Distance Learning Class Model for Teaching a Foreign Language in University-level Education Context

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This study aims to introduce the distance learning class model for a foreign language in university-level education context, and to prove that this class model is effective in cultivating the motivation and interest of university students for learning a foreign language. This distance learning lesson consists of two parts: Online chatting session, BBS session. The data for this research were collected from the university students who participated in this program during the spring semester, 2012. The participants of this program are the university students who learn English as a Foreign Language in Korea and Japan. The results from the students' responses through the questionnaire prove that this distance learning class is very effective in cultivating the learner's motivation and interest for learning a foreign language and understanding the cultural differences between two countries.

Key Words: foreign language, distance learning, online chatting, BBS, intercultural communication

1 Introduction

Nowadays English is being widely used in our daily lives as a communication tool. The number of English speakers which used to be about 5 or 7 million in the year of 1603, the last part of Queen Elizabeth the first's reign, has increased to 1.5 or 2 billion in the early 21st century, the late part of Queen Elizabeth the 2nd's reign. Though English had been used by a small group of native speakers who were born and educated in Britain in the middle of 17th century, nowadays most of the English language speakers are non-native speakers and English is being used in almost all the nations in the world (Jenkins, 2003). Considering the proliferation of English-speaking regions and English speakers' diversity, English is no more a mere learning medium to accept the culture or value system of native English speakers like the people of UK or USA, but also a communication tool in all the areas of daily life such as economy, politics, culture, financial work and travel business, etc. (Brown, 2007).

Judging on such a situation as that of the current period, the present is
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supposed to be the right time to define the new concept of English as the communication tool between nations. In the past, English had been used mainly for the conversation between the native speakers but, currently, English is preferably used for the communication between native speaker and non-native speaker and furthermore, it is the recent development that English is being widely used as the communication tool even among non-native speakers.

This study focuses on the following purposes: the first is to introduce the new lesson model of international distance learning in University level education settings. This research focuses on the distance learning model which consists of two sessions: on-line chatting, and Bulletin Board System (henceforth, BBS) session. This class model involves the interaction between non-native speakers of English in Japanese and Korean universities, an essential aspect of this lesson model is its emphasis on interactions between NNS-NNS. So it is important to introduce and describe the design and procedures of a lesson model for international distance learning.

The research questions are like these: 1) Are the students who participated in this distance learning program satisfied with this program? 2) Is this program effective in improving students’ awareness for cultural understanding?

2 Literature Review

2.1 The Development of distance learning

The history of distance learning can be considered a process of increasing the interactivity of learning at a distance as the delivery media have changed over the last century (Kim, 2002, p. 33; Chang, 2012, p.4). According to Parker (1999), in 1879, students of instructors in distance education were separated by time and distance, and this was the origin of correspondence programs in distance education history. In the 1960s, when radio and television became pervasive, distance learning moved from the postal service and began to utilize electronic media. In 1969, the establishment of the Open University in the United Kingdom marked the beginning of the use of electronic technology. Internet technologies provide students with instructions that include not only a high level of interaction among students and between student and instructor, but also immediate access to the information from anywhere on the globe.

Through the development of distance learning, the distance learning focuses on the interaction. Moore (1992) suggested three types of interaction

1This international distance learning project was conducted by Institute of International Culture and exchange in N University in Korea, and the author supervised the whole process of this program because the author who is a professor of General Education Dept. works for this institute as a program coordinator.
in distance education: learner-content interaction, learner-instructor interaction, and learner-learner interaction. The first type of interaction is that between the learner and the content or subject of study, which can be illustrated by a student reading a book or printed study materials. The second type of interaction is interaction between the learner and the instructor, and in this interaction type, the instructor creates a program of content to be taught, but also attempts to motivate the student to increase self-direction. In the third type interaction, learner-learner interaction, learners work together to discuss, problem-solve, and debate the material presented in the course (Moore, 1992, p.1; Chang, 2012, p.5).

