

Interaction Strategies Used in an Online Learning Medium by Tertiary Level Students in English for Specific Purposes Course

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ABSTRACT

Negotiated interaction could be one crucial factor which can facilitate the English for Specific Purposes (ESP) learners to achieve their goals both academic and professional domains in the future. This study, therefore, aims to examine two major aspects: the negotiation for meaning strategies that ESP students used in the Computer-Mediated Communication (CMC) interaction as well as to explore the ESP students' perceptions toward using the CMC, whether it leads to their Macro and Micro skills perceptions or not. The data were collected from 25 Business Writing students who are Thai, majoring in English. The study was conducted by using Facebook (FB) group and FB messenger as a CMC medium for the communication; therefore, the comments from pictogram postings and chat logs from FB messenger interactions were used as the main sources in the data analysis process. The Computer-Mediated Discourse Analysis (CMDA) proposed by Herring (1996) was employed in the data analysis. Furthermore, coding framework was processed by applying the negotiation for meaning strategies taxonomy that obtained by Samani, Nordin, Mukundan, and Samad (2015). Additionally, the researchers also conducted a focus group interview in order to get the perceptions of students toward what they have encountered. Findings can be revealed into two main parts. Firstly, it revealed that there are nine strategies occurring in the CMC medium: elaboration, confirmation, elaboration request, reply elaboration, confirmation request, reply confirmation, clarification request, correction/self-correction, and reply clarification, respectively. Aside from nine strategies, paralinguistic features, appeal for help, vocabulary request, and reply vocabulary were also found as additional strategies. However, vocabulary check was not found in this study. Secondly, it was found that the ESP students perceived both Macro and Micro skills perceptions toward implementing CMC in the ESP teaching and learning. Therefore, to conclude, the negotiated meaning strategies were used by the students while they were interacting to each other via CMC interaction in order to achieve the discussion activities and also solve some difficulties in such conversations. Additionally, applying this medium could be able to facilitate the learners' knowledge and increased the practical experiences which are professional domains in the future workplace.

Keywords : Interaction and Negotiation for Meaning Strategie; Computer-Mediated Communication; English for Specific Purposes; Macro and Micro Skills Perceptions

I. INTRODUCTION

Due to the increasing use and integrating of Computer-Mediated-Communication (CMC) platforms into the classroom context, it becomes clear that studying and interacting only in the means of Face-To-Face (FTF) interaction in the classroom is not enough for students to use, practice, and master the target languages in the real situations. It is shown in the previous studies that using and complimenting CMC into the teaching and learning methods facilitate learners in various ways. Moreover, CMC learning increases the interaction between students themselves and also with the teachers as well. As Long and Ellis have mentioned, interaction is proved to be one of crucial elements which assist and influence the learning process, outcomes, and development of students [1] [2]. Moreover, within this

circumstance, if there is some difficulties emerge in the conversation, the learners will try to overcome those difficulties by negotiating the meaning using some interactional strategies in order to reach their goals in conversation. Hence, this process will facilitate the language learning later [3].

Regarding the interaction in English for Specific Purposes (ESP) context, where the goal is to improve the students to be able to use the language both linguistic forms and career-related contents in each professional domain effectively, interaction is also concerned as a crucial factor in the learning process. Furthermore, due to the dramatically increasing of the integrating CMC as a learning tool into the teaching methods, many ESP educators believe that it can be used to provide more opportunities for students to learn and perceive the language in an alternative and more authentic environment [4] [5]. Under the CMC learning platforms,

the ESP learners have more opportunities to expose themselves into authentic materials which are fully provided and appeared by a number of sites. Moreover, it allows learners to interact with others more naturally [6]. Thus, the learners will get to practice and master the knowledge which they have been taught in classroom more freely and naturally.

However, based on the literature, there are considerably huge number of previous studies that have investigated and also examined the roles and effects of CMC on the students' learning process and outcomes in various contexts; whereas, there is a few studies that examined the interaction process focusing on the negotiation strategies used in the online interactive platform in the ESP course. Hence, as long as the ESP teaching and learning methods are impacted by the integration of CMC in classroom contexts or teaching and learning practices, it is crucial and worth investigating the interaction and the negotiated interaction strategies which the students use in this certain context. To this end, this study aims to answer the research questions below:

1. What *negotiation for meaning strategies* do ESP students use when the conversation breaks down, particularly in the CMC online interactive medium?
2. What are *the ESP students' perceptions* toward the integrating of CMC learning medium into the ESP course?

