

The Development and Application of International Collaborative Writing Courses on the Internet*

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In this article, I discuss an International Collaborative Writing Course on the Internet (ICWCI) that focused on the learning effectiveness Korean EFL students (KEFLSs) perceived to be necessary to exchange with international EFL students (IEFLSs). The course development was based on an internet-based instructional module, applying widely accepted EFL theories for modern foreign language instruction: collaborative learning, process writing, project-based learning, and integrated approaches. Data from online discussion forum, mid-of-semester and end-of-semester surveys, and final oral interviews are conducted and discussed. KEFLSs and IEFLSs were questioned about (a) changes in attitude towards computers assisted language learning (CALL); (b) effect of computer background on motivation; (c) perception of their acquired writing skills; and (d) attitude towards collaborative learning. The result of this study demonstrated that the majority of ICWCI participants said they enjoyed the course, gained fruitful confidence in English communication and computer skills, and felt that they made significant progress in writing skills. In spite of positive benefits created by the ICWCI, it was found that there were some issues that are crucial to run appropriate networked collaborative courses. This study demonstrates that participants' computer skills, basic language proficiency, and local time differences are important factors to be considered when incorporating the ICWCI as these may affect the quality of online instructional courses and students' motivation toward network based collaboration interaction.

[Collaborative Writing Courses/EFL/CALL/Project-based learning/integrated approach]

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I. INTRODUCTION

Over the past two decades, the world wide webs have become common instructional tools in the EFL classroom. Today, collaborative online courses are just one of many computer-based activities that EFL teachers utilize in hopes of increasing student language proficiency. Online collaborative interaction promotes lively exchanges by participants within a social context, a setting that facilitates the development of their communicative competence. The online tools commonly used are e-mail, bulletin boards, chat rooms and mobile messages. These tools create a socially and linguistically enriched environment for online collaboration interaction. Previous classroom-based research on online collaboration has focused primarily on the examination of linguistic discourse based on psycholinguistic approaches to language learning.

From a socio-cultural point of view, language learning cannot be viewed as an immediate product of the individual; rather, it is the process by which learners engage in co-constructing their L2 knowledge. Through social engagement, learners collaboratively work with each other to achieve a high level of performance (Kern & Warschauer, 2000). Furthermore, learners' experiences and motives for language learning and their linguistic, cognitive, and affective conditions shape and influence the social interaction. In other words, other individual factors such as language experience and linguistic skills influence the way they interact with each other.

The theoretical framework for this paper, therefore, is an examination of the social processes and contexts that underlie learners' collaborative efforts. The paper focuses on the EFL (online collaborative writing) conditions that KEFLSs perceive to be crucial to a satisfactory communicative engagement with IEFLSs.

II. REVIEW OF LITERATURE

Today, collaborative, multinational e-mail exchanges are just one of many computer-based activities that EFL/ESL teachers utilize in hopes of increasing student language proficiency. Previous research suggests that computer-mediated communication (CMC) can facilitate communication (Cooper & Selfe, 1990), reduce anxiety (Abdullah & Chong, 2003; Kern, 1995; Sullivan, 1993), increase oral discussion (Pratt & Sullivan, 1994), develop the writing/thinking connection

(Warschauer, Turbee, & Roberts, 1996), facilitate social learning (Barker & Kemp, 1990), promote egalitarian class structures (Sproull & Kiesler, 1991), enhance student motivation (Chong, 2003; Warschauer, 1996a), and improve writing skills (Conelios & Oliva, 1993; Warschauer, 1996b). In light of these positive effects, an increasing number of ESL teachers have embraced CMC exchanges. Yet, many have done so without access to well-designed instructional models or guidelines that incorporate sound pedagogy, theory, and an integrated curriculum. Several researchers have stressed the importance of theoretical research for CMC exchanges (Brandl, 2002; Chapelle, 1997), while others have called for pedagogically sound methods (Cummins & Sayers, 1995) and sensible curricular integration (Garrett, 1991).

Online Collaborative Interaction allows language learners to interact with others through networking and as such can be studied from a socio-cultural perspective. One of the most commonly used modes of communication is synchronous exchange in real time. Tools like online chats allow users to communicate simultaneously using a keyboard to type messages. Several researchers have investigated network-based language teaching from a socio-cultural perspective. These studies, using the online exchange with institutions from different countries, reveal that learners' social and economic values, language proficiency, and electronic literacy contribute to the application of online collaborative settings and the development of language. By focusing on an international and multilateral collaboration setting in three international institutions (e.g., Korea, Switzerland, and Finland), this study attempts to explore learners' perceptions and EFL effectiveness regarding online collaborative writing courses in order to expand the scope of understanding regarding the role of online collaborative interaction in foreign language learning.

