-Yen Chiu
Subject: The third draft of Sichuan hot pot
Attachment: Sichuan hot pot.doc

Dear Teacher George,

Thanks for your feedback! I read this former essay again, and find I even made so many obvious mistakes. It indeed needs revising, and I'll try not to make the same mistake again. In the essay, there's a place I didn't revise in the second draft, but revise it this time. Afar is an adverb, but in my dictionary, there is a phrase "from afar" which means from a far place, and I find "all the way" has the same meaning, so I deleted "from afar". I didn't revise in second draft the other mistake, "be buffet", nor did in this draft, because I don't know how to revise it. What I mean here is a way to offer food, that customers pay same to choose various kinds and quantity of food.

Like you, I'm a thin woman who eats a lot, and I always consider usually a lean eats more than a plump person. When I was a student in the college, I was one of "David" (the same pronunciation of DA WEI----big stomach). During that period of time, it seemed that I'd scarcely been full. It's not because there were not enough food but what I
ate all disappeared at once in my stomach. It's very strange I'd never felt hungry too. So we used to said a lean would still be thin even he ate more food but a plump person would put on weight even if he just drunk water. Maybe, we were too young at that time, and needed much food for body. There were so many interesting things then, and it's indeed very pleasure to be a student in campus. Do you think so?
Best Regards,
Jing

The sentence highlighted in Email 265 was coded as the counseling role, *supporting and being considerate*. The teacher wanted Jing to know that it was common to make mistakes in writing. In fact, he liked the way Jing described things and there was no need to prevent all the mistakes. As the teacher reflects, he often heard his Chinese friends say “*eat* (in Chinese) buffet”, but he did not know what was the correct usage in English. In his form feedback, the teacher tended to provide suggestions rather than corrections and let the learners revise their “mistakes” by themselves. Therefore, he believed that Jing would make progress in grammar if she kept working on multiple-draft essays.

**Email 265**
From: Chi-Yen Chiu
Date: 10/22/2001
To: Jing
Subject: Re. The third draft of Sichuan hot pot

Yea, it's good to be a student. I agree with you that fat people can drink water to gain weight because my mother is one of them though she is not really fat. By the way, I consider it very normal for us, non-native speakers to make mistakes in writing. You don't need to prevent all kinds of mistakes. Actually I like the way your describe things. I know what "be buffet" means but I marked it just to make sure if you have another way to describe it. **I do believe if you keep writing, your progress will be very natural.** I really don't treat you and Mick as students but I learn a lot from you. It's such a nice experience to work with you. I haven't
checked your revision but I think you must have put much effort on it. Thanks a lot!
George

Role 6: Being Willing to Listen and Respond

The sentences highlighted in Email 158 were assigned to the counseling role of being willing to listen and respond. The teacher introduced Jing to the procedure of an email writing project after gaining her feedback on the project. He planned to let her develop her multiple-draft essays from her previous email pal exchanges. In other words, the topics of her new multiple-draft essays would be selected from the email pal exchanges, which served as preliminary drafts. In this project, the teacher would provide feedback through attachment like what he did in the multiple-draft essays.

Email 158
From: Chi-Yen Chiu
Date: 6/29/2001
To: Jing
Subject: email project

Dear Jing,

I have read the feedback for email project and also have more ideas with the project. I am thinking to use one of the emails in the emails you sent each other weekly to give my feedback through doc. file. In this way, the piece can replace our essay assignment and ease the work load. What I am trying to do is pick out the essay from email exchanges to make our written assignment more flexible and easier without being ineffective. I'll choose one of the emails to give feedback and we'll go on to next email when that one is satisfactory. You can either tell me which email you want feedback or just let me pick by myself.

A weekly feedback will also be given to both of you and Mick regarding all the errors in the email exchanges during the week. In this email of feedback, I will not point out who made the mistakes, but I'll explain why I think it's wrong and suggest how to correct the errors. Each of you may reply to this feedback to show how you see the mistakes and feedback. You can either agree or tell the reasons for disagreement.
The decision to adjust the class will be made after your reply is sent. **Please let me know if something is not clear about the plan and also tell me if you have some bright ideas.**

George

Notes:

#1 was coded as the counseling role of being willing to listen and respond by coders 1 & 2 but it was also coded as another counseling role of eliciting and fulfilling learner aims, needs, and wishes by coders 2 & 3.

Jing liked the teacher’s ideas for the email writing project; however, she was a little confused about the procedure of the new activity. She was not sure how the feedback would be provided and whether she should continue the email exchanges (See Email 167). To clarify for the confusion, the teacher explained that he would provide feedback in multiple drafts but she should still continue email pal exchanges (see Email 169). As usual, the teacher would provide content-based feedback in first drafts and form-focused feedback in second drafts. However, he did not want Jing to become too serious, but she should still feel free to express herself in email pal exchanges.

**Email 167**

From: Jing  
Date: 7/5/2001  
To: Chi-Yen Chiu  
Subject: Re. Email project

Dear teacher George,

I like your idea, and your feedback must be useful and helpful to both of us. Thank you very much! Only one question, you said we would go on to next email when one was satisfactory, **does it mean that we'll begin to write next email or you'll begin to give next feedback when one is satisfactory?**

Best Wishes,  
Jing
Email 169  
From: Chi-Yen Chiu  
Date: 7/7/2001  
To: Jing  
Subject: Re. Email project

Dear Jing,

You are welcome to send emails to Mick at any time. I'll pick out one of the emails and give my feedback to you in private. Two or three feedback will be sent to that email for about a month. When you receive the feedback, please modify the email according to the suggestions. I usually focus my first feedback on the content of the text and focus more on grammar in the second feedback. In that way, you can do a composition based on one email and fix it several times to improve the writing. You don't have to pay more attention on anything but just write the email the way you did. Is that clear?

George

Role 7: Eliciting and Fulfilling Learner Aims, Needs and Wishes

One sentence was coded under the counseling role, *eliciting and fulfilling learner aims, needs, and wishes* in Email 29, where Jing was requested to give a self-introduction. The teacher asked Jing why and what she wanted to learn in the class offered on the website of EFI. The use of WH question suggests the teacher’s willingness to hear Jing’s voice and have dialogue with her. By asking *why*, he was able to investigate her learner needs, interests and wishes. The WH question thus served as an important step for the teacher to transfer the locus of control, letting the learner have her say in the course.

However, the same coding was assigned very differently by coder 3 (the Egyptian male) to the teaching role, *setting objective*, which was the opposite of this counseling role, *eliciting and fulfilling learner aims, needs, and wishes*. Cultural background may be one way to explain the Egyptian’s different judgment on this coding from that of coders 1
and 2 who both came from Taiwan. Educational experiences would be another way to account for his different interpretation since the Egyptian visiting scholar was a little more experienced in English teaching than the other two coders.

**Email 29**

From: Chi-Yen Chiu  
Date: 3/6/2001  
To: Jing  
Subject: self-introduction

Hi Jing,

Did I spell your name in the right way? I read through your homework and believe you must have spent much time on it. Before we start our lessons, I would like you to give a brief introduction about yourself. Something related to your country, family, favorite stuffs, and your school. **I'm also interested to know why and what you want to learn English in EFI.#1** There is no limit with words for the self-introduction. Please be informal! I look forward to hearing from you.

George

Notes:  
#1 was coded as a teaching role, setting objectives by coder 3.

The WH question allowed Jing to express her reasons for participating in the EFI course. Three of the reasons she gave had to do with her needs to use English for communication (see highlighted text in Email 33). Although Jing did not stop learning English after her graduation, there had been not much chance for her to practice. She admitted that English was a useful language, especially on the Internet where she often needed to write in English to communicate with her friends. She had a close friend who was married to an English gentleman; however, Jing could hardly talk with him when they visited her on holidays. Therefore, she applied to this class immediately upon learning the address of EFI from a book about the Internet.
Email 33
From: Chi-Yen Chiu
Date: 3/11/2001
To: Jing
Subject: Re. Self-introduction

Dear teacher George,

Excuse me for sending this mail a little late. I don't go on line everyday, so I got your message one day late at midnight on March 8. I can't write it at one go for I have to spend more time to take care of my two kids, it's summer holiday for school now in Thailand, including kindergarten. Below is my self-introduction:

(……three paragraphs were omitted.)

About the reason of learning English in EFI, there are so many. At first, I think learning will not be end or over for a man, and his heart will never be old if he study new knowlege constantly. I have been learning English myself after graduated, and do my best to keep what I've learned though there are not many chances for me to practise. I'm not good at it, particularly at speaking and listening. The second, I want to look for a job when my kids get older, a good level in English will be more helpful. The third, English is used and learned by people all over the world, it's a very useful language, especially on line. Some friends of mine always write to me in English, and I have to write back in English too since they can't read my message in Chinese or Thai in their computer. The more reason is one best friend of mine, her husband is a very lovely and kind English gentleman, they often come and spend holidays here, but I nearly can't talk with him. When I got the address of EFI from a book about internet, I made an application at once.

I not only want to improve listening and speaking English, but also want to accumulate amount of vocabulary and learn how to write right English. Do you feel my English like Chinese English or foreign English?

Best Regards,
Jing

Role 8: Offering Alternative Procedures and Choices

The text highlighted in Email 49 offers an example of the counseling role, offering alternative procedures and choices. Instead of giving Mick a final topic for essay 3, the teacher allowed him to have a topic of his own choice. By offering this
alternative procedure for the topic selection, the teacher was able to share with Mick the
decision as to the topic for essay 3.

Email 49
From: Chi-Yen Chiu
Date: 3/26/2001
To: Mick
Subject: Re. Book review

Dear Mick

Thank you for the concern! Everything is fine with me and I have had
very good rest this weekend. I think you are doing very well with this
class and as for essay 3, I haven't decided a final topic. **Maybe you can suggest something you are interested to write about such as your favorite sports, foods, holidays or anything else.** By the way, you can go to the following sites to pick up an E-book you like. Some of them are terrific to read.
George

http://www.bartleby.org/
http://www.netlibrary.net/

In Email 50, Mick conveyed his decision to write about his hobby for essay 3.
However, he wanted to make sure that he could begin his writing. Although Mick was
given the locus of control as to the topic for essay 3, there was still some concern on his
part for the need to seek permission from the teacher.

Email 50
From: Chi-Yen Chiu
Date: 3/28/2001
To: Mick
Subject: Re. Lesson5 and feedback2;
Attachment: feedback2toessay2repaired

Hello George,

I am sending repaired version of essay2. I hope, it is no worse than was before.
Thank you very much for web sites, they are very interesting. I found a Hungarian library on these sites.
I'll look for a good book for me and if I find, I'll inform you about it.
**Can I start to write my third essay about my hobby?**
I am waiting for your reply.
The teacher asked Mick what kind of hobby he was going to write about for essay 3 (see Email 51). By asking this WH question, the teacher was able to help Mick narrow the topic. Even after the learner had chosen to write about his hobby, the teacher still had a role to play in negotiating a more specific topic.