II. LITERATURE REVIEW

In this section, there are three main focuses which the researcher intends to explore and review: the interaction and negotiation for meaning strategies; Computer Mediated Communication; Macro and Micro skills perceptions. Moreover, the related studies are also included in each focus as well.

A. Interaction and negotiation for meaning strategies

In general, Brown purposed that "*Interaction is the heart of communication; it is what the communication is all about*" [7]. In other words, people interact to one another in order to express their ideas or their feelings toward this communication process. For this reason, the human beings interact to one another in order to reach an achievement of the certain goals. Therefore, it is very important stage for human beings to exchange their ideas and thoughts through each situation.

However, to put it more specifically, regarding the interaction in language teaching and learning contexts, interaction is claimed as one of the most crucial elements which the language is enhanced through the process [8].

Moreover, Long further mentioned that within this process, the learners have a chance to overcome the difficulties or conversation break-down in the conversations through the negotiated interaction process; thus, it leads to the knowledge enhancement [1]. Based on the literature, studies indicated that throughout the negotiated interactions, such as confirmation check, clarification request, comprehension check, etc., it facilitated and enhanced the students' language development in various ways [9] [10]. Therefore, it can be concluded that the negotiated interaction might be one of crucial elements which could lead directly to the language learning and development.

Regarding the interaction role in the ESP contexts, the teaching and learning process in this particular context is considerably different from the general language teaching contexts due to the natures of ESP approach; however, the interaction also seems to play a significant role in this particular context as well. Indeed, without interaction, the learners will not be able to use and produce what they have learned effectively in their real life and future professional domains at a workplace. To illustrate, Loewen states that the students are able to learn and receive things better after they have encountered the language forms while they are negotiating and interacting in the meaningful context because this process allows them to process and practice what they have learned then further noticed the language forms which enable them to incorporate it into their capacity [11]. At the end, they would be able to recognize and also produce the better language forms. Therefore, within this sense, the researcher believes that this process is very crucial for students to develop what they have learned. Later, they will be able to use it in their professional domains in the future. Thus, it is worth investigating the negotiated interaction in this particular context, ESP.

B. Computer Mediated Communication (CMC)

As the researcher has stated in the previous section that the interaction is very crucial element and it affects the learning process and outcomes in various different ways, the contexts where the interaction is occurred, are equally important for the learning development as well. There are considerably huge numbers of studies and research which have investigated the relationship between interaction roles and language learning outcomes that emerged in the FTF classroom interaction; however, there are quite a few numbers that chiefly focused on the online learning context, especially focusing on the applying the CMC or social networking in educational purposes. Therefore, this section is chiefly

emphasized on the CMC definitions and how the interaction under this medium affects the teaching and learning outcomes.

Basically, the Computer Mediated Communication (CMC) was first coined by Hiltz and Turoff as “*the process by which people create, exchange, and perceive information using networked telecommunication systems that facilitate encoding, transmitting, and decoding messages*” [12]. Moreover, Romiszowski and Mason also stated that the CMC is widely used in a number of systems which allow people to communicate by using the networks and computers, for example, electronic mail, video conferencing, bulletin boards, and etc. [13]. As a result, educators were interested in applying this medium into educational context. Later, it was rapidly employed in the teaching and learning purposes as a new mediated medium [14]. According to the CMC, there are two types of the CMC modes: Synchronous (SCMC) and Asynchronous (ACMC). As Warschauer has stated, the SCMC was defined as the real time communication where people can online and interact to one another at the same time such as chat and instant message applications, and etc. [15]; whereas, the ACMC differs from SCMC in term of synchronicity because people interact and communicate in the means of delayed interaction such as e-mail, bulletin boards, web boards, and etc. [16]. Hence, due to its characteristics, the CMC can benefit to the teacher and students in several matters where the FTF interaction do not provide. Based on the empirical studies of the using and applying CMC in teaching and learning process, the studies claimed that integrating online or networked technologies into the classroom contexts can enhance and facilitate language learning process and outcomes in many language areas such as four language skills and other language components as well [17] [18] [19].