III. THE COURSE MODEL

1. Participants

The International Collaborative Writing Course in the Internet (ICWIC) program¹⁾ was developed and designed to provide the EFL learners with opportunities to use the

1) Larry Chong (Gyeongju University, Korea) and Ruth Vilmi (Helsinki University of Technology, Finland), developed and designed the course, using PHP tools. The web site was launched linked at both the universities.

target language outside the classroom. 32 students from Gyeongju University (GJU), Korea, 17 from Ecole de Commerce (EDC), Switzerland, and 20 from Helsinki University of Technology (HUT), Finland participated in this project in Fall, 2004. At the beginning of the semester, all participants were given a questionnaire that touched upon their personal, educational, and EFL backgrounds as well as their computer skills. The course took place during Fall Semester, 2004 from late September, 2003 through mid November, 2004. More than 90% of the students had reached the intermediate level of language proficiency based on the results of the English Oral Proficiency Interview²⁾ designed by the researcher. In terms of computer literacy, most of participants were familiar and comfortable with the program. Table 1 summarizes the profile of participants.

TABLE 1
Profile of Participants

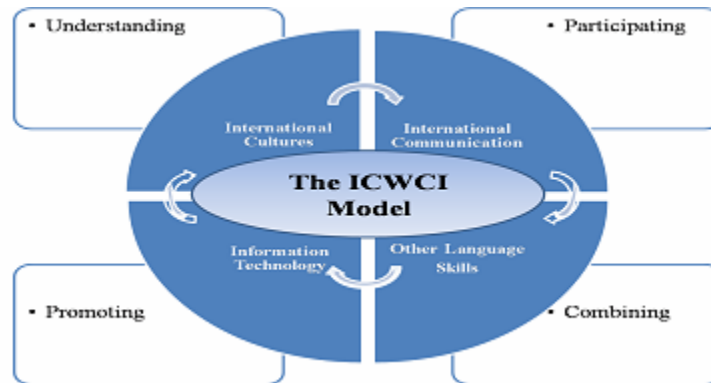
	KEFL Students	IEFL Students	
	GJU Class	EDC Class	HUT Class
Number	32	17	20
Age	20 – 25	19 - 21	19 - 20
Gender	Female 15/ Male 17	Female 8/ Male 9	Female 9/ Male 11
Education	Undergraduate 2	Undergraduate 1	Undergraduate 1
Proficiency	Intermediate level	Intermediate level	Intermediate level
PC skills	Good at e-mail and internet searching, but unfamiliar with internet tools	Familiar with the Blackboard program	Familiar with the internet tools for instruction

2. The ICWCI Model Development

The ICWCI model was developed out of five competing demands: developing written proficiency; international communication, understanding international cultures; promoting Information Technology skills; combining with other language skills. The model addressed the needs to a certain extent, by focusing on core elements of the program while learning English writing skills like self-introduction, planning, drafting writing, revising, discussing, negotiating, evaluating, and collaborative learning. The ICWCI course Concept is described in Figure 1.

2) The guideline was based by the TOEFL Test (ETS, 2003).

FIGURE 1
The ICWCI Course Concept



3. The ICWCI Course Application

1) CALL Procedures

The GJU Language LAB had of 36 SAMSUNG Pentium IV computers connected as a LAN (Local Area Network), ISDN network, and five printers. Student internet-worked computers were located in four rows of partitioned work carrels, while a single teacher control station was located at the front of the room. Prior to the course, students at GJU were questioned a "computer literacy survey." Based on survey results, computer training was given to weak students at GJU.³⁾

The ICWCI project activities were planned with the project's three goals in mind: (a) implementation of learner-centered paradigms, (b) an integrated approach for combining computers and foreign language learning, and (c) academically sound methods and theory. As the project's core, an essay writing by each participant was collaboratively designed, drafted and carried out. Essay writing was accompanied by a variety of related activities such as registration, self-introduction, e-mail communication, web chatting, peer-collaboration, evaluation, and the theme

3) Based on survey results, computer training was given in basic skills needed for the exchange: opening and closing files, saving documents, copying onto floppy discs, and using specific e-mail programs and Web browsers. Students were also briefed on Internet etiquette, especially common student behavior such as flaming and using all capital letters.

suggestion for next semester.