Email 51
From: Chi-Yen Chiu
Date: 3/29/2001
To: Mick
Subject: feedback3 to essay2;
Attachment: feedback3toessay2.doc

Hi Mick
You did a great job with the revision of the second essay. Thanks for the time and effort! I'd like you to complete your final draft by looking more carefully at this essay. As for essay3, can you tell me what kind of hobby you'd like to write about? Let me know more about what you want to write about this topic because it must be interesting for me to read. I'll send you Lesson 6 right after we together design the topic for next essay. Thanks!
George

In Email 52, Mick finally decided on the more specific topic of (line) fishing, a topic the teacher would have never thought about because of his vegetarian diet. Nevertheless, as in Email 50, the learner expressed concern for the teacher’s opinion. He told the teacher to suggest other topics if his own choice did not prompt the teacher’s interest. Here again we see that Mick still considered the choice of essay topic to be subject to the teacher’s control even though he had made the final decision to write about his favorite hobby, fishing.
Email 52
From: Mick
Date: 3/29/2001
To: Ch-Yen Chiu
Subject: Re. Feedback3 to essay2

Hi George,
I think, my essay will be worse and worse if I repair it. Never mind, I wil repair it again.
I think I'll write about line-fishing, it is my hobby. If it isn't interesting for you, please suggest me other topic.
I'm sending you version3 of essay2 on Monday.
Have a nice weekend.
Mick

Role 9: Suggesting Learning Tasks

In Email 57, a sentence was coded under the counseling role, suggesting learning tasks. Here the teacher proposed an email pal activity to the students in the cyber class.

This activity was aimed at developing the learners’ communicative ability in writing.

Participants in this activity needed to send an email to each other on a weekly base, including a copy for the teacher who agreed to read every copied message in the exchanges.

Email 57
From: Chi-Yen Chiu
Date: 4/2/2001
To: Jing; Arturo; Mick
Subject: grammar & writing learning group

Hi folks,
I'm designing a interactive class to develop my EFI students' communicative ability in writing. The class is more like an email learning group and very informal. The only thing to participate in this class is to send or respond at least an email each week to two other students of you three. Of course, you can send more when you get excited. You should also send a duplicate to me whenever you send an email to other students. I'll read every message from your
interactions. The topics will not be limited and you can talk about the grammar issues as well. I'll make a few rules to protect you and myself in participating this learning group. This activity won't take you much time but I believe it is a very good way to enhance your learning and my teaching on EFI. Please reply to this message to show your intention for participation. I'll tell you the details once this activity is set up. Enjoy your learning!
George

Both Mick and Jing considered it a good idea to participate in the email pal activity. They appeared to be happy and motivated in their messages (see Emails 61 & 64). Mick, in particular, was curious about the English level of his email pal and hoped that together with his partner they could find common topics. In fact, Jing and Mick were making new friends by learning from each other in the email pal activity. The medium of email had brought them into a peer relationship that was not the same as the power relationship between the teacher and the learners. The learners' selection of a topic was inter-independent because the topic choice was shared and negotiated between them.

Email 61
From: Mick
Date: 4/3/2001
To: Chi-Yen Chiu
Subject: Re. Grammar & writing learning group

Hi George,
I think, it is a good idea. I like it and I gladly participate in this group. I don't know the others, but I hope we will find common topics. Which level do they speak English? What are their opinions about this group? I am curious to see the rules.
Best regards
Mick

2 According to their proficiency of grammar and composition as assessed by the EFI website, Mick was at the basic level, and Jing, the intermediate level.
Email 64
From: Jing
Date: 4/6/2001
To: Chi-Yen Chiu
Subject: Re. Grammar and writing learning group

Dear teacher George,

What a good idea! I like it, so certainly I'll participate.

Jing
Chapter 5

CONCLUSION

This chapter discusses the findings of the study in four sections: discussion, implications, limitations and directions for further research.

5.1. Discussion

The following discussion is guided by the three research questions that prompted the study.

5.1.1. What teacher roles are constructed in the cyber classroom of English writing?

In this study, NVivo 1.1-3 serves as a useful tool to extract, generalize and abstract the categories of teacher roles from the email discourse (see also De Laat & Lally, 2004). The software allows the three inter-coders to set up a coding scheme of teaching and counseling roles as “nodes” and, when necessary, use “free nodes” to include additional role categories. The inter-coders can also insert their comments within the email texts during their individual coding process. For example, the Taiwanese female coder wrote the following remark in red ahead of a coding, “George, there is no
option of ‘clarifying learning materials’ so I coded it as ‘clarifying (and giving information for) course content’ though it is not 100% appropriate.”

Relatively few role categories were identified with coding in teaching. In fact, there was no coding at all in eight of a total thirteen teaching categories. Three factors may account for the failure to find a strong traditional teacher presence in this particular cyber context. To begin with, there is no institutional power for the teacher to exercise in this pedagogical setting. As a result, it is not required for him to *set objectives* (follow institutional guidelines), *select materials* (use textbooks), *mark and grade*, and *keep records* for learner participation. He could have chosen to do so, of course, but free of any such institutional requirements, he chose not to. Second, the nature of computer-mediated communication creates a democratic climate for ‘decentralization’ (Kitao & Kitao, 1996). In other words, the medium of email does not encourage the teacher to *dominate classroom interaction, monitor learning situation or reward and punish the students*. Third, because the term *technique* is in fact quite general in meaning, the role category, *using teaching technique* is of limited value. A similar observation applies to its counterpart in counseling, *analyzing learning technique*, a category for which there is likewise no coding.

*Deciding on learning tasks and allocating homework* is the top most frequent teaching role, significantly outnumbering the codings in other categories. In the linguistic analysis that looked at the realization of this teaching role, the investigator found a frequent use of imperatives. The imperatives were found mostly in the teacher’s instructions to the learners’ composition tasks and grammar exercises. They seem to make these instructions concise and straightforward. By using imperatives frequently in
his instructions, the teacher appears to adopt the voice of an authority figure and to follow a rational-procedure pattern of teaching (Stevick, 1976).

*Presenting grammar and vocabulary* is the second major category in teaching roles, largely because grammar is a component of the course. However, the total number of codings for this category was not high, no doubt because the teacher usually dealt with grammar issues through attachments or links rather than in the content of email messages. The teacher tended to use links to provide grammar lessons and direct the two adult learners to online resources. His grammar lessons in fact were based on the common mistakes which occurred in the learners’ multiple-draft essays. In the essay task, the teacher routinely provided content feedback in first drafts and form feedback in second drafts (see Chiu & Savignon, in press). His form feedback was often implicit and allowed the learners to think about how to make revisions on their own. In contrast with Grammar-Translation or Audio-lingual methods, the presentation of grammar and vocabulary in this cyber class places an emphasis on content and meaning.

Turning to counseling roles, these are identified in eleven of the thirteen counseling categories. As opposed to teaching roles that exert control, the eleven categories of counseling roles appear to provide two types of support to the learners: psychosocial support and technical support (see also Holec 1985; Voller, 1997). In this cyber class, the teacher provides ‘psycho-social support’ by 1) *giving positive or negative feedback*, 2) *supporting and being considerate*, and 3) *being willing to listen and respond*. His ‘technical support’ is characterized by 1) *eliciting and fulfilling learner aims, needs and wishes*, 2) *offering alternative procedures and choices*, 3) *suggesting learning tasks*, 4) *interpreting learning situation*, 5) *suggesting materials and other...*
sources, 6) clarifying and giving information for course content, 7) suggesting time line and organization procedures, and 8) suggesting self-assessment techniques and tools. (The role categories in italics are ordered by their overall frequency).

The counseling categories of psycho-social support are also the top three most frequent teacher roles in counseling. This suggests that the teacher frequently encourages the learners to create a supportive working climate for the development of learner autonomy. The technical support in this context is provided in a variety of categories with the aim to help the learners interpret their learning and further engage them in decision-making concerning their learning. The linguistic analysis conducted to examine the realization of the counseling role of giving positive or negative feedback showed a frequent use of positive adjectives in the teacher’s feedback. The teacher tends to provide only positive feedback to motivate the learners. This supports Regent’s (1993) inclusion of “being positive” as one category of counseling.

5.1.2. Are these teacher roles similar to or different from those described in discussions of autonomous language learning?

In this study, teaching roles do not seem to allow the transference of control. Counseling roles however provide the learners with technical support and psycho-social support that may foster their autonomy. The teacher tends to do more counseling than teaching in this cyber English classroom. More categories of teacher roles are identified in counseling than in teaching throughout the three phases of the instructional period. This suggests that the teacher takes on the role of an interpretation teacher who is willing
to set up dialogue with learners (Barnes, 1992) more often than that of a transmission teacher who adopts an authoritative voice and follows a rational-procedure model of teaching (Stevick, 1976). As Voller (1997) points out, “writers on autonomy are firmly positioned at the responsive, interpretation end of the continuum” (p. 100).

In fact, the teaching roles in this course are not at all active in the later stages of the instructional period. There is only one coding of teaching role in Phase 3. In the beginning of the cyber course, the teacher often played a managerial role by deciding on learning tasks and allocation of homework. However, his class became less structured as soon as the email pal activity was included. In Phase 2, he started to let the learners develop their multiple-draft essays from their email exchanges, which served as preliminary drafts. In Phase 3, the teacher conducted a survey, which allowed the learners to choose their favorite activities for the remainder of the class (see Email 325 in Appendix B). As Van Lier (2005) suggests, learning activities should be carefully structured earlier on and less structured later in the process of handing over the locus of control to the learners. However, learner autonomy does not imply learning without a teacher. The teacher should step in and take control whenever there is a need for him or her to play a teaching or managerial role.

In contrast to teaching roles, counseling roles remain active throughout the instructional period. The teacher continuously provided the learners with psycho-social support in the categories of giving positive or negative feedback (19 codings in Phase 1; five codings in Phase 2; nine codings in Phase 3), supporting and being considerate (13, 6, 7), and being willing to listen and respond (6, 7, 5). Compared to that of psycho-social support, his provision of technical support was more interchangeable. For example, the
codings of suggesting learning tasks (1, 4, 4) increased in the later stages of the class whereas those of eliciting and fulfilling learner aims, needs and wishes (7, 5, 0) decreased toward the end of the instructional period.

However, the counseling in this cyber context does not suggest an individualistic approach to learning that neglects the social dimension of language learning. The teacher-learner interaction is not restricted to the one-to-one interaction used by Voller (1997) to characterize the counselor-learner relationship in more individualized learning contexts. To develop the learners’ communicative ability, the teacher introduced a learning group of email pal activity to the two adult learners who did not know each other. This communication-based activity allows the two individual learners to work together in a cooperative climate of self-directed learning (Hammond & Collins, 1991). The learners started to exchange their essays after their new essay topics were developed from the email pal exchanges.

The judgments of teacher roles may reflect the cultural (including gender) biases of the evaluators. Coder 1 and coder 2, despite their different genders, are from the same (Taiwanese) culture in which the educational systems have been influenced by Confucianism. It is perhaps not surprising to see them reach a rather high percentage (46%) of coder agreement. A much lower percentage (10%) of coder agreement is found between coder 1 and coder 3 who are both male but are from different home cultures. This difference (Taiwanese Confucianism and Egyptian Muslim) seems to suggest that the descriptions of teacher acts and discourse are not universal, although this study involves such a small sample of coders that nothing significant can be assumed.
5.1.3. How may the roles of the teacher influence the development of learner autonomy in the cyber writing course?

From the findings of the discourse analysis, teaching roles do not show evidence of promotion of learner autonomy. The teaching roles of the teacher were in fact quite limited and did not provide opportunities for promoting learner autonomy. Beyond Phase 1 of the course, teaching roles were almost non-existent. In counseling roles, the provision of psycho-social support creates a supportive working climate for the learners; however, no evidence was found to show transference of control from the teacher to the learners. For technical support, the findings provide evidence that shows counseling roles can lead to the development of learner autonomy.