However, this study focuses only on the Facebook (FB) as a CMC medium due to its features. The FB is widely used among the tertiary level students and it is widely applied in the educational contexts as well [20]. According to Pempek, Yermolayeva, and Calvert, they indicated that the social networking sites provide several unique ways for people to communicate with one another which bring the rapidly growing numbers of users later [21]. Based on the FB features, it provides potential environment for students to learn and interact with one another in the authentic settings. This study, therefore, intends to explore the interaction process which emerge under the FB interaction in order to maintain an in-depth ideas and understandings of how the online interaction process occur in this particular medium between the ESP students themselves and

teacher-students interaction when they have to engage and negotiate with one another under this specific purposes context. Moreover, as long as the FB has been using in the educational areas, it is worth exploring its effects toward the teaching and learning process within this particular context.

C. Macro and Micro skills perceptions

Basically, perceptions can be referred to various definitions depending on the individual perspectives because different person perceive things differently. For example, according to a Webster’s New World College dictionary, it is displays a perception definition as “*the act of perceiving or the ability to perceive; mental grasp of objects, qualities, etc. by means of the sense; awareness; comprehension; the understanding and knowledge*”[22]. Therefore, in general sense, the perception could be referred to the ways people think or understand toward their surroundings. However, regarding the educators and language researchers’ perspectives, perception is one of the crucial factors that have been proved to impact the students’ learning outcomes, language performances, ability, and development in various ways [17] [23] [24].

Nonetheless, in this study, the researcher has distinguished the ways students perceive things into two main different areas; Macro and Micro skills areas. In general, the macro skills refer to the linguistic competences; whereas, the nonlinguistic competences are the micro skills perceptions [25]. As Brown further stated that

“the four areas of language proficiency involves a variety of micro skills such as using appropriate and acceptable grammatical systems in writing is one of micro skills in writing area, distinguishing between the implied and literal meanings of reading sources is one of the reading area, etc.”. [26]

In this study, therefore, the macro skills can be referred to the four main linguistics skills such as listening, speaking, reading, and writing; whereas, the micro skills can be referred to the non-linguistic skills which will help to support and enhance those macro skills to work better such as the collaborative skills [27], critical thinking and analysis skills [28], self-regulated learning skills [29], cognitive and social skills [29] [30], and etc. Thus, the macro and micro skills perceptions were distinguished and categorized as it is shown in the Figure I below.

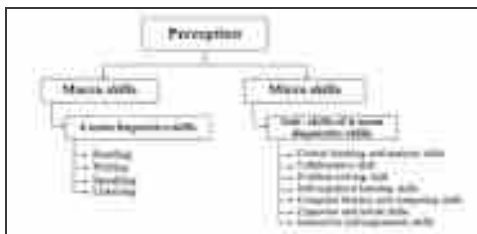


Figure I. The Macro and Micro skills perception model

To this end, the researcher believes that if the researcher is able to explore the perception of students toward integrating FB into ESP classroom context by focusing on the macro and micro skills knowledge perceptions, she will be able to get an in-depth understandings about their perceptions and skills that they obtain from the CMC online interactive medium. Furthermore, it will help the researcher gets more precise ideas about how this medium effects on students' perceptions as whether it is worth integrating into the classroom context or not.

III. RESEARCH METHODOLOGY

Regarding the research methodology, the qualitative research method was employed in this study. In this section, the researcher intends to outline how the data is collected. Moreover, it also aims to indicate how the collected data will be analyzed by based on and adapted from related approach and empirical studies.

A. Participants and context of the study

In this study, the purposive sampling technique was employed. The key informants were 25 Non-Native English speaker students, 3rd - 4th year tertiary level students, majoring in English, Mae Fah Luang university, Thailand. Their ages vary from 18 to 22 years old. The researcher purposively chose the 3rd and 4th year students of English major who are studying in ESP course, English for Business Writing course, due to the nature of this course that provides the meaningful context and sources for collecting the data.