2) Tasks

(1) Registration and Ice-breaking Communication

The ICWCI courses are designed for EFL classes of students, with their own teacher. Teachers register before their class can participate, using the Teachers' Registration Form <www.discussit.net/teacher>. All students register individually for the DiscussIt forums <www.discussit.net/forum> and make a profile. They read the forum instructions first! Teachers exchange brief introductions and background information. Teachers send a "greeting" letter to the forum. The courses are arranged in modules lasting eight weeks, which take place throughout the semester. Students have the opportunity to exchange ice-breaking e-mails to international teachers and students.⁴⁾

(2) Letter of Introduction

Students prepare a letter of introduction so that all participants students in the ICWCI project will know something about him. They are sure to include something memorable about himself: a talent, hobby, or experience. Also, toward the end of the letter, each indicate which topics one hope to write about. They make a signature file to attach whenever one send a message.⁵⁾ All students with teachers write their introduction as a reply to their teacher's introduction. This helps teachers to group all students by university or school.

(3) Writing ICWCI Articles

In the beginning, each article is a short, informal composition. It is about 400 words long. Depending on the topic one might write a little more or a little less. The content is more important than the number of words. The audience for the article is the other students in the project. Each writes about one aspect of the general topic. Each student makes his idea clear to his readers. Since the computer makes it quite easy for him to communicate with his readers, he may even wish to include a question or request for information in his article. Students remember a few "rules" for computer writing.

4) Before the project commenced, GJU Kong students were given training in collaborative learning, writing process, and discussion and negotiation skills, to make them understand international collaboration manners.

5) The signature includes one's name, gender, English teacher, and institution.

The Development and Application of International Collaborative Writing Courses³¹

- Use relatively short paragraphs; about three to five sentences is right.
- Follow ordinary English writing practice. Use capital letters and small letters as usual. Never write just in capital letters (that's SHOUTING!).
- Leave an empty line between your paragraphs.
- Wrap the lines at about 65 characters.
- To emphasize a word, use an asterisk (*) before and after it.
- Before sending your article be sure to check the spelling and grammar.
- Get feedback from a partner.
- Read about various kinds of rhetorical styles. Try practising different writing styles in your articles.

When students also wish to contribute to other forums, there are all kinds of forums, such as Help Forums, Culture Forums and Hobby Forums. Here are some suggested topics under the modes for the course in TABLE 2.

TABLE 2
The Suggested Topics under the modes

Modes	Suggested Topics
Narrative	Overcoming the odds
	A cross-cultural experience
	My favourite place
Description	My family portrait
	A working woman
	Utopia
Exposition	One precious thing
	Language
	The meaning of (a film)
Cause and Effect	Social problems
	Appearance and success
	Industrial development and global pollution
Argument	Person of the century
	Abortion
	What kind of family is typical
Process analysis	How (it) works, how to...

Process analysis	How a man becomes a woman in my culture
	How a woman becomes man in my culture
Comparison and contrast	Marriage across cultures
	Cats and dogs
	The world at war and the world at peace.

(4) Writing ICWCI Comments

During the third week of the round students send a total of about 500 words which they may divide into several short questions or comments and one longer comment. They try to comment on at least one article about the same subject they wrote on originally, and continue threads started by others. When students read the other students' articles, they will certainly react:

- Students think an article is very good.
- Students don't understand something.
- Students agree or disagree, perhaps very strongly.
- Students want more information about a point.
- Students appreciate the rhetorical style of an article

In all of these cases, it is appropriate to comment on the article students have read. All students want to know that others have read their articles. They are also interested in others' reactions to their articles. In any of the above cases, students are sure to send a comment. Students may send as many comments as they like. Students send at least three comments, including two to the international students.

Students send their comments to the ICWCI Forum for everyone to read because everyone will benefit from them, not just the writer. When each receives a particularly helpful comment, he may want to send a personal e-mail message thanking the person who commented. Students try to comment on as many of the articles as you can.⁶⁾

In week four, students think carefully about which pieces of writing (introductions, articles or long comments) they liked, and why they liked them. In class, or on their

6) Some "rules" for commenting are suggested as follows:

- Always be polite.
- Remember that everyone in this project is a student who, like you, needs encouragement.
- When you send your comment, be sure it's clear which article you are commenting on.
- Don't include the whole of the original article in your comment. If you wish to comment on a specific sentence, have the computer copy the article and delete everything except that sentence.

own, consider what makes for good writing. What sort of things will people bear in mind when writing in general and in a course like the ICWCI in particular? They discuss these things in their local classroom, and also with their international peers in the ICWCI chat sessions. Then, in week 4 of every round they take part in, compile a list of up to three pieces of writing that they liked from that course. The best of these may be published in the ICWCI Journal or some other special place on the site.