Teaching Roles

The findings in teaching roles do not show evidence for transference of control from the teacher to the learners. The learners’ responses seem to reflect the role of teacher as an authority figure (Stevick, 1976). In Example 1 of deciding on learning tasks and allocating homework, Jing followed everything required in the teacher’s instructions. The content of her email was simply on the task and there was no free conversation or dialogue. Although Example 2 of deciding on learning tasks and allocating homework was also coded as suggesting self-assessment techniques and tools, the language needs analysis was designed as a grammar evaluation that allowed teachers to gather information for learner placement. Jing did not talk about the results of the
language needs analysis in her email and it was perhaps due to her low scores on the evaluation.

In the teaching role of *presenting grammar and vocabulary*, Jing was quite concerned about the teacher’s form feedback to the expression related to her nursing job in her essay, “make up the prescription.” She was still not very confident of her English even after looking up the expression in the dictionary. Jing’s response to the form feedback seems to reflect a role of teacher as provider of “correct answers” which is very typical in East Asian countries such as Japan, Korea, China and Taiwan. In these contexts of English teaching, the control of “form” tends to be on the side of the teacher even if the students have better English proficiency than the teacher does.

In the teaching role of *deciding on time, place, and pace*, Mick apologized to the teacher for a delay in submitting his essay. The teacher had set up a due date to control the pace of his writing because doing multiple-draft essay could be a very time-consuming process. If the teacher had had institutional power to enforce the due date, “being busy” would not have become a justifiable reason for Mick to miss it. However, Mick’s delay was unusual because he often turned in his written assignments sooner than the teacher expected.

Counseling Roles
The provisions of counseling roles in this study can be divided into psycho-social support and technical support. In the discourse analysis, psycho-social support includes 1) giving positive or negative feedback, 2) supporting and being considerate, and 3) being willing to listen and respond. Technical support consists of 1) eliciting and fulfilling learner aims, needs, and wishes, 2) offering alternative procedures and choices, and 3) suggesting learning tasks.

The two adult learners’ responses to the provision of psycho-social support tends to reflect the role of an interpretation teacher who sets up dialogues with learners (Barnes 1976, 1992). In Example 1 of giving positive or negative feedback, Mick expressed his appreciation for the teacher’s compliment on his essay. He seemed to be motivated by the praise and take initiative to revise the essay before the teacher had time to provide his feedback. Although Mick was motivated to take initiative and send a revised draft ahead of time, the locus of control for the essay assignment was still with the teacher. It shows that “being motivated” does not necessarily lead to autonomy. This is different from Dickinson (1995) who asserts that autonomous learners are highly motivated. According to him, motivation is conditional on learners’ perceptions of successes or failures to be attributed to their own efforts rather than to factors outside their control. Therefore, to say that all autonomous learners are motivated is not the same as saying all motivated learners are autonomous.

In Example 2 of giving positive or negative feedback, Jing similarly expressed her thanks to the teacher’s acknowledgement of her progress in the writing of a book review. She made a long reflection on the writing process of her book review. As a housewife raising two preschool children, Jing had no time to work on the book review at home.
Therefore, she brought the book with her and read it in the airport during the trip to her hometown, Chengdu in China. She worked hard but accredited her progress to the teacher’s patience and support. Jing’s reflection on the writing process of her book review allows the teacher to interpret her learning situation and realize how hard she had been working on the written assignment.

In the counseling role of supporting and being considerate, Mick revised his first draft of the essay, Hungarian food. Although the teacher could not understand his last paragraph that introduced a traditional cuisine, he still told Mick that he did a great job. To help the teacher understand, Mick came up with two names but admitted that it was difficult to translate the Hungarian dish into English. The teacher’s encouragement seemed to create a supportive or non-threatening working climate for Mick so that he would not feel too bad when the teacher expressed difficulty in comprehending his writing.

In the counseling role, being willing to listen and respond, Jing liked the teacher’s ideas for an email writing project, but, she was a little confused about the procedure of this project. The teacher planned to let the two adult learners develop their multiple-draft essays from their previous email pal exchanges. In other words, the topics of their new multiple-draft essays would be selected from the email pal exchanges, which served as preliminary drafts. Moreover, their email pal exchanges should still continue. Through the provision of this psycho-social support, the teacher was able to hear what Jing thought about the new activity and make sure whether the procedure is clear for her to understand. However, his psycho-social support does not engage Jing in decision-
making of the email writing project and does not provide evidence for transference of control to the learner.

With regard to technical support, the findings provide evidence that shows counseling roles can lead to the development of learner autonomy. In the counseling role of *eliciting and fulfilling learner aims, needs, and wishes*, Jing gave her reasons for participating in the cyber course. Three of the reasons she gave had to do with her needs and wishes to use English for communication. First of all, Jing did not have a chance to practice English although she had been learning it by herself after graduation from school. Second, she often needed to communicate with friends in English on the Internet. Third, a very close friend of Jing was married to an English gentleman, but she could hardly talk with him when they visited her on holidays. As we can see, the technical support not only empowers Jing to recognize her communicative needs but also helps the teacher to interpret what she wishes to gain from this class. Therefore, the counseling role of *eliciting and fulfilling learner aims, needs, and wishes* seems to serve as a prior step for the teacher to hand over the locus of control to the learner.

In the counseling role, *offering alternative procedures and choices*, Mick conveyed his idea to write about his hobby for essay 3. However, he seemed concerned whether the teacher would let him start to write. To narrow the topic, the teacher asked him what kind of hobby he wanted to write about. Mick decided on the more specific topic of fishing, but he was still concerned with the teacher’s opinion. He told the teacher to suggest other topics to him if his own choice did not prompt the teacher’s interest. In this technical support of *offering alternative procedures and choices*, Mick is given the autonomy to decide on a topic of interest to him. However, his concern with the
teacher’s opinion suggests that Mick still feels that the final decision as to topic is subject
to the teacher’s control.

In the counseling role of *suggesting learning tasks*, both Mick and Jing agreed to
participate in an email pal activity aimed at developing their communicative ability in
writing. Mick, in particular, was curious about the English level of his email pal and
hoped that together with his partner they could find common topics. In other words,
Mick felt that the locus of control as to topic decision was between him and his partner in
the communication-based activity of email exchanges. This is an example of the
connection between communication and the intention of taking control in language
learning. It supports Benson and Nunun (2003) who assert that the intention of learners
to take control of their learning almost always arises out of their experiences of
communication. Through the email pal activity, the two adult learners are able to be in
charge of their learning while the teacher becomes a reader or a secondary participant.

5.2. Implications

Based on findings discussed above, several implications can be drawn. These
implications are more or less related to the promotion of learner autonomy. They can be
divided into the following four sub-sections: the teaching of L2 writing, communicative
language teaching, categorization of teacher roles and application of CMC technology.
The Teaching of L2 Writing

As an important element in a writing activity, topic or theme directs or even constrains the content and organization of writing. In a composition task, the decision-making of a topic is usually controlled by the teacher and that leaves learners little room for negotiation. In contrast, an email pal activity affords learners freedom in the decision-making of a topic in a process of writing for the purpose of communication. The free or negotiable topic choice in email exchanges thus contributes to the promotion of autonomy and helps learners to gain more control of their own writing. This ownership of learner text is essential in the development of an independent writer. As we enter the electronic age of teaching L2 writing, the use of email pal activity is beneficial to create an authentic discourse community that enhances the social dynamics of a L2 writing class.

The presentation of grammar in this class places an emphasis on content and meaning. First, the grammar lessons were based on the common mistakes detected in the learners’ multiple-draft compositions. Second, the teacher routinely provided his feedback to compositions in a pattern of content feedback followed by form feedback. His form feedback tends to be implicit and allows the learners to make corrections on their own. The teacher believed that grammar could be learned through communication as he told the learners that grammar and writing could be enhanced through email interactions. In other words, grammar is learned by using a rule in expression of meaning rather than by memorizing a rule in repetition of mechanical exercise.
Communicative Language Teaching

This study provides evidence that supports the connection between communication and learner autonomy in language learning. In his response to a technical support, Mick seemed to feel that the decision as to a composition topic was subject to the teacher’s control even after he was given the opportunity to have a topic of his own choosing. However, as soon as the email pal activity was introduced, Mick actively expressed his intention to find common topics between him and his partner. This implies that his intention of taking over the locus of control as to topic decision is connected to the use of language for communication. Different from a composition assignment, the email pal activity provides the learners with genuine audience to establish two-way communication.

Autonomy is enhanced when language learners are actively involved in the productive use of language, and when they are given opportunities to engage in the learning tasks that activate their language outside the classroom (see Savignon, 1983, 1997; Nunan, 1996). Teachers should be encouraged to introduce language learners to communication-based activities that foster autonomy, for example: group presentations, conversational partners, language games, online discussion board, email pal project, and learning in tandem, etc. By promoting these learning activities, teachers will be able to transfer the locus of control to learners and help them become autonomous language learners who use language to learn and communicate, thereby demonstrating a capacity to take control of their own learning.
Teacher Roles

Teaching roles such as *deciding on learning tasks and allocating homework* may be necessary for the teacher to manage or structure the class at the early stage of a class. However, this kind of role needs to be reduced as soon as the teacher decides to transfer the locus of control to learners. For example, instead of deciding on learning activities, the teacher can design learning activities according to learner needs, and engage learners in decision-making related to their learning process. Since learner autonomy does not imply self-instruction, the teacher should step in whenever it is necessary for him or her to take control by playing a teaching or managerial role.

Whether their contributions are direct or indirect, counseling roles are essential for the teacher to promote learner autonomy. The provision of technical support such as *suggesting learning tasks* might directly help the teacher to transfer the locus of control to learners. As soon as the teacher introduces an autonomy-based activity, learners will be engaged in decision making and become more self-directed. Other types of counseling roles may indirectly contribute to the development of learner autonomy. The provision of psycho-social support such as *giving positive feedback* can help the teacher to create a safe and supportive learning environment in which learners will become more comfortable to take over the control. The provision of a technical support like *eliciting and fulfilling aims, needs and wishes* can also be a prior step to the development of learner autonomy. As Nunan (1996) argues in his discussions of autonomous learning, at the very least, teachers should find out what learners think about what they want to learn and how they want to learn it.
CMC Technology

Computer-mediated communication offers technologies to help the development of learner autonomy no matter if the medium is asynchronous or synchronous. However, teachers need to be aware of the advantages and disadvantages in the technologies that are still being developed. Lafford & Lafford (2005) provide three criteria of reliability, complexity and cost that can be used to evaluate the applicability of CMC technologies in the context of foreign language teaching. It appears that email is the most economic among the CMC technologies according to their criteria.

The use of email for pen pal exchanges allows L2 learners to choose their own topics and thus empowers them to become more autonomous writers. There are many opportunities on the Internet for language learners to find their ideal email pals. Most email pal services such as the Disney Pen Pal Exchange provide information on participants’ name, age, country, email account and interest. Some websites even include their participants’ pictures: for example, Pen-Pal Finder posts the photos and the number of email pals for the top three most popular men and women on their Homepage. The following websites provide information for email pal exchanges.

2. The Disney Pen Pal Exchange
6. Dave’s ESL Email Connection:  
   http://www.pacificnet.net/~sperling/student.html

7. E-pals Foreign Language Pen Pals http://happygold.com/ (Japanese site)

8. E-Pal World http://www.e-palworld.co.uk/

Figure 5.1 E-pal World http://www.e-palworld.co.uk Used with Permission.
There are also websites designed to connect L2 classrooms across the world via email. These websites allow teachers to look for their ideal partners to conduct class-to-class email project and create a learner-centered working environment for cross-cultural communication. For example, the website of Class Connect posts detailed information on the teacher, country, grade, school, and a description of the partner class the teacher is looking for. The following are some websites for those who want to conduct class-to-class email projects with other teachers around the world.