B. Research instruments and tools

According to the research objectives, there were four main research tools which have been used in this study; the key informant sheet, Facebook (FB) group and messenger sites, the Pictograms, and guideline interview questions.

The key informant sheet consisted of two main sections; section A and B. The section A solicited the students' demographic information; whereas, the section B was comprised of the questions about their experiences using the CMC. Therefore, the researcher was able to receive both general and in-depth information about their demographic data and participants' experiences using CMC as a medium.

The Facebook (FB) group and messenger were used as a medium for key informants themselves and lecturer to engage, interact, and communicate outside the normal classroom context.

The Pictograms or pictograph refers to the pictures or images which were used to convey the meaning by pictorial similarity to physical materials or matters. In this study, the pictograms were used as a supplementary material which were designed parallelly with the contents from the Business writing supplementary book.

The guideline questions were used in the focus group interview session in order to guide the participants to answer the questions. The questions were covered all the research objectives, questions, and the themes that emerged during the observation and data analysis process; thus, it helped the researcher to gain more understandings and insights into their perceptions toward the use of FB in the ESP course interaction.

C. Data collection process

This study took a semester (15 weeks) to conduct and collect the data. However, in order to collect the data, the researcher did not interfering the classroom interaction because she only collected the data through the CMC platform, Facebook sites, outside the classroom setting. Hence, in order to make this data collection process more systematic, the process was divided into three stages: pre-stage, during-stage, and post-stage. The collected data process diagram is shown in the Figure II below.

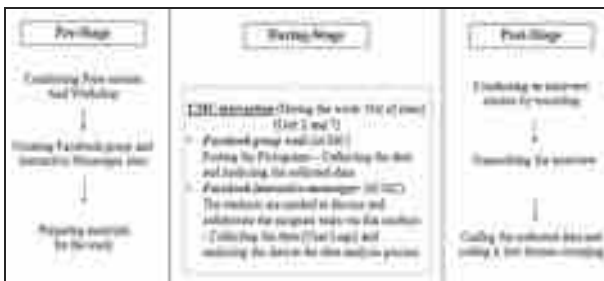


Figure II. Data Collection Process

In the pre-stage process, the researcher conducted a prior session which included conducting the workshop and creating FB group and FB interactive messenger, respectively. The “Interaction Expressions in Business Negotiation” workshop was conducted in order to distribute a key informant sheet to key informants and also to give them more opportunities to expose, learn, and acknowledge the negotiated interaction strategies. After the workshop was done, the closed-FB group and FB messenger were created. Then, she invited the participants to join the FB group and messenger sites as well.

The during-stage was focused on the CMC interaction by using both the FB group and FB interaction messenger sites as a medium. In the FB group wall, the Pictograms were posted after the FTF classroom interaction has done because these supplementary materials were used as an extra material to facilitate and give students more convenience accessibility to the classroom contents. The students were informed to post, to ask any questions, or to discuss in the form of comments under each pictogram. The comments which the participants produced were collected and analyzed in the analysis process later. Additionally, in the FB interactive messenger site, the participants were assigned to do the Business Writing content-related discussion activity after they have attended and learned in the classroom sessions. At the end of each FB messenger interactive session, the researcher collected the chat logs as the main data.

Lastly, a post-stage process, the focus group interview was conducted after the students have attended the last sessions of FB interactive messenger session. The key informants were asked or interviewed about their opinions and perceptions toward the things that they have been influenced. Therefore, this process provided considerably rich and detailed perceptions from the key informants. The interview was recorded and transcribed, then analyzed the main themes emerging later.

D. Data Analysis Process

In order to answer the first research question, the means of Computer-Mediated Discourse Analysis (CMDA) approach, proposed by Herring, was employed [31]. Based on CMDA approach, there are four domains of language which are focused; structure, meaning, interaction, and social behavior; however, this study was chiefly focused on the *interaction domain*. As proposed by Herring, the main phenomena in this domain are turn-taking, topic development, and other means of negotiation interactive exchanges [32]. Therefore, it was used to identify the discourse patterns that occurred during the conversations [33].

