한국과 일본 대학생들 사이의 원거리학습에 대한 연구

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요 약

본 연구는 한국 영어교육 상황에 정보통신기술을 활용하는 것의 효율성을 입증하는 것이 목표이다. 이러한 목적을 달성하기 위해서 본 연구는 2015년 봄 학기 동안에 진행된 남서울-와세다대학교 문화간 원거리수업의 자료를 토대로 이루어졌다. 이 프로젝트는 한국의 N대학교와 일본의 W대학교 간의 문화 간원거리수업으로서, 이 프로젝트의 가장 중요한 점은 정보통신기술을 활용하여 한국과 일본 사이의 수업을 진행하였다는 점이다. 이 연구 논문은 두 부분으로 구성되어 있는데, 첫 번째 부분은 문화간원거리수업을 소개하는 것인데, 참여자의 정보, 프로그램의 내용과 절차를 소개한다. 두 번째 부분은 이 프로젝트와 영어교육상황에 정보통신기술을 활용하는 방안의 효율성에 대한 학습자들의 만족도를 제시하는 것이다. 설문조사 결과는 이 프로젝트에 참여한 학습자들의 대부분은 문화간원거리수업 프로젝트에 만족하며 영어교육 상황에 정보통신기술을 활용하는 것은 영어교육에 매우 효과적이라는 사실에 동의하는 것을 입증하였다.

키워드 : 문화간의사소통, 원거리학습, 영어교육, 온라인채팅, 게시판활동, 면대면 상호작용, 동기

Reflection on the International Distance Learning between Korean and Japanese University Students

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Abstract

This study aims to survey the effectiveness of the international distance learning between Korean and Japanese university students. This research is based on NWCCDL (Namseoul-Waseda Cross-Cultural Distance Learning) project in the spring semester, 2015. This project is the cross-cultural distance learning project between N University in Korea and W University in Japan, and the most important thing of this project is that this project is manipulated through the utilization of ICT. This research consists with two parts: the first is to introduce the NWCCDL project; the participants' information, and the contents and procedure of the on-line chatting program, and BBS(Bulletin Board System) activities. The second is to review on the students' satisfaction for the project and the utilization of ICT in English language education context. The analytic results of the questionnaire includes the students' satisfaction on this project and their reflection on the effectiveness of using ICT in English language classroom of Korea. The results prove that the most of the students are satisfied with the NWCCDL Project in the spring semester, 2015 and the most of the students agree with the fact that the utilization of ICT is very effective in English language education of Korea.

Keywords : Intercultural Communication, Distance Learning, English Language Education, Online chat ting, BBS, face-to-face interaction, Motivation

1. INTRODUCTIO

This research aims to achieve the following purposes: the first is to introduce NWCCDL (Namseoul-Waseda Cross-Cultural Distance Learning) project in the spring semester, 2015. This project is Cross-Cultural Distance Learning Project which has been practiced between N university in Korea and W university in Japan since 2005. The English lesson based on this project consists of two sessions: on-line chatting, and Bulletin Board System (henceforth, BBS) session. This lesson model can be evaluated as an innovative English lesson model in the university level English Language Teaching (henceforth, ELT) in Korea because the learners can interact simultaneously each other only in English through international distance learning using internet and ICT technologies. The contents of this project is introduced through the information about the participants, and the contents and procedure of on-line chatting, face-to-face interaction through ICT and BBS activities.

The second aim is to prove that the participants are satisfied with this project. The students' satisfaction was analyzed on the results of the questionnaires focusing on the several items;'I would like to participate in this program again', 'Were the LiveOn sessions meaningful for you?','Were the use of Course N@vi for posting comments on BBS meaningful for you?', etc.

Through the analysis of the responses from the participants in this program, it can be judged that the students are satisfied with this distance learning program using ICT, and that his program helped to cultivate the motivation and interest of EFL learners in Japanese and Korean universities.