2. Class Connect [http://www.gigglepotz.com/ccameric.htm](http://www.gigglepotz.com/ccameric.htm)

3. Intercultural E-mail Classroom Connections [http://www.iecc.org](http://www.iecc.org)

4. Email Projects Home Page
   [http://www.otan.us/webfarm/emailproject/email.htm](http://www.otan.us/webfarm/emailproject/email.htm)

5.3. Limitations of the Study

This study involved a small population of learners in a cyber pedagogical context where institutional power was non-existent. Therefore, the results of this study may not be generalized to the contexts in which teacher autonomy is highly constrained. For the content analysis, the sampling technique of the email data was not random but by time periods. The advantage of selecting samples by time is to preserve the rich context of the CMC data. The inter-coder treatment was used as an alternative approach to establishing the inter-rater reliability in the content analysis. Two advantages account for the adoption of the alternative approach. First, it considers the perspectives of teachers or
coders from different culture backgrounds to ensure the qualitative nature of the analysis. Second, the inter-coder treatment realizes the purpose of guarding against subjective biases of individual coders and helps to establish the inter-rater reliability in the content analysis.

5.4. Recommendations for Further Research

The research undertaken in this study generates several assertions with reference to the conceptualization of learner autonomy and the categorization of teacher roles in language education. These assertions provide the means to consider new areas of research endeavor to go beyond the findings in this dissertation. The following are three areas that are recommended for further research.

Conceptualization of Autonomy in Language Learning

This study relates the concept of learner autonomy to the nature of language learning. It asserts that there is a connection between communication and the intention of taking control in language learning. However, the assertion was made in a specific pedagogical context of grammar and writing where the issue of topic control came to the fore. The promotion of this assertion requires further investigation into other contexts of language teaching and learning. More evidence needs to be found to support the working definition of an autonomous language learner as one who uses language to learn and communicate, thereby demonstrating a capacity to take control of his or her learning.
How CMC Fosters Learner Autonomy

In this study, the CMC technology of email creates a democratic climate for decentralization. The free topic choice in email pal exchanges is asserted to promote learner autonomy in L2 writing since it gives learners more control of their own writing. The email pal activity is self-directed because it is led by learners. The language learning in this activity is inter-dependent as long as the decision-making of a topic is shared by learners. Besides email, MOO is another CMC technology that has been associated with the promotion of autonomy in language learning. Other new CMC technologies such as instant messaging, Wikis and blogs, and chat rooms require further investigation to examine how they are related to the promotion of learner autonomy in language learning.

Categorization of Teacher Roles in Language Education

Regent (1993) and Riley’s (1997) categorization of roles in teaching and counseling was beneficial to identify the teacher roles in this cyber course and may be further applied to investigate the teacher roles in other settings of CLT. In this cyber pedagogical context, counseling roles are identified in a majority of categories whereas teaching roles are found in fewer categories, but the lack of coding in teaching can be reasonably accounted. As CLT is now popular, especially in East Asian countries, there is a need to look more thoroughly at the role of the teacher in this major approach to language learning. For example, now that CLT is officially promoted in Taiwan, the roles of Taiwanese English teachers await investigation. Their roles need to be adjusted
to take on a learner-centered approach in an environment where learner competition tends to be high and grammar-based instruction remains prevalent (see also Wang, 2000).

With respect to the inter-coder treatment in this study, the results suggest that the descriptions of teacher acts and discourse are not universal because the judgments of teacher roles can be influenced by the cultural factors of the evaluators. In fact, the teacher roles that have been established in the literature of autonomous language learning are basically dominated by Western scholars and may not represent the perspectives of teachers from Eastern cultures. Explanation of this assertion of cultural bias requires further research with teachers or coders from different cultural backgrounds to see to what extent they agree or disagree with the categories of teacher roles that appear in discussions of autonomous language learning.

Concluding Remarks

This study has provided evidence of the relationship between teacher roles and learner autonomy in a cyber English course of grammar and writing. The teaching roles of the teacher do not provide opportunities for the promotion of learner autonomy whereas counseling roles create a learning environment that supports the development of learner autonomy. Assertions drawn from the findings imply that teaching roles need to be reduced whereas counseling roles are essential to the promotion of autonomy in language learning. This study also provides evidence of the connection between communication and autonomy and therefore supports the working definition of an autonomous language learner as one who uses language to learn and communicate, thereby demonstrating a capacity to take control of his or her learning.
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Appendix A

DATA SELECTION TECHNIQUE

Notes:
The 90 teacher messages are numbered in the column of Nvivo Data.
Phase 1 = Email 027 – 080
Phase 2 = Email 149 – 201
Phase 3 = Email 263 – 328
T (teacher) is George. S1 (student 1) is Mick. S2 (student 2) is Jing.

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201 09/02/01 T S1 T A favor # 60
202 09/02/01 S1 S2 T This is only a short E-mail again
203 09/02/01 S1 T T Re. A favor
204 09/03/01 T S1 S2 T Re. A favor
205 09/06/01 S2 T S1 T Reply
206 09/06/01 T S2 S1 S2 T Re. Reply
207 09/08/01 S2 T T An essay
208 09/10/01 T S2 T S1 T You’re welcome
209 09/11/01 T S2 S1 T Re. You’re welcome
210 09/13/01 T S2 T How are you?
211 09/14/01 T S2 T Re. How are you?
212 09/17/01 S1 S2 T T It is a little bit longer letter
213 09/17/01 T S1 T Re. It is a little bit longer letter
214 09/17/01 T S1, S2 T Class survey
215 09/18/01 S1 T T Re. Class survey
216 09/19/01 S2 T S2 T S2 T questions
217 09/19/01 T S1 T S2 T Re. Class survey
218 09/19/01 T S2 T Re. Questions
219 09/19/01 S1 T S2 T Re. Class survey
220 09/21/01 T S1, S2 T A pronunciation website
221 09/21/01 T S1, S2 T The url
222 09/24/01 S2 T S2 T Re. Class survey
223 09/24/01 T S1, S2 T Thank you for taking class survey
224 09/27/01 S1 S2 T T News from Budapest
225 09/29/01 T S1 T S1 T Essay 6 and grammar lesson 6
226 09/29/01 T S2 T Essay 4 and reading suggestion
227 09/29/01 T S2 T The link
228 09/30/01 S2 T S2 T T Re. It is a little big longer letter
229 09/30/01 T S1, S2 T Re. It is a little big longer letter
230 10/01/01 S1 T S2 T Re. Essay 6 and grammar lesson 6
231 10/01/01 S1 T S2 T Re. Essay 6 and grammar lesson 6
232 10/01/01 T S1 T S1 T Reply
233 10/02/01 S1 S2 T S1 T Essay 4
234 10/04/01 S2 T S2 T T Feedback to Internet and life
235 10/06/01 S2 T S2 T Fw: Business English
236 10/07/01 S2 T S1 T T A short reply
237 10/09/01 S2 S1 T T Re. A short reply
238 10/09/01 T S1, S2 T Need your help
239 10/10/01 T S1, S2 T S2 T Re. Essay 6 and grammar lesson 6
240 10/10/01 S1 T S2 T The second draft of essay 4
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242 10/11/01 T S1, S2 T Feedback 2 to essay 4
243 10/12/01 T S1, S2 T Re. Need your help
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<td>T</td>
<td>S2, S1</td>
<td>Reply: I’ve found a job</td>
<td></td>
</tr>
<tr>
<td>07/02/02</td>
<td>S2</td>
<td>T</td>
<td>I’m tired</td>
<td></td>
</tr>
<tr>
<td>07/02/02</td>
<td>T</td>
<td>S1, S2</td>
<td>Reply: I’m tired</td>
<td></td>
</tr>
<tr>
<td>08/07/02</td>
<td>T</td>
<td>S1, S2</td>
<td>from Penn State</td>
<td></td>
</tr>
<tr>
<td>08/13/02</td>
<td>S2</td>
<td>T, S1</td>
<td>Reply: from Penn State</td>
<td></td>
</tr>
<tr>
<td>08/13/02</td>
<td>T</td>
<td>S1, S2</td>
<td>Reply: from Penn State</td>
<td></td>
</tr>
<tr>
<td>08/19/02</td>
<td>S2</td>
<td>T, S1</td>
<td>Reply: from Penn State</td>
<td></td>
</tr>
<tr>
<td>08/21/02</td>
<td>T</td>
<td>S1, S2</td>
<td>Reply: from Penn State</td>
<td></td>
</tr>
<tr>
<td>08/25/02</td>
<td>S2</td>
<td>T</td>
<td>Reply: from Penn State</td>
<td></td>
</tr>
<tr>
<td>08/26/02</td>
<td>T</td>
<td>S1, S2</td>
<td>Reply: from Penn State</td>
<td></td>
</tr>
<tr>
<td>08/27/02</td>
<td>S2</td>
<td>T, S1</td>
<td>Reply: from Penn State</td>
<td></td>
</tr>
<tr>
<td>08/28/02</td>
<td>T</td>
<td>S2, S1</td>
<td>Reply: from Penn State</td>
<td></td>
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<tr>
<td>09/03/02</td>
<td>S2</td>
<td>T</td>
<td>Our company and my job</td>
<td></td>
</tr>
<tr>
<td>09/18/02</td>
<td>T</td>
<td>S2</td>
<td>Consent form</td>
<td></td>
</tr>
<tr>
<td>09/19/02</td>
<td>S2</td>
<td>T</td>
<td>Reply: Consent form</td>
<td></td>
</tr>
<tr>
<td>09/20/02</td>
<td>T</td>
<td>S2</td>
<td>Reply: Consent form</td>
<td></td>
</tr>
<tr>
<td>09/27/02</td>
<td>S2</td>
<td>T</td>
<td>Reply: Consent form</td>
<td></td>
</tr>
</tbody>
</table>
Email 33
From: Chi-Yen Chiu
Date: 3/11/2001
To: Jing
Subject: Re. Self-introduction

Dear teacher George,

Excuse me for sending this mail a little late. I don't go on line everyday, so I got your message one day late at midnight on March 8. I can't write it at one go for I have to spend more time to take care of my two kids, it's summer holiday for school now in Thailand, including kindergarten. Below is my self-introduction:

I'm a Chinese living in Bangkok, Thailand. My name is XXX (Chinese name), XX is my family name and XX is the given name. I was born and grew up in Chengdu, Sichuan, P.R.China. Do you know that city? It's the biggest city in the southwest of China, it changed a lot after I went abroad. It becomes more beautiful, more modern and the life of people there gets much better than before, all same as it is happening in China. There still live my parent, my younger brother and some of my classmates and friends. I spent all my student's life there, from kindergarten to university. I was graduated from pharmacy college of West China University of Medicine Science in the class of 1987. We just celebrated the 90th anniversary of the university last October, I happened to go home in Chengdu and met a lot of schoolmates, it seemed that unforgettable campus time came back once more.

I began to live in Thailand in 1993. Except hot weather, I like almost everything here, the old Buddhism temples, the beautiful beaches, the delicious food and the kind and friendly people, they bring a good name for Thailand as smile land and holiday paradise. I love my husband and my two little children although the latter become more and more naughty, both (one is 4 years old, and the other is 2 years old) bring me much happiness and satisfaction while they often make me very tired. Of course, I love my parent, brother and homeland too, so I go back Chengdu and live with them for a month or more once every other year.