Additionally, in the coding process, the taxonomies of negotiated meaning functions which obtained by Samani, et al. were used. The turn-takings from the collected data were analyzed based on the table 1 below. Besides, if there are any unmarked strategies appear in this study findings, the researcher also included it in the data findings as well. The taxonomy is shown in Table 1 and also illustrated with the data from previous studies.

Table 1. The negotiation for meaning strategies taxonomy

Functions	Explanation	Example
Clarification Request	One speaker seeks assistance in understanding the preceding utterances	A: so did you come here by yourself? Or did you come with friends? B: <i>no no I...what? What you say?</i>
Confirmation check	Asking for confirmation of a previous statement	A: Did you get high marks? Good grades? B: <i>High marks?</i> A: good grades A and B, did you get A in Math?
Confirmation	Confirming the previous statement (although there is no confirmation request)	A: I think she mean that her father wants her to marry the guy she meets in Japan... she did it for the sake of her father... B: but there was no mention of father force C: <i>yeah there is no mention of a father</i>
Correction or Self-correction	Correcting the errors which made by others/or self-correction	A: he bought a <u>perse</u> for his wife. B: how much is a purse? A: <i>*purse</i>
Vocabulary check	Checking whether the other participants know the meanings or not	A: <i>Invaluable? What does it mean?</i> B: cheap? C: not precious isn't it?
Elaboration	Elaborating the meaning of preceding statement	A: Maybe she meant that she is a woman, and it is her duty to get married. A: <i>Well, I just thought that way.</i> B: I disagree

Elaboration request	Requesting elaboration if he/she does not understand the previous statement/utterances .	A: did she lie? B: She wasn't honest about the necklace. A: <u>How?</u> B: She replaced it without telling the true story
Reply clarification	Clarifying his/her previous statement as a result of request	A: wasn't it the truck is for the old man so that they will be sent far away B: to take the old man? A: <u>like the old man.</u>
Reply confirmation	Confirming a statement when someone requests confirmation	A: you have to agree that society during early 60s is more conservative to compare than early 2000, right? B: <u>indeed</u>
Reply elaboration	Elaborating his/her own statement to make it clearer as a result of request.	A: parents decision is very important B: Maybe... but what if you they made the wrong decision? A: <u>if they made the wrong decision then they have to face the consequences not the others</u>

Regarding the second research question, the content analysis was employed as a method to code the transcribed data of each response items from the focus group interview. Later, those data were categorized into major themes; macro and micro skills perceptions as it was defined and categorized in the previous section. Therefore, in order to code the data, the researcher has applied the macro and micro skills perceptions model which is shown in the Figure 1 as a grounded data coding framework. However, if there is any other skill perception found, the researcher also included in the findings as well.

IV. FINDINGS AND DISCUSSION

Findings can be revealed into two main parts: the negotiation for meaning strategies found; the students' perceptions toward integrating CMC, Facebook site, into the ESP teaching and learning method. Therefore, this section illustrates the study findings and the conclusion is followed.

A. Negotiation for meaning strategies

In response to the first research question, the comments from pictogram postings and FB chat logs were collected and analyzed. Based on the coding process framework as obtained by Samani et, al, findings revealed that there are nine strategies emerging in the FB medium: elaboration, confirmation, elaboration request, reply elaboration, confirmation request, reply confirmation, clarification request, correction/self-correction, and reply clarification, respectively. Aside from nine strategies, paralinguistic features, appeals for help, vocabulary request, and reply vocabulary were also found as additional strategies. However, vocabulary

check was not found in this study. The frequency and percentage of each strategy used are shown in the table 2 below.

Table 2. The negotiation for meaning strategies found

Negotiation for meaning strategy	Frequency	Percentage
1. Elaboration	69	18.30
2. Confirmation	58	15.40
3. Elaboration request	41	10.87
4. Reply elaboration	41	10.87
5. Confirmation request	29	7.69
6. Reply confirmation	27	7.16
7. Clarification request	27	7.16
8. Correction/Self-correction	19	5.04
9. Reply clarification	18	4.77
10. Paralinguistic features	33	8.75
11. Appeals for help	11	2.92
12. Vocabulary request	2	0.53
13. Reply vocabulary	2	0.53
14. Vocabulary check	0	0

1. Existing negotiate for meaning strategies

According to the table 2, it can be seen that the key informants have frequently used elaboration (18.30%), confirmation (15.40%), elaboration request (10.87), and reply elaboration (10.87%) in this study in order to discuss, solve the difficulties, and reach their goals in the FB discussion activities. The study findings are considerably in line with the findings of Samani, et al.'s study that confirmation, elaboration, and elaboration request, were used the most in their study [33]. The excerpts below are the examples of the negotiated interaction strategy found which the key informants produced while they were interacting in the FB. The underlined utterances are turn-takings which involved in each strategy found.