In distance learning, technology plays an essential role to achieve the educational goals. Kozma (1994) emphasized that the underlying attributes of media have a significant influence on teaching and learning. According to Cravener (1998), the recent communication technologies can contribute to the development of distance learning through the following characteristics: 1) Asynchronous communication technologies provide opportunities for more frequent and timely interaction between students and faculty. 2) Both synchronous and asynchronous computer-mediated communication technologies expand options for working in learning groups and encourage reciprocity and cooperation among students. 3) Online teaching environment support active learning techniques such as reflective thinking, peer interaction, and collaborative learning activities. 4) Computer-mediated communication has the capacity to support immediate instructional feedback. 5) Information technology can make studying more efficient by providing immediate online access to important learning resources. 6) Use of information technology can assist students in improving their cognitive skills by providing examples of excellence and convenient, accessible, flexible forums for self and peer evaluation (Kim, 2002, pp.38-39; Chang, 2012, p.5).

The development of distance learning development is closely related with the technological development. With the advent of highly advanced technology, people can have more opportunities to communicate with those who are different in language, values, and cultural systems. So the distance learning can have a more significant status in the educational environment owing to the rapid development of technology.

2.2 Intercultural communication through NNS-NNS interactions

As communicative competence gains more attention in language learning, the needs for employing various ways of enhancing communicative competence have also been emphasized by language practitioners. Meanwhile, as there are more NNS-NNS(Non-Native Speakers) interactions taking place worldwide, people begin to recognize the importance of English as an International Language(EIL), so language practitioners in the countries of Expanding Circles have devised various models to activate NNS-NNS interactions.
The notion of communicative competence, first proposed by Hymes (1974), not only includes linguistic competence but also a range of other sociolinguistic and conversational skills that enable the speaker to know how to say what to whom, when. In other words, students with high communicative competence are thought to have ability to apply grammatical, discourse and cultural knowledge to communicate effectively in particular contexts for particular purposes (Nunan, 1999). In the meantime, Crystal (1997) argues that currently, there are seventy-five territories where English is spoken either as a first language (L1), or as an official (i.e. institutionalized) second language (L2) in fields such as government, law and education. From the Crystal’s figures, it is implied that English is commonly used not only by its native speakers but also by people whose second language is English. However, there are still other speakers referred to as speakers of English as an International Language, reflecting the fact that these English users from, for example, Europe and Japan, speak English more frequently as a contact language among themselves than with native speakers of English (Jenkins, 2003). Even though the figure presented by Jenkins (2003) is not uncontroversial, it is clear that non-native speakers of English outnumber native speakers of English and there are more cases of communication between non-native speakers of English than with native speakers of English.

This program for international distance learning is one of the possible models which can enhance NNS-NNS interactions. This program provides students in the Expanding Circle with a new environment to strengthen their communicative competence by raising their sociolinguistic and conversational skills through interactions with other NNSs. Warschauer (1997) claims that the special features of online communication such as computer-mediated, many-to many, time- and place-independent, usable across long distances provide an impressive array of new ways to link learners.

On the basis of the academic research about the spread of English and the concept of World Englishes (Crystal, 2003; Jenkins, 2003; Kachru, 1992), the concepts of interaction between NNSs in learning English was introduced and emphasized in the ELT area. Some advantages in NNSs-NNSs interactions in Asia can be suggested like these. The first one is that the speech rates of NNSs are slower than those of NS, which facilitate basic or intermediate learners to understand their interactions. The second one is that Asian Englishes share common grammatical deviations. The third one is that Asian people share some presuppositions such as family values, seniority factors, and such common cultural heritage owing to Confucius traditions in Asia. So Asian people can understand pragmatic implications much more easily among Asians (Nakano, 2006, p.9; Chang, 2012, p.7). The effect of NNSs-NNSs interactions in learning English was emphasized. First, using English in the NNSs-NNSs interactions helps the Japanese learners to liberate themselves from the inferiority complex toward native speakers. Second, using English for communication forces the interlocutors to be attentive to
what is going on and leaves little room to pay attention to their pronunciation, their use of articles and prepositions and other grammatical matters. Third, NNSs talk, discuss, and comment on each other about their difficulties in expressing themselves in English and some grammatical mistakes. This fact can help Japanese learners to realize it is more important to participate in the discussion and express their opinions than being silent until their English becomes perfect (Yano, 2006, pp. 44-45; Chang, 2012, p. 7). According to the academic theories emphasizing the effectiveness of NNSs-NNSs interaction in ELT learning in an Asian context, it is necessary for Korean universities or educational institutes to set up the educational environment for the NNSs-NNSs interaction so that this new environment can help EFL learners in Korea to extend the opportunities to use English and raise the cultural awareness for other countries.