The most favorite thing I like to do is reading, especially reading novels. I like to listening music and songs too, I should say I like to enjoy all beautiful things. From this, you may know I'm a impractical person sometime and easy to move. Recently, we go swimming almost everyday. Swimming may be one of the best and most suitable sports in Thailand for the very hot weather, children like it very much.
About the reason of learning English in EFI, there are so many. At first, I think learning will not be end or over for a man, and his heart will never be old if he study new knowlege constantly. I have been learning English myself after graduated, and do my best to keep what I've learned though there are not many chances for me to practise. I'm not good at it, particularly at speaking and listening. The second, I want to look for a job when my kids get older, a good level in English will be more helpful. The third, English is used and learned by people all over the world, it 's a very useful language, especially on line. Some friends of mine always write to me in English, and I have to write back in English too since they can't read my message in Chinese or Thai in their computer. The more reason is one best friend of mine, her husband is a very lovely and kind English gentleman, they often come and spend holidays here, but I nearly can't talk with him. When I got the address of EFI from a book about internet, I made an application at once.

I not only want to improve listening and speaking English, but also want to accumulate amount of vocabulary and learn how to write right English. Do you feel my English like Chinese English or foreign English?

Best Regards,
Jing

Email 44
From: Jing
Date: 3/20/2001
To: Chi-Yen Chiu
Subject: Re. Lesson1

Dear teacher George,
I've done the language needs analysis test, and I think the score will be sent to you. Another, it's no problem for me to open doc files.
Here are the exercises of lesson 1 below:
1. Suddenly, Bill's horse (see) saw a shadow. It (spring) sprang sideways and (rise) rose on its hind legs, raking at its invisible foe with its hooves. Bill, (catch) caught unprepared, was (fling) flung to the rocky ground with a sickening thud.

   At that moment lightening (split) split the heavens, and an image of Bill as he (lie) lay crumpled and bleeding was (freeze) froze in the ice-blue light.

   I (leap) leap down from my saddle but as I (bend) bent close to Bill, I (can) could see that for him life's long journey (is) was all over.

Sorry, there are two mistakes and I've corrected it into black letters at once.

2. I'll never forget the day we, only my husband and I, went to Chiang Mai, the second largest city in Thailand. It's 18th Nov 1993, not long after I came to Thailand. It's also one of the most important Thai national festivals, called Loy Krathong.
   We started at afternoon on Nov 17, prepared a lot of snack, drinking water and record tapes for the long trip. We drove through the city of Bangkok, busy traffic
made me have a chance to enjoy its old and modern streets, buildings, temples, etc. After driving out of the city, the view changed, wide rice field, green woods and blooming flowers came into our sights. How beautiful! I asked my husband about the festival--Loy krathong, he told me Thai people laid floating floral tributes lit by candles on the water--pond, river, lake or sea, and they believed it could take the past year's bad things away and bring their luck for future. We talked and talked, when it became dark, we found we were missing. We should drove to north, but turned east unconsciously. We had to stay at a hotel in a very small city--Siburi. The next day, we went back to the right way and drove up straightly, arrived in Chiang Mai late afternoon finally.

    After supper, we went to the main street of the city at first. There is a parade there, pretty flowerwheels accompanied beautiful girls in traditional dresses, and a show of fireworks was put on in the sky. We went on a bridge over the river around city and watched the floating floral tributes, we just could see the light of candles on the black river. At last, I bought a little loy krathong--floating floral tribute, it was made of a piece of banana trunk as a base and some banana leaf as decorative border, inserting three fresh flowers, two sticks of incense and three little sticks of candle. I followed others, lit the little candles, raised the loy krathong over my head, then held it down and prayed quietly, finally laid it on the water and paddled to let it leave the bank, then watched it floating with the water of river out of sight.

    The third day, we visited a famous temple and a hill tribes' village, then went on home way. It was the forth day when we arrived in Bangkok. There was a very heavy traffic in the city, I thought that the leader of Thailand might pray to resolve the problem of traffic before they laid their floating floral tributes.

Email 51
From: Chi-Yen Chiu
Date: 3/29/2001
To: Mick
Subject: feedback3 to essay2;
Attachment: feedback3toessay2.doc

Hi Mick
    You did a great job with the revision of the second essay. Thanks for the time and effort! I'd like you to complete your final draft by looking more carefully at this essay. As for essay3, can you tell me what kind of hobby you'd like to write about? Let me know more about what you want to write about this topic because it must be interesting for me to read. I'll send you Lesson 6 right after we together design the topic for next essay. Thanks!
George
Email 272
From: Jing
Date: 10/29/2001
To: Chi-Yen Chiu
Subject: questions about essay my job

Dear teacher George,
Excuse me for not writing clearly. I was working in the west drug store of the hospital, so what I did was to **collect** the drugs (injection, tablets, and etc.) according to the doctor's prescriptions. I can't certain which word is correct to describe that action, but I don't think it's suitable to use **mix** or **blend**. In sentence 'and sometimes to **compound** some simple drugs for hospital', I think **compound**, **mix** and **blend** are all correct, and 'compound a medicine' is a usage, so I won't revise that place or use medicines to take place drugs. Am I right?
Best Regards,
Jing

Email 303
From: Jing
Date: 1/4/2002
To: Chi-Yen Chiu
Subject: Happy New Year
Attachment: book review

Dear teacher George,
Happy new year! Here I'm back to Bangkok from Chengdu now. I'm very sorry that I send my essay of book report too late, it's real too late. I don't know if my delay hindered the writing of you paper. Anyway, if you won't reply, and won't teach me once more, I can understand, for it's my fault. I had no alternative but to go home in Chengdu at once, and had not time to do the other things.
Best Regards,
Jing

Email 325
From: Chi-Yen Chiu
Date: 5/5/2002
To: Mick, Jing
Subject: One-minute survey

Dear class,
I appreciate so much for your willingness to continue the class. The following is a short survey that can help me serve you best. It's designed to save your time but at the
same time gain your invaluable feedback. The class can start whenever you feel ready. Take care!

Please fill in a number that sounds true to you in the items below.
1= very helpful; 2= helpful; 3= less helpful; 4= I would like to drop this part

A. ( ) the monthly written assignment (multiple-draft compositions)
B. ( ) the weekly grammar lesson
C. ( ) Email exchange with your email pal

PS. After you complete the survey, I'll notify you of the new course schedule.
### Appendix C

**RESULTS OF INTER-CODER TREATMENT**

**PHASE 1**

<table>
<thead>
<tr>
<th>TEACHING ROLES</th>
</tr>
</thead>
</table>
| **Indicator: Determining course content** | Paragraph 35, 128 characters. Coders 2 & 3  
In other words, I'll send you a short lesson with a practice each week and let you know our course schedule early in the month. |
| **Indicator: Deciding on time, place, and pace** | Paragraph 40, 67 characters. Coders 2 & 3  
Lesson 1 is for the following week and lesson 2 for the last week.  
Paragraph 94, 35 characters. Coders 1, 2, 3  
Due date: the week after next week. |
| **Indicator: Deciding on learning tasks and allocating homework** | Paragraph 10, 90 characters. Coders 1 & 2  
Before we start our lessons, I would like you to give a brief introduction about yourself.  
Paragraph 28, 90 characters. Coders 1 & 2  
Please retype this story into a final draft and reorganize your paragraphs when necessary.  
Paragraph 41, 40 characters. Coders 1 & 2  
Please go to this link and read Lesson 1.  
Paragraph 42, 65 characters. Coders 2 & 3  
Send me your answers if you do the exercise on past tense verb.  
Paragraph 43, 28 characters. Coders 2 & 3  
Write a story about yourself.  
Paragraph 43, 64 characters. Coders 2 & 3  
It can be a trip, your family, or even English learning experience.  
Paragraph 43, 72 characters. Coders 2 & 3  
Focus on one thing and be sure to use past tense when it is appropriate. |
Paragraph 49, 109 characters. Coders 2 & 3
I would like you to go to the webpage below this message and complete a language needs analysis in two weeks.

Paragraph 60, 91 characters. Coders 1, 2, 3
Please write a second draft based on my feedback and read lesson 4 which is a short lesson.

Paragraph 65, 62 characters. Coders 1 & 2
Please read lesson 2 and let me know if you have any question.

Paragraph 70, 77 characters. Coders 1 & 2
Please read the feedback I gave you and rewrite the story into a second draft.

Paragraph 70, 19 characters. Coders 1 & 2
Then read lesson 2.

Paragraph 80, 50 characters. Coders 2 & 3
Then read it and write a book review of that book.

Paragraph 89, 82 characters. Coders 1 & 2
I'd like you to complete your final draft by looking more carefully at this essay.

Paragraph 143, 63 characters. Coders 1 & 2
Your proposal looks great to me; please start to write essay 3.

Paragraph 152, 52 characters. Coders 1 & 2
By the way, you'll write the second essay this week.

Paragraph 162, 52 characters. Coders 1 & 2
By the way, you'll write the second essay this week.

**PHASE 1 (continued)**

**COUNSELING ROLES**

**Indicator: Eliciting and fulfilling learner aims, needs and wishes**

Paragraph 10, 72 characters. Coders 1 & 2
I'm also interested to know why and what you want to learn English in EFI.

Paragraph 33, 73 characters. Coders 1, 2, 3
Do you have some grammar or writing issues that you prefer to work on?

Paragraph 89, 109 characters. Coders 1 & 2
Let me know more about what you want to write about this topic because it must be interesting for me to read.

Paragraph 104, 107 characters. Coders 1 & 2
I made a class survey based on what we've learned so far to adapt my teaching and meet your learning needs.

Paragraph 115, 66 characters. Coders 1 & 2
I'm eager to know if my instruction can help your grammar so far.

Paragraph 126, 95 characters. Coders 1 & 2
According to the grammar survey I conducted, I made some adjustments in the text and exercises.

Paragraph 143, 37 characters. Coders 1 & 2
Let me know if you have a better one.

**Indicator: Clarifying and giving information for course content**  
Paragraph 110, 56 characters. Coders 1 & 3  
I'll tell you the details once this activity is set up.

**Indicator: Suggesting materials and other sources**  
Paragraph 77, 128 characters. Coders 1,2, 3  
What I'd like you to do is to pick out a small English book either from the library or bookstore or your favorite books at home.  
Paragraph 82, 76 characters. Coders 1 & 2  
By the way, you can go to the following sites to pick up an E-book you like.

**Indicator: Suggesting learning tasks**  
Paragraph 110, 94 characters. Coders 1 & 3  
I'm designing an interactive class to develop my EFI students' communicative ability in writing.

**Indicator: Being willing to listen and respond**  
Paragraph 15, 53 characters. Coders 1 & 2  
I'll read it more carefully and tell you my reaction.  
Paragraph 43, 37 characters. Coders 2 & 3  
Let me know if you prefer a doc file.  
Paragraph 49, 55 characters. Coders 1 & 2  
Don't hesitate to ask if you have any questions for me.  
Paragraph 65, 62 characters. Coders 1 & 2  
Please read lesson 2 and let me know if you have any question.  
Paragraph 77, 67 characters. Coders 1 & 2  
Please let me know if you have any questions about the book review!  
Paragraph 99, 72 characters. Coders 1,2, 3  
Please feel free to tell me if you have any question about the feedback.