2. LITERATURE REVIEW

The 21st century may be characterized by two concepts: highly advanced information technology and globalization. The advent of highly advanced information technology has created cyberspace which has reduced the actual distance between countries. As a result, people have more opportunities to communicate with those who differ in language, values, and cultural systems. The advent of globalization has called on people and enterprises as well as countries to get into step and cooperate with their overseas partners in order to attain common interests.

Also, one of the significant traits of the 21st century's "globalization" is the spread of English. These days, the English language is being used as a communicative tool in every aspect of our lives. Jenkins (2003) found that in the period between the end of the reign of Queen Elizabeth I in 1603 and the later years of the reign of Queen Elizabeth II at the start of the 21st century, the number of speakers of English increased from a mere five to seven million to somewhere between one and a half and two billion. The English language was spoken in the mid-sixteenth century only by a relatively small group of native speakers, it is now spoken in almost every country of the world. Crystal (1997) found that there are approximately seventy-five territories where English is spoken either as a first language or as an official language in fields such as government, law and education. From this data, we can infer that English plays not only a role as an agent of transcending the cultural values of England or America, but also has a role as a communicative tool for every aspect of life (p. 61).

On the basis of these two distinctive characteristics of the 21st century, technological innovation and globalization, the using ICT will play a very important role in the English language

teaching (henceforth, ELT) area. Taylor (2001) predicts that technological innovations and the development of digital course material will have a profound effect on the curriculum: "In the future the curriculum will look more like a constantly morphing hypertext than a fixed linear sequence of prepackaged courses. Most important, the classroom has expanded and is now global. Anyone, anywhere in the world can, in principle, sit down around the same virtual table and learn together" (p. 234). Nowadays we can share excitement about new technologies in higher education, and we are looking forward to the changes that will have a transformative effect on classroom learning. So the new environment for learning English using ICT is one of the most distinctive changes in educational settings. Right now we are facing the urgent need to create a new learning environment which will embrace the necessities and traits of the 21st century.

Recently there are much research results suggesting that computer-mediated communication (hence, CMC) play very important roles in the following areas of EFT: in the area o f improving language skills (Pennington, 2004; Zhang, 2009), in the area of enhancing student motivation (Greenfield, 2003; Hanson-Smith, 2000), in the area of reducing anxiety (Kern,1995), etc. Also Much research on the effect of CMC activities on the affective domain of EFL learners has been published recently, including the reduction in anxiety in the CMC environment (Chen, 2005; Fotos, 2004), the development of autonomy by the independent language environment (Huh, 2011), the exposure to language variation in the form of communicative language use (Kano, 2004).

Today's rapid development of information and communication technologies creates enormous changes in the educational environment.

3. RESEARCH METHODS

3.1 Participants

The participants of this project are the students from N university in Korea and W university in Japan in the spring semester, 2015. Most of the students from N university in Korea are majoring in English, and the students from W university in Japan are majoring in various areas. See Table1.

3.2 Data Collection and Analysis

The data has been collected through the questionnaire and the contents of the questionnaire are shown in <Appendix 1>. This questionnaire was used by both university N in Korea and university W in Japan at the end of the semester.

3.3 Course Description

This project consists with two parts: synchronous interaction: on-line chatting session, asynchronous interaction: Bulletin Board Systems.

3.3.1 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" Program which was the on-line chatting program developed by W university. During these activities, all of the participants in this program are supposed to meet for one hour once a week at an 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 theme of the chatting activities in each semester is determined in advance, so all the participants must focus on the fixed chatting theme in order not to distract others with other topics<Appendix 2>. The followings are the samples of the interactions through on-line chatting.