3 Research Methodology

3.1 Participants

The data of this paper was collected from the international distance learning program between N university in Korea during the first semester, 2012. This program aims to develop an effective method for the acquisition of English as a common language and other foreign languages. In this section, the information about the participants, data collection and analysis, and course description will be explained.

Table 1 provides the information about the class of this research and the number of the participants and respondents. Four classes participated in this program and the total number of the participants was 122 students, and 71% students from those participants responded to the questionnaire.

Table 1. No. of the Participants and the Respondents

<table>
<thead>
<tr>
<th>Class</th>
<th>enrollment</th>
<th>No. of respondents</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>52</td>
<td>38</td>
<td>73%</td>
</tr>
<tr>
<td>A-2</td>
<td>50</td>
<td>34</td>
<td>68%</td>
</tr>
<tr>
<td>B-1</td>
<td>10</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>B-2</td>
<td>10</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
<td>87</td>
<td>71%</td>
</tr>
</tbody>
</table>

3.2 Data collection and analysis

The data for this research was collected during the spring semester, 2012. For collecting the data, a research survey through the questionnaire was conducted at the end of the semester. The contents of the questionnaire are
shown in Appendix A. This questionnaire was used by both N university in Korea and W university in Japan at the end of semester.

3.3 Course description

The distance learning program in this study is a program of which the purpose is to construct mutual understanding and good ties of friendship between the Korean and Japanese people. N university in Korea has participated in this program from the second semester, 2005 as a partner with W university in Japan. But the data from the second semester, 2012 was used for this research because the amount of the data from 2005 to 2012 is a little huge. Nakano (2006) described the purposes of this program: the first purpose is to enable our students to achieve English ability to integrate the four components of communicative competence. The second purpose is to enhance the learners’ inter-cultural or cross-cultural awareness so that rather than adopting native English cultural norms, they are encouraged to create a cultural third-place in which Asian youths can deal with real problems in the world. The third goal is to enable Asian youths to impart their local values in view of global perspectives so that their cultural and social literacy should be shared among them.

This program consists of two parts; the first is online chatting activities, the second is the BBS session. A brief description for each session during the course will be explained in the following (Chang, 2012, pp.10-11).

1) Online chatting session

The participants from N university in Korea made partners with the students from W university in Japan, and agreed to meet in cyber space through a “LiveOn” Program2. During these activities, all of the participants in this program are supposed to meet for one hour once a week at a appointed time and date, and they had to record all the interactions through text chat and oral chat, and submit them as a report for the course. The syllabus of the course which includes the chatting session was shown in Appendix B.

2) BBS Session

All of the participants in this program can access the web site for this program and post their opinions about the online chatting session, and the video conference session at any time. Students ask questions about the lecture, the online chatting theme, problems of their partners, appointments, or technical problems in this distance learning program. The most important function of the BBS is to open the field to the students in order to express their opinions and interact with each other so that they can cultivate communicative competence in English and understand the cultural differences between the two cultures.

4 Findings and Discussions

2 “LiveOn” is the program developed for the online chatting activities on this distance learning by W university in Japan.
The results of this research can be summarized through the following tables so that we can see how the lesson model of international distance learning was composed and conducted and also determine whether this program is effective in university level ELT settings in Korea. Table 2 shows that most of the participants responded to the question "Were LiveOn chat session meaningful for you?" as average 3.6 in the 5 scale evaluation system. This fact implies that most of the participants were satisfied with LiveOn chat session.