(5) Evaluation

Before completing the final round of each ICWCI course, students write their evaluation. In a short article, about 300 ~ 400 words, they evaluate this whole project, if they learned something, if so, what, how they felt while writing, reading and commenting on articles written by their peers. They include their list of favorite pieces of writing. They suggest some topics that could be used in future rounds and suggestions they have for improving this project.

IV. RESEARCH DESIGN

For the purposes of this study, pre- and post-course surveys were conducted to elicit learners' interest, opinions, achievement of the ICWCI course. A 5-point Likert scale ranging⁷⁾ was used to gauge student perspectives and attitudes. They indicated their level of satisfaction by ranking the question from 1-5 along with a brief explanation of each rating. An additional set of seven final interview questions to students was ready to gather additional comments and suggestions. A 15-minute final oral interview with each student from GJU was conducted, while the ICWCI chatting interview given to EDC and HUT students by the researcher and all interviews were transcribed for data analysis.

1. Research Questions

Several research questions guided this study, examining (a) changes in attitude towards CALL; (b) the effect of computer background on motivation; (c) student perception of their acquired writing skills; and (d) student attitude towards

7) The original coding used on pre- and post-course surveys was 1=agree strongly, 2=agree, 3=neutral, 4=disagree, and 5=disagree strongly.

collaborative learning during the course. Investigating student attitude and perception is important, since the CALL body of research deals with student outcomes and achievement, rather than student attitudes about likes and dislikes of learning models. Additionally, assessment tools may not accurately detect progress in the four language domains for students with poor test-taking skills. Therefore, student beliefs and perceptions about their own improvement are important to document. The issue of computer background was important to examine, since the computer literacy of all students is not the same. Finally, we examined student perceptions towards collaborative learning, since virtually every part of our ICWCI course was based on collaborative discussion and negotiation, first in a local classroom, and then as online collaboration among international participants.

2. Interviews

A 15-minute final oral interview with each student from GJU was conducted, while the ICWCI chatting interview given to EDC and HUT students by the researcher and all interviews were transcribed for data analysis. The interviews are well suited for the studies because they include designed questions determined in advance, while at the same time allow for elaboration of responses and on subsidiary questions. They are also useful tools for finding students' opinions, feelings, and values (Merriam, 1988; Patton, 1990). Data from final interviews were employed to report and justify the findings, while student quotations were used to illustrate these themes. Attitudinal responses were later quantified to get a better look at student reaction to the course.

V. RESULTS AND DISCUSSION

1. Results

The majority of students showed positive views about the ICWCI course during the personal interview, describing it with positive adjectives. Among positive adjectives, the most common were "interesting," "excellent," and "good" as are illustrated here:

Anne:

The Development and Application of International Collaborative Writing Courses³⁵

I can say I've learnt a lot of different reference points during the course ICWCI. For example: how to write correctly a letter, speak about different subjects, problems. Now I like writing because I've learnt how to write a good text. Introduction, development and conclusion. I think I've developed my vocabulary and I've study more grammar. Words in my different letters and texts are more refined! I had more feeling when I commented. In fact, when we comment a text of another student, we can speak about our opinion and reflect, of course. Writing it's only the fact what we learn "how to write": we haven't got a reply before. Reading was very interesting to understand opinions of the other students and learn a lot of things about them. For me, the most important in this learning was to write, and above all, answer to students. I've found the topics very appropriate. Or else, I haven't got any particular suggestion, but I can tell you that it was a beautiful and attractive experience! I'll do it again! (Anne, EDC, Switzerland)

Beak:

How great the course was! I think that all the participants became more active in discussing and exchanging ideas with international class mates. We began to understand how to interact and understand each other via the internet. Participation in the ICWCI course enables us to understand their partners and their cultures. Thank you, all. (Beak, GJU, Korea)

Arnaud:

We all enjoyed the ICWCI course. It was interesting to me. The ICWCI provides me with high motivation to study English Writing. I also gained integrative motivation due to the fact that they become interested in the media of communication. I will meet all international friends on-line after the ICWCI project. I wish to continue learning and understanding their cultures. The ICWCI made us enjoy our writing classes and made us the center of learning. When shall we start next course? (Arnaud, HUT, Finland)

In the same interview question (Appendix 1-B), the most commonly cited weakness (5 students) was that the project was not long enough. The most significant weakness reported was that students did not receive enough comments from their course mates. In another point of view, this shows their positive attitudes.