Example1) Online Chatting Interaction

W1 Comments [2015/06/03 13:31:46] :
In winter, Hokkaido has heavy snow
N1 Comments [2015/06/03 13:32:03] :
I went there already
W2 Comments [2015/06/03 13:32:20] :
Oh, really?
N1 Comments [2015/06/03 13:32:20] :
one week ago, but there are still snow!
N1 Comments [2015/06/03 13:32:36] :
only top of mountain
W1 Comments [2015/06/03 13:33:40] :
oh, that's nice!
N2 Comments [2015/06/03 13:35:23]:*Hokkaido was Filming Site of IRIS !!*
N2 Comments [2015/06/03 13:35:41] :
it's drama
W2 Comments [2015/06/03 13:36:37] :
Oh, I see.
W1 Comments [2015/06/03 13:36:54] :
What is it?
W1 Comments [2015/06/03 13:38:20] :
IRIS is drama, right?
N2 Comments [2015/06/03 13:38:31] :
yes!!
N2 Comments [2015/06/03 13:39:04] :
Lee gyung-hun and Kim tae-hee
W1 Comments [2015/06/03 13:39:43] :
I don't see it but my sister likes Korean drama!

Example 2) Online Chatting Interaction

N1 Comments [2015/05/18 09:12:51] :*difficulties in communicating with foreign students*
W1 Comments[2015/05/18 09:13:11]:*hmm..*
N1 Comments [2015/05/18 09:13:17] :
do you guys have any difficulty?
N2 Comments [2015/05/18 09:13:46] :
well, the manners are different so it is hard to act the right manner.
N2 Comments [2015/05/18 09:14:03] :
like for example, americans are individualistic
W2 Comments [2015/05/18 09:14:05] :
our backgrounds different, so it's difficult to communicate with foreign country

(Figure 1) On-line Chatting Activities

3.3.2 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. Some samples of the BBS activities are as follows:

Example 1) BBS Interactions

Invitation to a sighting spot in our country
From: OH s-m [2015/06/02 00:50]

I would like to introduce the Gyeongju. Honstly, I graduated high school in Gyeongju. So I recommend that place, because it is almost hometown for me.

Gyeongju can be reached by train or bus in four to five hours from Seoul. Home to the capital of the Silla Dynasty, Gyeongju has so many things to see that the whole city is often referred to as a museum without walls. In terms of city or population size, Gyeongju is just a small city. But having been the capital of a thousand year kingdom, Gyeongju cannot be viewed in just a few days. The downtown features many huge tumuli (tombs) and relics, which are very different from the royal palaces or tombs in Seoul. Here, relics from the Silla Kingdom are scattered throughout the city resulting in multiple sites being designated a UNESCO World Cultural Heritage under the name of the Gyeongju Historic Areas. So, we invite you to visit Gyeongju and explore the fascinating cultural relics of the ancient capital of Silla.

Example 2) BBS Interactions

Future Plans

From: Son H-g [2015/05/22 21:20]

There are several plans for my future. First of all I want a double degree so I need to study hard for 2years and get the qualification to register in it. After I go to U.S for my double degree I want to go site seeing around the continent like the Empire State Building or the Statue of Liberty. Then I want to travel around Europe and see the difference between the Western culture and Oriental culture so that I can learn more about them. Lastly I want to use all of this learning to go into the U.N so that I can use my knowledge to make peace between countries.

(Figure 2) BBS Activities
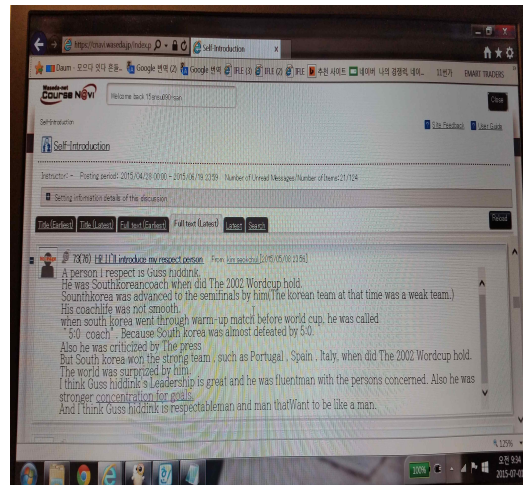
3.3.3 Facilities for this project

N university in Korea set up all the facilities for the distance learning program. A computer room for the online chatting contains computers, cam cameras, internet and headphone sets. And the video conferencing room consists of a TV monitor, video recorder, internet and Polycom view station. For on-line chatting activities, ″LiveOn″program has been used in this project, and this is the program developed for the online chatting activities in this distance learning by W university in Japan.