Table 2. The Meaningfulness of LiveOn Chat Session
1 (not meaningful at all) to 5 (very meaningful) (%)

<table>
<thead>
<tr>
<th></th>
<th>5 point</th>
<th>4 point</th>
<th>3 point</th>
<th>2 point</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>19.5</td>
<td>39</td>
<td>31</td>
<td>6.8</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Table 3. Reasons for Rating 1 or 2 in Table 2 (Check all that apply)

<table>
<thead>
<tr>
<th>Reason</th>
<th>(No. of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to my partner's absence/being late</td>
<td>3</td>
</tr>
<tr>
<td>Due to my partner's low English skills</td>
<td>3</td>
</tr>
<tr>
<td>Due to my low English skills</td>
<td>2</td>
</tr>
<tr>
<td>Due to lack of participation from my part</td>
<td>2</td>
</tr>
<tr>
<td>Due to lack of active participation on my part</td>
<td>1</td>
</tr>
<tr>
<td>Due to my low typing skills</td>
<td>1</td>
</tr>
<tr>
<td>Discussion didn't go anywhere</td>
<td>1</td>
</tr>
<tr>
<td>Japanese students are too passive and slow. I was so bored.</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 4 shows that most of the respondents replied that the use of Course N@vi for posting comments on BBS was meaningful for the students. So these results prove that the participants were satisfied with BBS session, too.

Table 4. The Usefulness of Course N@vi for Posting Comments on BBS

<table>
<thead>
<tr>
<th>1 (not meaningful at all) to 5 (very meaningful) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 point</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>Average 3.5</td>
</tr>
</tbody>
</table>

The students explain the reasons for the answers to the questions asked in Table 4 in Appendix C. According to the reasons suggested by the respondents who rated "5" or "4" point in the Table 4 are like followings.

- At first, I was reluctant to chat with foreign students. Many thoughts had passed in my head. "What should I talk with them? What if I make a mistake in front of them? But first I start talking with them, the fear and hesitation of chatting with foreign students were gone. They were friendly, talkative, funny, and as like as our age's students. It was quite exciting and great memory, and I might not forget this recollection easily.
- I am very happy.
- It gave me a meaningful experience. That is a pleasure to speak with foreign friends.
- So beneficial and helpful.
- because it was interesting to have a conversation with foreign friends and had great time.

Table 5 explains that 84% of the participants agree that they would like to participate in this program again. This result suggests that the students in this program are very satisfied with this program.

Table 5. I Would Like to Participate in this Program Again. (%)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.8</td>
<td>62</td>
<td>13.8</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Strongly Agree + Agree = 84
Table 6 shows the university students' interests for topic kinds in the chat sessions. This result explains that the university students in this program show much interests and concern for understanding the cultural differences between Japan and Korea.

Table 6. Topic Kinds the Students Like to Talk about

<table>
<thead>
<tr>
<th>Topic</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>22</td>
</tr>
<tr>
<td>Life Style, Normal Life</td>
<td>10</td>
</tr>
<tr>
<td>Free Talking</td>
<td>7</td>
</tr>
<tr>
<td>Tourist Spots, Travel Plan</td>
<td>3</td>
</tr>
<tr>
<td>Food</td>
<td>3</td>
</tr>
<tr>
<td>Dreams</td>
<td>3</td>
</tr>
<tr>
<td>Pop's Topic</td>
<td>3</td>
</tr>
<tr>
<td>Famous Star</td>
<td>2</td>
</tr>
<tr>
<td>How to learn a foreign language</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
<tr>
<td>Habits, Subjects, Date, Unforgettable moments, Introduction about Korea, Pets, etc.</td>
<td></td>
</tr>
</tbody>
</table>

The results from Table 3, 4, 5 suggest that the participants in this distance learning program were very satisfied with this program. So this fact implies that this program is effective in cultivating the motivation and interests in learning English as a foreign language in Asian countries. Also this fact implies that this class model can be applied to the class model for teaching and learning other foreign languages, for example, a class model for learning and teaching Korean as a foreign language. Also the results from Table 6 implies that the university students who participated in this program show much interests for talking about culture, life style, free talking, travel plans, etc. in the interactions between international university students. These facts can give much clues for selecting the chat topics in the distance learning lesson.