**Indicator: Interpreting learning situation**  
Paragraph 77, 80 characters. Coders 1 & 2  
At this moment, you've completed 2 essays and both of them are very interesting.  
Paragraph 94, 109 characters. Coders 1 & 2  
The reason you feel the revised draft looks worse is simply because I raise the standard in the later drafts.  
Paragraph 177, 105 characters. Coders 1 & 2  
It seems that you both like my idea of grammar email pal and I cannot wait for the third student's reply.  
Paragraph 194, 76 characters. Coders 1 & 2  
I do think that conjunctions and the use of comma are a little hard for you.
Indicator: Offering alternative procedures and choices
Paragraph 21, 44 characters. Coders 2 & 3
Here are my suggestions to some tiny things:

Paragraph 77, 76 characters. Coders 1, 2, 3
If you cannot find a book, just tell me what kind of books you like to read.

Paragraph 77, 39 characters. Coders 1 & 3
I'll send some E-books for you to pick.

Paragraph 82, 129 characters. Coders 1, 2, 3
Maybe you can suggest something you are interested to write about such as your favorite sports, foods, holidays or anything else.

Paragraph 143, 128 characters. Coders 1, 2, 3
If you cannot find an appropriate book, you can just read an article that looks interesting to you and make some comments on it.

Paragraph 143, 82 characters. Coders 2 & 3
I'll give you other assignments if you need more time to decide which book to use.

Paragraph 194, 63 characters. Coders 1 & 3
I'll keep looking for useful resources to help you learn these.

Indicator: Suggesting self-assessment techniques and tools
Paragraph 49, 109 characters. Coders 1 & 2
I would like you to go to the webpage below this message and complete a language needs analysis in two weeks.

Indicator: Supporting and being considerate
Paragraph 15, 83 characters. Coders 1 & 2
Don't worry about the mistakes but keep on practicing since practice makes perfect.

Paragraph 20, 72 characters. Coders 1, 2, 3
Your third draft sounds interesting to me from the beginning to the end.

Paragraph 20, 105 characters. Coder 1 & 2
Though there are still some tiny mistakes in this draft, it is a very readable and enjoyable story to me.

Paragraph 20, 38 characters. Coders 1 & 2
I have a good time reading your story.

Paragraph 94, 109 characters. Coders 1 & 3
The reason you feel the revised draft looks worse is simply because I raise the standard in the later drafts.

Paragraph 94, 64 characters. Coders 1, 2, 3
Don't worry about anything since everything is running smoothly.

Paragraph 99, 77 characters. Coders 1, 2, 3
I think your writing is pretty good though there is something we can work on.

Paragraph 121, 74 characters. Coders 1 & 3
Though I still find some grammar errors, it looks like a good essay to me.
<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Characters</th>
<th>Coders</th>
</tr>
</thead>
<tbody>
<tr>
<td>139</td>
<td>69</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>And let me know when you have any problems in answering the questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>139</td>
<td>52</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>I would like to check the results of your exercises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>152</td>
<td>68</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Because it's a little long, I do not give you an exercise this time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>162</td>
<td>68</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Because it's a little long, I do not give you an exercise this time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>190</td>
<td>37</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>I'm ready to learn from both of you.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicator: Giving positive or negative feedback**

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Characters</th>
<th>Coders</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>62</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>I took a look at your third draft which looks very nice to me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>72</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Your third draft sounds interesting to me from the beginning to the end.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>105</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>Though there are still some tiny mistakes in this draft, it is a very readable and enjoyable story to me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>26</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>This essay is really nice!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>81</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>The description of your job is very clear and the information is very thoughtful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>19</td>
<td>2 &amp; 3</td>
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<tr>
<td>I love reading this!</td>
<td></td>
<td></td>
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<tr>
<td>60</td>
<td>35</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>You did a very good job on essay 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>43</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>You wrote a very good story about your job!</td>
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<td></td>
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<tr>
<td>70</td>
<td>40</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>You did a great job on your first essay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>16</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>Congratulations!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>58</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>You did a great job with the revision of the second essay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>94</td>
<td>104</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>You are doing well in the written assignments and I do see your progress everytime you rewrite an essay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>29</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Your final draft looks great!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>74</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Though I still find some grammar errors, it looks like a good essay to me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>143</td>
<td>31</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>Your proposal looks great to me</td>
<td></td>
<td></td>
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<tr>
<td>Paragraph 155, 41 characters. Coders 2 &amp; 3</td>
<td></td>
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<td>------------------------------------------</td>
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<tr>
<td>You did a perfect job on your third draft.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph 155, 16 characters. Coders 2 &amp; 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congratulations!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph 155, 28 characters. Coders 2 &amp; 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoyed reading it so much!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph 160, 71 characters. Coders 1 &amp; 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>But here I attached my feedback and a description of lesson 4 and essay 2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEACHING ROLES

**Indicator: Deciding on learning tasks and allocating homework**

Paragraph 64, 84 characters. *Coders 1, 2, 3*
When you receive the feedback, please modify the email according to the suggestions.

Paragraph 134, 81 characters. *Coders 1, 2, 3*
Please start to write an essay about this topic based on your email in this week.

Paragraph 137, 51 characters. *Coders 2 & 3*
Please use only bold letters to make your revisions.

Paragraph 137, 99 characters. *Coders 2 & 3*
When you make revisions based on my feedback, please undo the italics and just use the bold letters.

**Indicator: Presenting grammar and vocabulary**

Paragraph 69, 117 characters. *Coders 1 & 2*
I use * to mark the problems I found and give my explanation right below each example and finally give my correction.

Paragraph 232, 42 characters. *Coders 1 & 2*
These are the feedback for last few weeks.

**Indicator: Providing right answers or ways of doing things**

Paragraph 70, 117 characters. *Coders 2 & 3*
I use * to mark the problems I found and give my explanation right below each example and finally give my correction.

COUNSELING ROLES

**Indicator: Eliciting and fulfilling learner aims, needs and wishes**

Paragraph 25, 106 characters. *Coders 2 & 3*
Please let me know if something is not clear about the plan and also tell me if you have some bright ideas.

Paragraph 46, 27 characters. *Coders 1 & 2*
Is this a good idea to you?

Paragraph 139, 17 characters. *Coders 1 & 2*
How do you think?

Paragraph 260, 77 characters. *Coders 1 & 2*
I do hope you can learn what you want from the class without too much burden.

Paragraph 260, 59 characters. Coders 1,2, 3
Please let me know if you have any new ideas for the class.

**Indicator: Clarifying and giving information for course content**

Paragraph 65, 109 characters. Coders 2 & 3
I usually focus my first feedback on the content of the text and focus more on grammar in the second feedback.

**Indicator: Suggesting time line and organization procedures**

Paragraph 46, 66 characters. Coders 1 & 2
By the way, you may wait a while before you start the book review.

**Indicator: Suggesting learning tasks**

Paragraph 48, 113 characters. Coders 2 & 3
I would suggest Raojing to read some book and you can share the stories you read together through email exchanges

Paragraph 64, 105 characters. Coders 1 & 2
In that way, you can do a composition based on one email and fix it several times to improve the writing.

Paragraph 143, 57 characters. Coders 2 & 3
Can you share what you learned from the book with Mihaly?

Paragraph 143, 95 characters. Coders 2 & 3
He is also preparing some book review for me but I told him to share the stories with you first

**Indicator: Being willing to listen and respond**

Paragraph 23, 59 characters. Coders 1 & 3
You can either agree or tell the reasons for disagreement.

Paragraph 24, 107 characters. Coders 1 & 2
Please let me know if something is not clear about the plan and also tell me if you have some bright ideas.

Paragraph 31, 107 characters. Coders 1 & 2
Please let me know if something is not clear about the plan and also tell me if you have some bright ideas.

Paragraph 69, 90 characters. Coders 1 & 2
Do let me know if you have any disagreement or my explanation does not sound clear to you.

Paragraph 157, 37 characters. Coders 1 & 2
Let me know if you have any question.

Paragraph 162, 96 characters. Coders 1 & 2
Do let me know if you have any disagreement or when my explanation does not sound clear to you.
I think our class shall continue for another session and I do want to know your opinions about the class up to this moment.

**Indicator: Offering alternative procedures and choices**

You can either tell me which email you want feedback or just let me pick by myself.

You can either tell me which email you want feedback or just let me pick by myself.

**Indicator: Supporting and being considerate**

You did a great job on the essay about Hungarian food.

I just read your hotpot essay and I think it's very communicative and interesting.

Thank you for your time and effort to write such as good article.

Thanks for your hard work!

Please do not pay too much attention to these tiny things.

Just leave them to me.

**Indicator: Giving positive or negative feedback**

You did a great job on the essay about Hungarian food.

I just read your hotpot essay and I think it's very communicative and interesting.

You must know how to cook this dish since you are already a very good teacher in this essay.

By the way, your revision is perfect and you may share your Hungarian cuisine with Raojing right away.

This is a nice book review.
### PHASE 3

#### TEACHING ROLES

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Presenting grammar and vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph</td>
<td>44, 58 characters. Coders 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>But it's wrong to say &quot;mix the medicine or mix the pills.&quot;</td>
</tr>
</tbody>
</table>

#### COUNSELING ROLES

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Suggesting materials and other sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph</td>
<td>19, 64 characters. Coders 1,2, 3</td>
</tr>
<tr>
<td></td>
<td>Here is a site that has lots of free books you can read on line.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Indicator</th>
<th>Suggesting learning tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph</td>
<td>39, 54 characters. Coders 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>You may pick a simple book and keep your report short.</td>
</tr>
<tr>
<td>Paragraph</td>
<td>39, 37 characters. Coders 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>I don't mind how many words you write</td>
</tr>
<tr>
<td>Paragraph</td>
<td>105, 75 characters. Coders 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>I would suggest you to read some movie novels of the movies you like to see</td>
</tr>
<tr>
<td>Paragraph</td>
<td>108, 87 characters. Coders 1 &amp; 2</td>
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<tr>
<td></td>
<td>By the way, you may begin to write anything you like and send it to me when you finish.</td>
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<thead>
<tr>
<th>Indicator</th>
<th>Being willing to listen and respond</th>
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</thead>
<tbody>
<tr>
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<td>24, 38 characters. Coders 1 &amp; 2</td>
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<td>Let me know if you have any question.</td>
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<td>Paragraph</td>
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<td></td>
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</tr>
<tr>
<td>Paragraph</td>
<td>46, 60 characters. Coders 1 &amp; 2</td>
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<tr>
<td></td>
<td>And let me know if you have some ideas for the book report.</td>
</tr>
<tr>
<td>Paragraph</td>
<td>50, 64 characters. Coders 1 &amp; 2</td>
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<tr>
<td></td>
<td>Let me know if you have any questions in doing this assignment.</td>
</tr>
<tr>
<td>Paragraph</td>
<td>60, 62 characters. Coders 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>If you run into any problem with traslation, just let me know.</td>
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<tr>
<td>Paragraph</td>
<td>5, 67 characters. Coders 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>If you think book review is too difficult, how about a book report?</td>
</tr>
<tr>
<td>Paragraph</td>
<td>5, 85 characters. Coders 1 &amp; 2</td>
</tr>
</tbody>
</table>
You may choose any book to write about even if it's a book that you haven't finished.