1) Collaborative and Computer Assisted Language Learning

A majority of participants (84%) indicated a preference for the CALL setting during their personal interviews (Appendix 1-G). The most common reasons given were that computers made writing easier, facilitated the correction of spelling and punctuation mistakes, were useful, interesting, and faster than writing by hand.

This data corroborates conclusions from other researchers, who report that CALL in the second language classroom facilitates general communication and the revision process and improves student attitude towards writing (Egbert, Jessup, & Valacich, 1991).

Students displayed less anxiety, fear, and discomfort over CALL at the end of the ICWCI course, than at the beginning (Appendix 1-H). Reflecting on their feelings towards computers in September, students used a considerable number of negative words. However, describing their feelings in November, students used no words reflecting anxiety, fear, discomfort, or lack of confidence during the course. The majority of students indicated either contentment towards the computer use throughout the project or an increasingly in positive reaction towards computer use by the end of the exchange (Appendix 1-H). Of the later group, seven students shifted from negative to the positive attitudes. From the qualitative data above, student perception, attitude, and interest was largely favorable.

2) Pre- and post-course surveys

Pre-model surveys were used to gain baseline information on demographics and student attitudes, while the post-course survey measured student's perceived changes in their own learning, attitude, and other evaluative matters. Pre- and post-course surveys have been found to be valuable tools for case study research, as they generate a significant volume of data in an unobtrusive way (Johnson, 1994) and highlight phenomena that are not easily observed such as attitudes, motivation, and self-concepts. Quantitative analysis provided a useful alternative perspective of students, which although positive at times, did not always present a consistent or unequivocal picture of improvement. A t-test for correlated samples was performed on Likert scale ratings for pre- and post- course questions with the same or very similar wording, in order to determine whether there were statistically significant differences between the pre- and post-course mean scores. This coding was subsequently reversed

after completion of both surveys. This was done for two reasons: (a) students generally associate high numbers with positive ratings, and (b) changes in the mean ratings of variables from a pre-course item to its post-course counterpart would be positive if the change was towards the more positive end of the scale. For example, a change from a 4 to a 5 rating would indicate change from "agree" to "strongly agree."

3) Correlations between input and output measures

Correlations between input and output measures were then examined. Input measures included aspects of the individual which were measured by the pre-course survey (e.g., computer skills) that might reasonably have been expected to affect the outcome of the program (e.g., student reaction to the course). Output measures included aspects of the individual which were measured by the post-course survey (e.g., self-improvement in writing) that could be said to have reflected the student's reaction to the course.

Variables were grouped in related categories, to arrive at an aggregate score for grouped items. A reliability analysis of these grouped items was performed, measuring the internal consistency of aggregate scales to make sure they could be interpreted as measuring a single trait (Appendix 1-G). This analysis gives a reliability coefficient with a value for each scale. The higher the value of this coefficient, the more reliable and coherent the scale is considered to be. Conventionally, 0.075 is the minimum required. Where reliability levels did not meet the conventional criterion, individual items were omitted when this led to improvement in the scale reliability.

4) Learning Language Skills

A correlation of input and output measures was performed with variables relating to the language skills (items 3, 4, 5, 6, and 7 in Table 3). Since all of these items measured the underlying trait of confidence in English, they were grouped into a single category to arrive at an aggregate score. It was believed that the aggregate of scores for several items would be more reliable than an individual's score for a single item.