5 Conclusions

Through analytic results from the questionnaire to the participants in the international distance learning among the spring semester, 2012, we can
suggest the answers to the research questions as the conclusions for this research.

1) Are the students who participated in this distance learning program satisfied with this program?
As for the first research question, the results from the questionnaire analysis show that the students who participated in this distance learning program are satisfied with this program. Most of the participants answered the LiveOn chat session, and BBS session were meaningful for them

- LiveON chat sessions were meaningful for the students (average 3.6 in the 5 point scale evaluation).
- The Use of Course N@vi for posting comments on BBS was meaningful for the students (average 3.5 in the 5 point scale evaluation).

Also through the questionnaire analysis, about 84% of the participants of this program strongly agreed or agreed on the following questions.
- I would like to participate in the Program again.

These results prove that the international distance learning program is effective in English language teaching in Korea, and most of the participants in this program are strongly satisfied with this program.

2) Is this program effective in improving students’ awareness for cultural understanding?
The distinctive characteristic of this program is the interaction between non-native speakers among university students in Asian countries through English. Traditionally the goals of English education focus on the interactions between native speakers and non-native speakers of English, so the model of ELT is based on the grammatical and phonological rules of native speakers of English. But this program aims to improve the communicative competence and cultural competence of EFL learners in Korea through the interactions between NNSs.

Through two parts of the international distance learning (the online chatting sessions and BBS session), the students can practice their English proficiency and experience the cultural difference and understanding by staying in touch and discussing various themes with students from foreign countries. Also the results from Table 6 implies that the university students who participated in this program show much interests for talking about culture, lifestyle, free talking, travel plans, etc. in the interactions between international university students.

When the students who participated in this program explained the reasons why the use of BBS was useful for them, they pointed out "cultural experience" as very impressive for them (Appendix C). Some examples of their explanation focusing on "cultural experience" are like these:
Distance Learning Class Model for Teaching

- Through the posting comments, I could organize my thought for the chatting and posting comments were the second cultural exchange and I could read the other's thought so it was really meaningful for me.
- Because Korean students have not chance to touch foreign students, so I think posting comments is meaningful.
- I didn't know other culture, so this session helped me a lot.
- It was great. Because I had chance to learn about different cultures. And I have a new friend.
- Learning about other culture is fun! Perhaps we can do it again sometime.
- because it was interesting to have a conversation with foreign friends and had great time.

From their description, it can be noted that the students think that the cultural understanding is very interesting and great to them, which implies that this program is effective in cultivating the concerns and interests for the intercultural communication among foreign students.

This program can be judged to be very useful for practicing English, and understanding cultural differences between foreign countries. According to the results of the questionnaire, it can be concluded that the following are the most important findings from this research. The first thing is that most students were very satisfied with this program, especially the possibility of being able to get in touch with students and cultures in foreign countries. Most participants wish to participate in this program again if possible. The second thing is that they think this project activated their motivation and interest in learning EFL and understanding cultural differences among non-native speakers of English in Asian countries.

But this study has some limitations on the following area: this study did not assess the differences of English proficiency of the students who participate in this program. It is necessary to check English proficiency differences of the students at the beginning and the end of this program so that we can see this distance learning program helps to improve the students’ abilities to communicate using English (Chang, 2012, p.16). Also this study focuses just on the topic of teaching and learning English as a foreign language. But the author would like to emphasize that this program can be extended and applied to the area of teaching and learning other foreign language, for example, teaching Korean as a foreign language to the students from other countries. These problems will be related with further study and discussed in the next research subject.
References