Excerpt 1 (Elaboration)

Student A: I agree with Ajarn. However, I would like to add more. For my perspective [...]

Student B: I agree with you because on the first paragraph you should give about your details.

Student C: Can anyone give me an example? I'm quite not clear about this part. I mean

As the excerpt 1 presents above, it is an elaboration strategy. Elaboration was used the most among other strategy. It can be seen that the student A, B, and C applied this strategy in order to add more details to the previous statements which belong to themselves. Moreover, it can also help to reduce the misunderstandings in their conversation as well.

Excerpt 2 (Confirmation)

Student G: I think the way that he gives the information of his experiences can build up the reader interest.

Student H: Yes, I just thought that way.

Student I: I couldn't agree more with you.

From the excerpt 2 above, a confirmation strategy, it was used the most when students wanted to confirm or agree with the previous statements. As it is shown above, the student H and I produced the utterances in order to confirm the previous statements as to agree with each other.

2. Additional negotiation for meaning strategies

Consequently, there are additional negotiated meaning strategies found in this particular medium which are paralinguistic features (8.75%), appeals for help (2.92%), vocabulary request (0.53%), and reply vocabulary (0.53%), respectively.

Basically, according to Brown, he defined the *paralinguistic features* as any aspects of spoken utterances "which contribute to the expression of attitude by a speaker and do not form an intrinsic part of the phonological contrasts which make up the verbal message" [34]; however, Indrova stated that languages used in the CMC becomes a new language which the users try to develop new ways to combine diverse features of paralinguistic as in a written form because they need to make the communication more direct and similar to the FTF interaction such as emoticons using such as ☺, ☹, :-O, and etc. in order to express the facial expresses, onomatopoeic words using such as ahhh, yeah, wooh, and etc. in order to express the sender's feelings or attitudes, and etc. [35]. Therefore, in this study, it includes emoticons using, abbreviations, onomatopoeic words, L1 using, and punctuation using. Secondly, it is *the appeals for help* strategy which was defined as any expressions indicating the speakers have some difficulties in understanding the messages [10]. Lastly, the vocabulary request and reply vocabulary were also observed in this study as well. According to Akayoglu & Altun, vocabulary request refers to the utterances which were produced in order to request for a vocabulary word or phrase; whereas, the reply vocabulary refers to the utterances that were produced in order to give a meaning of the requested vocabulary as a result of request [36]. Figure III shows the utterances that involve around these types of negotiated meaning collecting from this study.



Figure III. Excerpt 3, A Paralinguistic feature

As it is shown in the Figure III above, the findings illustrate that Tanapon and Pattarakamon produced the paralinguistic features, especially the emoticons using, onomatopoeic words, and L1 use in this excerpt. Based on the excerpt above, Tanapon has used "emoticons" in order to express his feelings toward previous statements. In other words, an emoticon was used because there was a lack of non-verbal communication in this mean of CMC communication so he could not express his feelings through his face; therefore, he tended to use emoticon instead. Similarly, Pattarakamon also expressed her acknowledgement and understanding by producing "Ahhh", as it was categorized in "an onomatopoeic word" category [35].

In sum, it can be concluded that the negotiated meaning strategies were used by the key informants while they were interacting to each other via CMC interaction in order to achieve the discussion activities and also solve some difficulties in such conversations. However, in the study findings, there are 13 negotiated interaction strategies found which it is shown in the table 2 above. Therefore, it could be summarized that there are many factors affecting the negotiated interaction including different contexts or mediums, purposes of activities, group of participants, and etc. As a result, those factors influence the use of negotiated meaning strategies which it considerably differs from the previous studies.