**Indicator: Supporting and being considerate**

<table>
<thead>
<tr>
<th>Paragraph</th>
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<th>Coders</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 &amp; 2</td>
<td>69 &amp; 67</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>I do believe if you keep writing, your progress will be very natural.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>79 &amp; 83</td>
<td>67 &amp; 39</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Take your time with the book report and take good care of yourself.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>83 &amp; 83</td>
<td>39 &amp; 34</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Please take your time to read the book.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>88 &amp; 83</td>
<td>75 &amp; 39</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Don't worry about the book report.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>98 &amp; 118</td>
<td>50 &amp; 36</td>
<td>1 &amp; 2</td>
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<tr>
<td>If not, this piece really shows your big progress.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>108 &amp; 118</td>
<td>43 &amp; 35</td>
<td>1 &amp; 3</td>
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<tr>
<td>You did a good job on your learning.</td>
<td>Paragraph</td>
<td>Coders</td>
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<tr>
<td>118</td>
<td>43</td>
<td>1, 2, 3</td>
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<tr>
<td>I was really impressed by your book report.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>103</td>
<td>35</td>
<td>1 &amp; 3</td>
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<tr>
<td>I am so happy to see your progress.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>103</td>
<td>43</td>
<td>2 &amp; 3</td>
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<td>I was really impressed by your book report.</td>
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<td>Coders</td>
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<td>103</td>
<td>47</td>
<td>1, 2</td>
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<tr>
<td>I found your book review was very well written.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>98</td>
<td>50</td>
<td>1 &amp; 2</td>
</tr>
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<td>If not, this piece really shows your big progress.</td>
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<td>Coders</td>
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<td>103</td>
<td>50</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>I like his work.</td>
<td>Paragraph</td>
<td>Coders</td>
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**Indicator: Giving positive or negative feedback**

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<thead>
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<th>Paragraph</th>
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<tbody>
<tr>
<td>33 &amp; 33</td>
<td>27 &amp; 27</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Yes, I think you are right.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>33 &amp; 33</td>
<td>38 &amp; 38</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>&quot;Compound the medicine&quot; sounds better.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>33 &amp; 33</td>
<td>109 &amp; 109</td>
<td>1, 2</td>
</tr>
<tr>
<td>I am not so familiar with the terms related to medicine, but I just felt strange to hear &quot;collect the drugs.&quot;</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>50 &amp; 50</td>
<td>54 &amp; 54</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Good choice, Mark Twain is a famous story writer here.</td>
<td>Paragraph</td>
<td>Coders</td>
</tr>
<tr>
<td>50 &amp; 50</td>
<td>16 &amp; 16</td>
<td>1, 2</td>
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<td>50 &amp; 50</td>
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## CODING VARIATIONS

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<th>Coder 3</th>
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<tr>
<td>1. Setting objectives</td>
<td>2</td>
<td>1</td>
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<tr>
<td>2. Determining course content</td>
<td>2</td>
<td>4</td>
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<tr>
<td>3. Selecting materials</td>
<td>2</td>
<td>6</td>
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<td>4. Deciding on time, place, and pace</td>
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<td>5. Deciding on learning tasks and allocating homework</td>
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<td>18</td>
<td>7</td>
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<tr>
<td>6. Dominating classroom interaction</td>
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<tr>
<td>7. Monitoring learning situation</td>
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<tr>
<td>8. Presenting grammar and vocabulary</td>
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<tr>
<td>9. Using teaching technique</td>
<td>3</td>
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<td>10. Providing right answers or ways of doing things</td>
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<td><strong>Teacher Roles in Counseling</strong></td>
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<td>4. Suggesting time line and organization procedures</td>
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<td>6. Being willing to listen and respond</td>
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<td>7. Interpreting learning situation</td>
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<td>11. Suggesting self-assessment techniques and tools</td>
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<td>12. Supporting and being considerate</td>
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<tr>
<td>13. Giving positive or negative feedback</td>
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</table>

**Notes:**
Coder 1 is the investigator; Coder 2 is the Taiwanese female PhD student; Coder 3) is the Egyptian visiting scholar.
Phase 2

<table>
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<tr>
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<th>Coder 3</th>
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<td><strong>Teacher Roles in Teaching</strong></td>
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<td>1. Setting objectives</td>
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Notes:

Coder 1 is the investigator.

Coder 2 is the Taiwanese female PhD student.

Coder 3 is the Egyptian visiting scholar.
### Phase 3

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<tr>
<td>8. Presenting grammar and vocabulary</td>
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<td>4</td>
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<tr>
<td>9. Using teaching technique</td>
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<tr>
<td>10. Providing right answers or ways of doing things</td>
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<tr>
<td>11. Marking and grading</td>
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<td>12. Rewarding and punishing</td>
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<td>13. Keeping records</td>
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<td><strong>Teacher Roles in Counseling</strong></td>
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<tr>
<td>1. Eliciting and fulfilling aims, needs and wishes</td>
<td>2</td>
<td>5</td>
<td>1</td>
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<tr>
<td>2. Clarifying and giving information for course content</td>
<td>11</td>
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<td>4</td>
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<td>3. Suggesting materials and other sources</td>
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<td>2</td>
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<tr>
<td>4. Suggesting time line and organization procedures</td>
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<td>5. Suggesting learning tasks</td>
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<td>4</td>
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<td>6. Being willing to listen and respond</td>
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<td>7. Interpreting learning situation</td>
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<td>3</td>
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<td>8. Presenting learning materials</td>
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<td>9. Analyzing learning technique</td>
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<td>1</td>
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<tr>
<td>10. Offering alternative procedures and choices</td>
<td>4</td>
<td>5</td>
<td>2</td>
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<td>11. Suggesting self-assessment techniques and tools</td>
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<tr>
<td>12. Supporting and being considerate</td>
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<td>4</td>
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<td>13. Giving positive or negative feedback</td>
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**Notes:**

Coder 1 is the investigator.

Coder 2 is the Taiwanese female PhD student.

Coder 3 is the Egyptian visiting scholar.
Appendix E

ASSESSMENT

ASSESSMENT 1: Language Needs Analysis

Name: Mick

1 off Correct
Phrasal verbs: to put someone off - to discourage

2 have Correct
Question Tags: Negative main clause + positive tag in same tense (have)

3 whose Correct
Relative Clauses: 'whose' - possessive relative pronoun is required

4 of Incorrect
Adjective + preposition: 'opposite to' (adjective), but 'the opposite of'

5 up Incorrect
Phrasal verbs: to set out (to plan to do something) is required

6 while Correct
Conjunctions expressing time: 'while + clause' - within a period of time.

7 slowly Correct
Comparatives: The adverb 'slowly' is required. The others are adjectives.

8 much Correct
Uncountable nouns: salt is uncountable and only 'much' can be used with it

9 so as Incorrect
Purpose clause: use of 'so that' + clause to express purpose

10 shouldn't Incorrect
Expressing wishes: 'would rather' requires verb in the past tense (didn't)

11 gone Correct
Conditional 3: If+hadn't+past participle..would+have+past participle (gone)

12 paper Incorrect
Lexical sets: 'Qualification' describes the academic result

13 as long as Correct
Conditional 1: 'As long as', meaning 'if and only if', is needed

14 since Correct
Since: refers to time that began at a time in the past and still continues

15 argue Incorrect
Verb + preposition: 'advise + against' conveys the strong advice

16 to seeing Correct
Verb Patterns: look forward requires 'to + verb-ing' (to seeing)

17 off Incorrect
Phrasal verbs: to turn down - to refuse, is required

18 Despite Correct
Contrast clauses: the -ing clause (being..) requires 'Despite'

19 mind Correct
Making Requests: 'would you mind + verb-ing' is the polite form

20 find Incorrect
Phrasal verbs: to make out - to identify, is required

21 In case Incorrect
Suppose+clause: 'Suppose' means 'assume to be true'. 'What' requires 'if'

22 necessary Incorrect
Verb Patterns: (not) worth + verb-ing

23 growing Correct
Verb Patterns: only 'remember(ed)+verb-ing' can be used here (growing)

24 recipe Correct
Lexical sets: 'recipe' instructions and ingredients used in making food

25 hadn't Correct
You have 15 correct answers for the FCE level test.

**Name: Jing**

1 against Incorrect
Phrasal verbs: to put someone off - to discourage

2 have Correct
Question Tags: Negative main clause + positive tag in same tense (have)

3 whose Correct
Relative Clauses: 'whose' - possessive relative pronoun is required

4 of Incorrect
Adjective + preposition: 'opposite to' (adjective), but 'the opposite of'

5 up Incorrect
Phrasal verbs: to set out (to plan to do something) is required

6 during Incorrect
Conjunctions expressing time: 'while + clause' - within a period of time.

7 slowly Correct
Comparatives: The adverb 'slowly' is required. The others are adjectives.

8 much Correct
Uncountable nouns: salt is uncountable and only 'much' can be used with it

9 so that Correct
Purpose clause: use of 'so that' + clause to express purpose

10 didn't Correct
Expressing wishes: 'would rather' requires verb in the past tense (didn't)

11 gone Correct
Conditional 3: If+hadn't+past participle..would+have+past participle (gone)

12 paper Incorrect
Lexical sets: 'Qualification' describes the academic result
13 so that Incorrect
Conditional 1: 'As long as', meaning 'if and only if', is needed

14 since Correct
Since: refers to time that began at a time in the past and still continues

15 suggest Incorrect
Verb + preposition: 'advise + against' conveys the strong advice

16 to seeing Correct
Verb Patterns: 'advise' requires 'to + verb-ing' (to seeing)

17 down Correct
Phrasal verbs: 'to turn down' - to refuse, is required

18 Except Incorrect
Contrast clauses: the -ing clause (being..) requires 'Despite'

19 mind Correct
Making Requests: 'would you mind + verb-ing' is the polite form

20 read Incorrect
Phrasal verbs: 'to make out' - to identify, is required

21 In case Incorrect
Suppose+clause: 'Suppose' means 'assume to be true'. 'What' requires 'if'

22 worth Correct
Verb Patterns: (not) worth + verb-ing

23 growing Correct
Verb Patterns: only 'remember(ed)+verb-ing' can be used here (growing)

24 recipe Correct
Lexical sets: 'recipe' instructions and ingredients used in making food

25 hadn't Correct
Conditional: requires 'If+past form (hadn't)..would(n't)+have+past participle

You have 15 correct answers for the FCE level test.
ASSESSMENT 2: Class Assessment

Name: Mick

1. EFI instruction improves my grammar and builds me confidence to write: strongly agree

1.a. What sounds true to you?
the weekly lessons provide me useful grammar knowledge,
the writing assignment can enhance my writing skill,
the teacher's feedback are very practical

2. My EFI learning at this moment is meaningful and communicative: strongly agree

3. How much time do you normally spend on a lesson at present? 30-60 minutes

4. What day do you usually write your homework? Saturday, Sunday, Tuesday, Thursday

5. Is the course load just enough for you? enough

5.a. How would you suggest the teacher to plan his weekly lesson? N/A

6. Are you comfortable with the teacher's feedback? I haen't too much experience in this case, but I think it will be very good for me. I will know my errors from your feedback, and you will show me the good directions about repairing.

7. What do you think about the level of the class: about my level

8. What else can you tell me about yourself or the class so that I may be better able to teach you? I think the tests are necessary from different topics that you can know which is my level of English.