TABLE 3

Pre- and Post-Course Survey Mean Scores

Questions (n = 69 students)	Pre-mean	Post-mean	t	p
1. Using computers in my English class	1.97	2.33	1.89	0.065
2. Nervousness in writing English Essays	2.63	2.69	0.36	0.718
3. The confidence about my English ability (reading, writing, speaking, and listening)	2.70	3.00	2.23	0.030*
4. My writing will improve/ has improved	3.97	3.20	4.63	0.000**
5. My speaking will improve/ has improved	3.26	3.42	0.78	0.436
6. My reading will improve/ has improved	3.87	2.98	5.16	0.000***
7. My listening will improve/ has improved	3.17	3.36	0.88	0.382

*p < 0.05, **p < 0.01, ***p < 0.001

Quantitative data from pre- and post- course surveys showed a small but statistically significant (Item 3 in table 3) increase in student's general confidence in the four English skills (speaking, reading, writing, and comprehension) after exposure to this course. There was, however, a highly significant decrease in "English writing" and "English reading" variables for which the post-course mean rating was significantly less than the pre-course mean rating. In both cases, the difference was statistically significant at the level of $p < 0.001$, which seems to indicate that the experience of taking part in this exchange led to a increase in student confidence in reading and writing skills (Items 6 and 4 in Table 3).

Additional information gathered from qualitative data showed that student had positive perceptions about writing in particular. For example, project-related writing was highly ranked for being a "helpful" skill needed for the future (Appendix 1-G) Similarly, students wanted to join the ICWCI course again for being "useful to repeat again" (Appendix 1-I).

2. Discussion

This study draws on the experience developing a well-designed ICWCI course for the EFL classroom. It is integrated and multi-layered. The integration of theory, methods, and pedagogy is essential in order to optimize language learning benefits. Simply e-mail exchange to international students does not constitute an academically challenging or rigorous program (Garrett, 1991).

Language learning principles can work well when used in tandem with new teaching paradigms such as learner-centered and project-oriented approaches to learning. In addition, The ICWCI projects are integrated into the larger curricular program, rather than function as stand-alone activities (Warschauer, 1995). Therefore, factors such as student-level, class size, time-line or curriculums must be addressed when developing such projects.

There are, however, several limitations to consider with the ICWCI project. Project dependability is impossible for one to ensure when working with international partners, even with the best-designed project or the most enthusiastic partners. In the ICWCI course, GJU students failed to meet European course-mates online easily owing to different time zones. These were beyond teacher control: semester schedule, time zone, student level, and Networked LAB conditions.

Teachers who are planning CALL projects must prepare for several class requirements. This may involve preparing students in unfamiliar skills, such as those needed for collaborative learning, writing process, and online discussions. GJU students, for example, required 2 weeks of training before they felt comfortable participating in the designed ICWCI course.

Additionally, the varying levels of experience with CALL courses may influence both the needs and levels of satisfaction of individual students. Compatibility among international classes is essential, but difficult to achieve. Students' language and computer skills as well as age difference are important factors to be considered when incorporating internationally instructional network-based course as these may affect the quality of online instruction linguistically. Additionally we evaluated respective class goals to make sure they were complementary.

Finally, few theoretical or research-based projects exist for developing ICWCI courses that show how language skills and technology can be integrated together under the umbrella of a well-designed curriculum. Therefore, teachers may need support and preparation before launching such a course. This support might come in the form of individual research or professional growth activities.

VI. CONCLUSION

The evidence presented in this study shows that the ICWCI offered a powerful forum for students to learn the target language skills to internationally interact with international participants. From the learners' point of view, the ICWCI is valuable to them because it contributes to an important part of their language learning experience in a real-world setting instead of in a traditional classroom environment.

There were, however, several limitations to this research, including factors such as time zone difference, the difference of course purpose, and the duration of semester. In addition, the duration of this study was relatively short and the number of participants from local and international classes is small, and therefore, data may not be generalized to other EFL researches.

Despite of limitations, data gained from this study has highlighted the students' attitudes, motivation, and perceptions of EFL students towards a collaborative, cross-cultural ICWCI course for the purpose of learning English writing. Qualitative data gained from personal interviews showed strong student support for this collaborative online course model. IEFL students as well as KEFL students showed largely positive views to describe the ICWCI project. They believed it was "good experience," "helpful," "enjoyable," and would "like to repeat it in the future."

Quantitative analysis also provided a useful perspective which is positive of improvement across the whole range of attitudes surveyed by the questionnaires. Further findings indicate that the ICWCI course can be successfully implemented at both "local" and "international" institutions to foreign language learning.

The ICWCI courses offer a great deal of possibilities for promoting learners' language skills. Designing the program, what is considered is to involve an integrated approach for EFL instruction, make use of new learner-centered methods, in EFL, consider learner's reactions, and consider user-friendly networked programs.