B. Students' perceptions toward integrating FB into the ESP teaching and learning

In order to answer the second research question, the focus group interview transcriptions were used as a main data for this certain focus. The findings indicate that the ESP students perceived both Macro and Micro skills perceptions toward implementing CMC in the ESP teaching and learning practices. Findings indicate that the key informants perceived the positive effects of using the FB in the ESP teaching and learning methods more than the negative ones. The table 3 below presents the findings which were collected from the focus group interview.

Table 3. Students' perception found regarding macro and micro skills

	Macro skills	Micro skills
Typical perceptions found from previous studies	<ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Listening skills 	<ul style="list-style-type: none"> • Critical thinking and analysis skills • Collaborative skills • Problem-solving skills • Self-regulated learning skills • Computer literacy and computing skills • Cognition and social skills
Perceptions found in this certain study	<ul style="list-style-type: none"> • Writing skills • Business writing skills • Reading skills 	<ul style="list-style-type: none"> • Problem-solving skills • Ethnographic skills • Collaborative skills • Group working skills • Risk taking skills • Negotiation and deal with people skills • Communication skills

In this study, findings from the focus group interview session reveal that integrating the FB or CMC into the ESP practices could facilitate the students' perceptions in both macro and micro skills. According to the table 3, it can be seen that, there are some additional perceptions which the students perceived in this particular study.

Regarding the macro skills perceptions, business writing skills are one of the crucial perceptions which the CMC can be used to employ and transmit these contents knowledge through the medium. As the students mentioned that they were able to write and organize the business document better after they have practiced both in the classroom and also in the CMC medium. Therefore, it, somehow, facilitates their writing skills and also the business writing contents as well. Moreover, they also stated that they have improved their reading skills through the CMC materials as well because they have to read the materials before they applied it in the tasks.

Regarding the micro skills perceptions, it can be concluded that the students perceived several micro skills perception toward using the CMC in the ESP practices; for example, problem-solving skills, negotiation, and communication skills and etc. According to the students' interview transcription, they proposed that they perceived a negotiation skill from the discussion activities on the FB, later they will be able to apply this skill in the future when they have to convince the customers. Thus, it benefits their professional domain in the future career. However, the students also mentioned and realized that different settings also affect the language used in such contexts; therefore, they need to consider the contexts before using the language as well.

However, regarding the suggestions from the students who participated in the focus group interview, they stated that there were some problems which educators

need to concern before integrating this medium into the ESP practices such as the internet connection and the students' disciplines and responsibilities; however, they perceived its convenience in using and contacting both their friends and lecturers are the benefits which they obtained from using FB in the study. Additionally, they also suggested that CMC interaction should not be used alone; they definitely need the FTF interaction as the main interaction in the teaching and learning practices.

Therefore, to conclude, integrating, interacting, and doing activities such as discussion or collaborative working on the FB could help and facilitate the students' perceptions in both macro and micro skills. Later, it effects, motivates, and influences better results in their learning process and outcomes.

V. CONCLUSION AND IMPLICATIONS

From the findings, it can be concluded for two main aspects. For negotiated meaning strategies, the participants in this certain context have used several negotiated strategies in order to negotiate, solve some problems, and reach the purposes of the conversation. Although there are a number of negotiated interaction types which have been used similarly to the previous studies, there are also some additional negotiated types which have been found in this particular context. Regarding the participants' perceptions, it was revealed that integrating the CMC medium, FB platforms, into the teaching and learning practices can enhance and facilitate both macro and micro skills perceptions of participants. Later, it helps and effects a better result in their learning process and outcomes. Therefore, this medium might be one of practical mediums that can be used to integrate into the teaching and learning process in order to facilitate them to learn and use the knowledge practically in the future.

As these certain findings were revealed, it could be used as one of the data which can address the gap of the interaction studies and discourse used in the ESP contexts. In term of students and educators, being able to use and being aware of these negotiated interaction strategies may facilitate and help to scaffold the ESP learners and their learning development as well. Additionally, this study also intends to explore the effects of online interaction toward the students' perceptions in the setting where English linguistics was taught along with the content knowledge of the professional domains, ESP; thus, this might be one of crucial data for educators to emphasize and consider the students' perception toward its usage before implementing into the teaching and learning methods.

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