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APPENDIX

A. A Sample of Student Questionnaire in Spring semester, 2012

1. Your Professor and Class:
2. Year: Freshman, Sophomore, Junior, Senior
3. Gender: Male, Female

*** To those who have taken TOEIC and/or TOEFL test(s), please choose your latest score from those below.***

4. TOEIC

<table>
<thead>
<tr>
<th>Score Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>399 or less</td>
<td></td>
</tr>
<tr>
<td>400 - 499</td>
<td></td>
</tr>
<tr>
<td>500 – 599</td>
<td></td>
</tr>
<tr>
<td>600 – 699</td>
<td></td>
</tr>
<tr>
<td>700 - 799</td>
<td></td>
</tr>
<tr>
<td>800 - 899</td>
<td></td>
</tr>
<tr>
<td>900 or more</td>
<td></td>
</tr>
</tbody>
</table>

5. TOEFL (PBT)

<table>
<thead>
<tr>
<th>Score Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>300-399</td>
<td></td>
</tr>
<tr>
<td>400-499</td>
<td></td>
</tr>
<tr>
<td>500-599</td>
<td></td>
</tr>
<tr>
<td>600 or more</td>
<td></td>
</tr>
</tbody>
</table>

6. TOEFL (iBT)

<table>
<thead>
<tr>
<th>Score Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-49</td>
<td></td>
</tr>
<tr>
<td>50-69</td>
<td></td>
</tr>
<tr>
<td>70-99</td>
<td></td>
</tr>
<tr>
<td>100-120</td>
<td></td>
</tr>
</tbody>
</table>

*** About the Use of the Chat Systems ***

7. How many times did you participate in the chat session using LiveOn during this semester?

<table>
<thead>
<tr>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 times or more</td>
<td></td>
</tr>
<tr>
<td>4 times</td>
<td></td>
</tr>
<tr>
<td>3 times</td>
<td></td>
</tr>
<tr>
<td>twice</td>
<td></td>
</tr>
</tbody>
</table>
8. Which type(s) of chatting did you mainly use?
   - Text Chatting
   - Oral Chatting
   - Both text and oral chatting

9. Were the LiveOn chat session meaningful to you?
   (1- not meaningful at all, 5- very meaningful)
   5
   4
   3
   2
   1
   No response

Please rate your sessions in the scale of 5 (very smoothly) to 1(not smoothly at all).

9-1 Please specify the reason(s). (Free Description/English Only)

10. Have you engaged in any of the following activities with your foreign partners individually? (Check all that apply)
    - Exchanged e-mails
    - Use SNS or messengers to interact
    - Made plans to visit Japan during your holidays.
    - Japanese partners will be visiting my country.
    - Introduce my blog.
    - Partner introduced me his or her blog.
    - Other

10-1. If you answered “other” in 10, please describe the activity.
       (Free Description/English Only)

11. Have you missed any sessions?

11-1. If you answered “Yes” in 11, please answer 11-1. Why did you miss...
11-2. If you answer “Other” in 11-1, please answer your reasons. (Free Description/English Only)

12. If you have any feedback about the use of the CourseN@vi, please give us your opinions. (Free Description/English Only)

13. Did the videoconference(s) go smoothly? Please rate the videoconference(s) in the scale of 5 (very smoothly) to 1 (not smoothly at all).

5 4 3 2 1

13-1. Please specify the reason(s). (Free Description/English Only)

**About the CCDL Program in General**

14. Did you know the CCDL program was going to be a part of your class before you started it?

   | Strongly Agree | Agree | Disagree | Strongly Disagree |
---|----------------|-------|----------|-------------------|

15. “The CCDL Program helped you to improve your ability to communicate using English?” Do you agree or disagree with the statement above?

16. Were you satisfied with the CCDL Program on the whole?

   | Very Satisfied | Satisfied | Not Satisfied | Not Satisfied at all |
---|----------------|-----------|---------------|---------------------|

16-1. Please explain your reasons for your answer in 16. (Free Description/English Only)

17. What are the benefits you gained from the CCDL program? (Free Description/English Only)

18. “I would like to recommend the CCDL program to other students.” Do you agree or disagree with the statement above?
19. “I would like to participate in the CCDL program again.”
   Do you agree or disagree with the statement above?