In closing, successful online EFL projects come from factors related to learners' attitude, well-designed course, motivation, and enthusiasm, as this study appears to supports the view that there is no significant difference between face-to-face and non-contiguous instruction.

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APPENDIX 1

The ICWCI Course Questionnaire

Students' Experience on the ICWCI Course

A. How satisfied are you with the ICWCI course?

1=agree strongly, 2=agree, 3=neutral, 4=disagree, and 5=disagree strongly.

B. How satisfied are you with the length of the course?

1=agree strongly, 2=agree, 3=neutral, 4=disagree, and 5=disagree strongly.

C. How satisfied are you with the feedback you have received for your articles?

1=agree strongly, 2=agree, 3=neutral, 4=disagree, and 5=disagree strongly.

D. What do you think of collaborative learning?

1=agree strongly, 2=agree, 3=neutral, 4=disagree, and 5=disagree strongly.

G. How satisfied are you to study English Writing with computers?

1=agree strongly, 2=agree, 3=neutral, 4=disagree, and 5=disagree strongly.

H. How do you feel about using computer at the beginning of our project/ at the end of our project?

1=agree strongly, 2=agree, 3=neutral, 4=disagree, and 5=disagree strongly.

I. How would you like to join another ICWCI course?

1=agree strongly, 2=agree, 3=neutral, 4=disagree, and 5=disagree strongly.

APPENDIX 2

Suggested Procedure for Projects

Week/Tasks

Registration:

Teachers use the *Teachers' Registration Form* to register their class(es) for the ICWCI Project. There should be just one registration form per class, filled in by the teacher.

The 1st Week:

- Write the draft copy of an *introductory letter* to the group (about 300 words). Try and find someone to read it give you feedback. Revise your introduction before sending it to the form. All students with teachers should post their introductions as a reply to their teacher's introduction. This will help us to group all students by university or school.

The 2nd Week:

- Send your revised introductory letter to the appropriate round of the ICWCI Forum.
- Read other people's introductions. Reply to some of them with questions or comments.
- Find a few international students to work with more closely. and agree to meet in the IRC chat room in week 4 to discuss any topics of interest.
- Write the *draft copy an article* of about 400 words on a topic from the list. Do it e.g. in Word and use the spelling and grammar checking features there, as well as the thesaurus.
- Ask one or two of your classmates for feedback. This can be done face-to-face or by email.

- Revise your article, after carefully considering the feedback from your peers.

The 3rd Week:(tentative)

- Send your revised article to the appropriate ICWCI discussion forum.
- Read other people's articles.
- Send *comments* to international students as well as some to your own class.
- Comment on at least 3 articles of interest, including 2 international articles.

The 4th Week: (tentative)

- Answer all feedback on your article, send some more comments, and try to continue some threads.
- *Participate in a real-time conference* in the ICWCI Chat with other international students.
- If you can't join in the chat sessions, write some extra comments in the ICWCI forums.

The 5th Week: (tentative)

- Think about your criteria for good writing. Decide what made for good writing during the round.
- Say what you liked and disliked about the course, and how it could be improved.
- Write a short, *personal evaluation* of this round of ICWCI and what you gained from this experience.
- Include the titles and authors of your favorite articles and say why you liked them.
- Think about which topics you enjoyed, and suggest some new ones.

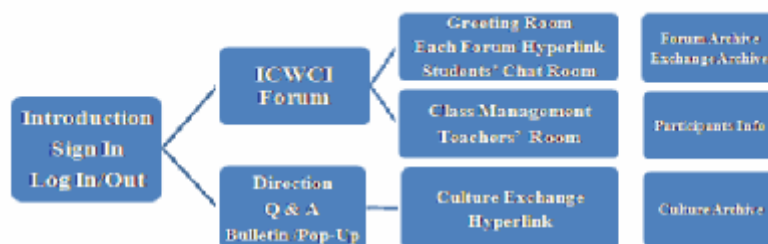
The 6th Week:(tentative)

This week is for finishing off undone jobs and choosing independent tasks, such as:

- Collect some interesting statistics on the ICWCI articles
- Having an extra chat session
- Making an e-journal from the favorite articles
- Writing personal thanks email to ICWCI participants
- Collecting your own IWE tasks and topic links into a portfolio
- Demonstrating your portfolio to the class, etc.

APPENDIX 3

The ICWCI Web-site Content



The Development and Application of International Collaborative Writing Courses45

Examples in: English

Applicable Languages: All Languages

Applicable Levels: Secondary and Higher Education

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