9. What are your favorite topics? sports, music,
books and authors,
education,
language learning,
Human Relations, such as marriage, money, AIDS,
Science & Computer

9.a. Others?
traveling,
fishing,
alternative music,
taking photos,
recording of video

Name: Jing

1. EFI instruction improves my grammar and builds me confidence to write.
   I agree.

   If you agree, check the items that sound true to you.
   the weekly lessons provide me useful grammar knowledge
   the writing assignment can enhance my writing skill
   the teacher's feedback are very practical

2. My EFI learning at this moment is meaningful and communicative.
   I agree.

3. How much time do you normally spend on a lesson at present?
   30-60 minutes for a grammar lesson,
   2-3 hours or more for writing

4. What day do you usually write you homework?
   Thursday

5. Is the course load just enough for you?
   Enough

6. Are you comfortable with the teacher's feedback? Which is useful and which is not useful? Please explain in details!
   Yes, I am. All the feedback are useful, especially the teacher let me notice the coherence between sentences and paragraphs.
7. What do you think about the level of the class?
   About my level

8. What else can you tell me about yourself or the class so that I may be better able to teach you?
   I like to read literatures especial novels, would you please give me some suggestion for good reading or movies?

9. What are your favorite topics?
   television and movies
   music
   literature
   books and authors
   business and economics
ASSESSMENT 3: Self-Assessment of Grammar Learning

Name: Mick

1. Speaking of grammar learning, I feel I have gained the most from: **corrections of my essays.**

2. Speaking of grammar learning, I feel I have gained the least from: **different describes of grammar rules.**

3. What would you suggest for me to include in the grammar lessons?
   **Description of grammar rules is expedient, but you should give some different exercises for them.**
   I think, you can see from our work which areas are problematic for us in grammar. You should give description and exercises about these topics.

4. Do the teacher's feedback (in the essays) help you learn grammar? How? Are the feedback clear to you?
   **Yes, feedback can help me. I can see in practice my grammar mistakes and I can correctt them. The feedback are clear to me.**

5. Can you think of other ways for the teacher to teach you grammar?
   **Exercises and solutions are in many different forms.**
   **(Tests, mistakes in sentences, fill the gap etc.)**

6. Except for my instruction, do you learn English from other resources? Can they improve your English?
   **Yes, I can connect to many different websites where I can find a lot of help.**

7. What's your opinions of Grammar can be learned through communication and writing.
   **In my opinion is a good idea. The theory's test is the practice.**

8. During the remainder of the classes, I would like...
   **To improve my English.**
Name: Jing

1. Speaking of grammar learning, I feel I have gained the most from lessons, for it's rulers and we must remember it. Certainly, I have gained a lot from writing, for we must learn how to use those rulers.

2. Speaking of grammar learning, I feel I have gained the least from... Sorry, I have no answer.

3. What would you suggest for me to include in the grammar lessons? Would you please teach me about the usage of every kind of phrases in the sentences, it's necessary for me to learn many grammar lessons again.

4. Do the teacher's feedback (in the essay) help you learn grammar? How? Are the feedback clear to you? Yes. They help me to write correct sentences and to notice the coherence between sentences and paragraphs.

5. Can you think of other ways for the teacher to teach you grammar? No.

6. Except for my instruction, do you learn English from other resources? Can they improve your English? Yes. I sometime read books such as textbook, novel, etc. They can improve my English, or actually, they keep me from forgetting what I have learned.

7. What's your opinions of "Grammar can be learned through communication and writing."? It's right.

8. During the remainder of the classes, I would like... You to give me some listening practices and speaking practices if it's possible.
ASSESSMENT 4: Class Assessment

Name: Mick

1. What lessons or exercise do you want to keep or add in this class for the future?
   a. weekly grammar lesson, b. compostion, c. email pal exchange, d. others
   __a_b_c______.

2. What's the average time you spend in this course per week?
   a. less than 1 hour b. 1 - 2 hours c. 2 to 3 hours d. more than 3 hours.
   C

3. What kind of feedback do you need from the teacher?
   a. encouragement b. error correction c. content and organization d. others
   __b_c______.

4. Do you have any suggestions that you want to tell the instructor?
   I think we can learn an actual grammatical topic a week or a little longer time. This topic may be given by you and we learn especially this topic on that week. You can give us a web-address where we can find the main description of this topic. You should give us homework about this subject. The homework may be test, writing composition or only the using of learnt forms in actual E-mail or many other form which you use for education. I think, using of this methode would be more effective than a simple communication.

5. How long (many years) do you plan to participate in this class?
   ____2 - 3___________.

6. Is your English improved from this class? What aspects of English do you think you have improved?
   a. grammar b. writing a compostion c. communication ability d. writing an email e. others
   __b_c______.

7. What's your favorite thing to do in this class?
   communication, learning of new words and new grammatical forms

8. What benefit you most from this class?
   improving of my communication ability
Name: Jing

1. What lessons or exercise do you want to keep or add in this class for the future?  
   a. weekly grammar lesson, b. composition, c. email pal exchange, d. others  
   I want to keep composition and email pal exchange, and grammar lesson only  
   be given when we make a mistake or you think it's needed. How about adding  
   reading practice? It's not necessary to limit time, if one of us find some reading  
   materials interesting or helpful, it can be share with others.  

2. What's the average time you spend in this course per week?  
   a. less than 1 hour b. 1 - 2 hours c. 2 to 3 hours d. more than 3 hours  
   It may be 2 to 3 hours, or more than 3 hours. At the first period time, I spent a  
   lot of time to write a composition or an email, and now I want to do some  
   reading and listening every week.  

3. What kind of feedback do you need from the teacher?  
   a. encouragement b. error correction c. content and organization d. others ________.  
   I choose b. error correction and c. content and organization. What's more, I  
   wish you give some suggestions about the using of words or phrases, or the way  
   to express. I've been told that my English is not like American English(writing),  
   I think it must be the difference of the habit of using words or the way to express.  

4. Do you have any suggestions that you want to tell the instructor?  
   My initial aim to participate in this class is to increase my ability of listening and  
   speaking, so I wish to have some lessons about it. And I don't mind to have an  
   examination or a quiz.  

5. How long (many years) do you plan to participate in this class?  
   It's at least two years, I think. There're so many things to learn, but I don't  
   know whether I can go on learning after I find a job.  

6. Is your English improved from this class? What aspects of English do you think  
   you have improved?  
   a. grammar b. writing a compostion c. communication ability d. writing an email e.  
   others  
   Yes, I should say many aspects of my English is improved from this class,  
   including grammar, vocabulary, writing a composition and an email, and  
   communication ability. Recently, I began again to read Gone with the Wind and  
   a newspaper I bought before, and I find it's easier for me to read them than  
   before, so I think I can read them over from beginning to the end this time.  

7. What's your favorite thing to do in this class?  
   It's certainly to receive and read your emails.
8. What benefit you most from this class?

From this class, I enhance my confidence in communicating with others in English, and I feel very happy to talk with you like friends.
Appendix F

PERMISSIONS FOR WEB PAGE USE

Web Page 1: English for Internet (Figure 3.1)

From: Chi-Yen Chiu
Date: 5/24/2005
To: David Winet
Subject: Permission for using webpages

Dear Professor Winet,

I'm a PhD student who volunteered to teach a course of grammar and writing for the EFI during 2001-2002. Now I'm writing a dissertation about this course. I would like to ask your permission for me to include two webpages on EFI in my dissertation. I appreciate very much for your kindly assistance. The following are the links of the webpages and where I'm going to use them in the dissertation.

3.1 Context
http://www.study.com/whatisefi.html
3.2 Course
http://www.study.com/teachers.html

Sincerely yours,
Chi-Yen
PhD candidate in Applied Linguistics
Penn State University

From: David Winet
Date: 5/24/2005
To: Chi-Yen Chiu
Subject: Re. Permission for using webpages

Thank you. It would be an honor :-) 
David
Web Page 2: E-pal World (Figure 5.1)

From: Chi-Yen Chiu  
Date: 7/6/2005  
To: e-pals@e-palworld.co.uk  
Subject: permission for using the webpage

Dear Webmaster,  

I'm writing a dissertation on the background of cmc technology. I found your website "E-pal World" a very interesting one and deserve to be introduced in my study. I would like to ask your permission for me to include the homepage of this site in the section of "Implication" in my dissertation. I appreciate very much for your kindly assistance.

Sincerely yours,  
Chi-Yen Chiu  
PhD candidate in Applied Linguistics  
Pennsylvania State University

From: e-pals  
Date: 7/13/2005  
To: Chi-Yen Chiu  
Subject: Re. permission for using the webpage

Hi,

You can use the website in your dissertation.

Thanks

Elizabeth Fuller  
E-pal World Administrator  
mailto:e-pals@e-palworld.co.uk  
web: http://www.e-palworld.co.uk


Appendix G

INFORMED CONSENT FORM

Title of project: Error Correction to Promote Communicative Competence: A New Perspective

PS. New title of the project: Teacher Roles and Autonomous Language Learners: Case Study of a Cyber English Writing Course

1. This section provides an explanation of the study in which you will be participating:

A. The study in which you will be participating is part of research intended to investigate error correction as one way to promote communicative competence through writing compositions. The collected data will be used in the investigator’s Master Paper as one of the requirements of Applied Linguistics in the department of Linguistics and Applied Language Studies at Penn State University. The project will help the investigator gain further insight and understanding of the role error-correction can play in the teaching of grammar and writing.

If you agree to take part in this research, your written assignments and email messages produced in my on-line tutoring of grammar and writing will be collected, and analyzed. To make sure the confidentiality of your participation, I will use only pseudonyms to maintain complete anonymity in the final report and absolutely no identifying information will appear in the final report. All e-mail correspondences will also be changed so that no identifying information appears on the exchanges, in order to maintain full anonymity of the author and addressee. Pseudonyms will be used in all cases.

C. Your participation in this research will take about a total of 2 hours for an on-line interview and an on-line survey.

2. This section describes your rights as a research participant:

You may ask any questions about the research procedures, and these questions will be answered. Further questions should be directed to Chi-Yen Chiu. If you have any questions about this consent form, please contact Dr. Sandra J. Savignon (sjs25@psu.edu), the supervisor of this study.

Your participation in this research is confidential. Only the persons in charge will have access to your identity and to information that can be associated with your identity. In the event of publication of this research, no personal
identifying information will be disclosed. To make sure your participation is confidential, pseudonyms will be used in all cases. Moreover, your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

C. Your participation is voluntary. You are free to stop participating in the research at any time or to decline to answer any specific question without penalty.

3. This section indicates that you are giving your informed consent to participate in the research:

**Participant:**

I agree to participate in the scientific investigation of Chi-Yen Chiu, as an authorized part of the education and research program of the Pennsylvania State University.

I understand the information given to me, and I have received answers to any questions I may have had about the research procedure. I understand and agree to the conditions of the study as described.

To the best of my knowledge and belief, I have no physical or mental illness or difficulties that would increase the risk to me of participation in this research.

I understand that I will receive no compensation for participating.

I understand that my participation in the research is voluntary, and that I may withdraw from this study at any time by notifying the person in charge.

I am 18 years of age or older.

Please type your name and the exact date above the relative underlines and make sure to print out a copy of this consent form for your own record.

________________________                            ______________________
Typed Name                                                       Date

**Researcher:**

I certify that the informed consent procedure has been followed, and that I have answered any questions from the participants above as fully as possible.

Chi-Yen Chiu                         October 9, 2001
VITA

Chi-Yen Chiu

EDUCATION

Ph. D. 2005  Linguistics and Applied Language Studies  
The Pennsylvania State University, University Park, PA

M. A. 2002  Speech Communication, Teaching English As Second Language  
The Pennsylvania State University, University Park, PA

B.A. 1996  Foreign Languages and Literature  
National Cheng Kung University, Taiwan

WORKING EXPERIENCE

2001-2005  Part-time Employee  
Interlibrary Loan, the Paterno Library  
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PUBLICATION


PRESENTATION