20. What kind of topics would you like to talk about, if you had a chance to participate in CCDL program again? (Free Description/English Only)

21. What should be done to improve the CCDL program?
   (Free Description/English Only)

(Source: Chang (2012), pp.18-21)

B. Syllabus for English Acquisition through Distance Learning

<table>
<thead>
<tr>
<th>Term</th>
<th>Spring, 2011</th>
<th>Class</th>
<th>M 10:00-13:00, 10308</th>
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<tr>
<td>Instructor</td>
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<td>CCDL URL</td>
<td><a href="https://ccdlsrv.project.mnc.waseda.ac.jp">https://ccdlsrv.project.mnc.waseda.ac.jp</a></td>
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Course Description
This course introduces the theories of language development, English language acquisition, language and culture, etc. which are necessary to understand English acquisition process. Also this course introduces and applies multimedia and internet technologies into the classroom environment to develop mutual understanding and friendship among students and to motivate them to use and learn English as a communication tool.

Course Objectives
Increase understanding of English acquisition theories
Increase awareness of cultural and linguistic differences
Utilize and practice English as a communication tool through multimedia medium

Lecture Component
A lecture on English acquisition theories will be presented. Students will listen to the lectures, complete a survey, engage in discussion.

Chatting sessions
Students will pair up with a counterpart from B university of Japan in order to conduct content-based chatting sessions. Students will engage in practice chat sessions then chat with their designated B university partners on a
regular basis. Students must complete 5 chatting sessions. The topics of the chatting sessions must be based on the topics fixed in advance. The students can use the designated videoconferencing program through oral chatting or text chatting. Each of the chatting sessions must be at least one hour long, saved on a file, and sent to the Professor through e-mail. The files and print-out are to be submitted at each chatting session.

Assessment
Attendance 10%, Mid-Term 30%, Final 30%, Chatting 25%, Chatting report (Source: Chang (2012), pp.21-22)

C. The Reasons for the Usefulness of Course N@vi for Posting Comments on BBS

5 Point
- At first, I was reluctant to chat with foreign students. Many thoughts had passed in my head. "What should I talk with them?, What if I make a mistake in front of them? But first I start talking with them, the fear and hesitation of chatting with foreign students were gone. They were friendly, talkative, funny, and as like as our age's students. It was quite exciting and great memory, and I might not forget this recollection easily.
- I am very happy.
- It gave me a meaningful experience. That is a pleasure to speak with foreign friends.
- So beneficial and helpful.
- That's great!
- Very good experience!
etc.

4 point
- because this is my first CCDL (Cross-Cultural Distance Learning) experience
- because it was interesting to have a conversation with foreign friends and had great time.
- Comment how do you know that through our cha. What's wrong, you know what needs fixing, and he got the opportunity
- I met the friends from other countries and chatting with them is very meaningful time.
- It was meaningful because of new world.
- It was meaningful.
- Learning about other culture is fun! Perhaps we can do it again sometime.
- Self-introduction is very good.
- Through the posting comments, I could organize my thought for the chatting and posting comments were the second cultural exchange and I could
Distance Learning Class Model for Teaching

...read the other's thought so it was really meaningful for me.

etc.

3 point
- BBS was very different from what I had thought. I want the simplification of categories that unrelated with BBS.
- Because Korean students have not chance to touch foreign students, so I think posting comments is meaningful.
- Feedback is useful for me. It was an opportunity for looking back about chatting session.
- I didn't know other culture, so this session helped me a lot.
- It was great. Because I had chance to learn about different cultures. And I have a new friend.
- It was awesome helpful.

2 point
- Actually, I didn't need a Course N@vi program.
- It was not attractive a lot.
- That's not meaningful so for me.

1 point
- I didn't use the BBS. For me, it didn't help me.
- In this course, I didn't use BBS.