4. FINDINGS AND DISCUSSIONS

The results of this research can be summarized on the basis of the students′ satisfaction for NWCCDL project and the utilization of ICT in English language learning. The number of the participants in the CCDL program in 2015 spring semester is 74 and among them, 90.5% of the participants(67) responded to the questionnaire.

<Table 1> The Number of the participants
from N university in Korea

2015	No. of participants	No. of respondents
Spring	74	67
		90.5%

The results for the participants' satisfaction for this program will be discussed by showing the analytic results for questionnaire items; 1) I would like to participate in the CCDL program again, 2) Were the LiveOn sessions meaningful for you? 3)Were the use of Course N@vi for posting comments on BBS meaningful for you?

<Table 2> I would like to participate in the
CCDL program again.

	%	
Strongly Agree	18	88
Agree	70	
Disagree	10.4	11.8
Strongly Disagree	1.4	
No Response	0	0

<Table 2> suggests that 88% participants of this project in 2015 spring semester strongly agreed or agreed on questionnaire item "I would like to participate in the CCDL program again."This is the clear evidence of the students' satisfaction for the CCDL program.

<Table 3> Were the LiveOn sessions
meaningful for you?

	%
5	25.3
4	20.8
3	41.7
2	10.4
1	1.4
Average	3.6

(1(not meaningful at all)to5(very meaningful))

<Table 3> shows the results of questionnaire item "Were the LiveOn sessions meaningful for you?" and the results explain that the average score is 3.6 among 5 point scale. So this results prove that the LiveOn sessions are meaningful to the most of the participants in this project.

<Table 4> Were the use of Course N@vi for
posting comments on BBS meaningful for you?

	%
5	20.9
4	30.6
3	45.1
2	1.6
1	1.6
Average	3.7

(1(not meaningful at all)to5(very meaningful))

<Table 4> shows the results of question, "Were the use of Course N@vi for posting comments on BBS meaningful for you?" and the results represent that average score is 3.7 among 5 point scale in 2015 spring semester. So this fact proves that the use of Course N@vi for posting comments on BBS were meaningful to the most of the students.

<Table 5> English Language Learning with
ICT (1(disagree) to 5(agree))

	Questions	Mean
1	Do you want to be a more skilled person who can search some information about English on the internet by using English skills?	4.12
2	Do you know the method of inputting English on the PC?	3.98
3	Can you actually input English words using a PC?	4.26
4	Can you undertake information gathering by using your English skills?	3.73
5	Do you think that the skills for gathering information using English on the internet are important?	4.14
6	Can you actually have interactions by using a PC and the Internet?	4.11
7	Do you think that the skills for actual interaction using the internet are important?	4.12

(Question items from Satoko Sugie and Makoto Mitsugi (2015), 17-18)

<Table 5> shows that the students' reflection about learning English with ICT is very positive. The questionnaire items in <Table 5> (see Appendix 1) were used to survey the participants' opinions about the importance of English language learning with ICT. The average score for 5 questionnaire items among 7 items is over 4, and the results for other two items are over 3.7. So these results reveals that most of the students agree on the importance of learning English with ICT, and the effectiveness of actual interactions using ICT in English language learning.

5. CONCLUSIONS

Through analytic results from the questionnaire to the participants in the CCDL program in 2015 spring semester, we can suggest the conclusions for this research.

This research proves that the participants in this project are satisfied with this program. Through the analytic results of the questionnaire items; 'I would like to participate in this program again', 'Were the LiveOn chat sessions meaningful for you?', 'Were the use of Course N@vi for posting comments on BBS meaningful for you?', most of the participants of this project strongly agreed or agreed on the above questions, which strongly implies that most of the participants of NWCCDL Project are satisfied with this project.

Also, this research results prove that the most of the students agreed that the using of ICT in ELT context is very important in cultivating the motivation and interest of EFL (English as a Foreign Language) learners in Japanese and Korean universities.

Based on the results of the questionnaires, the followings could be the most important findings from this research. The first thing is that most students were very impressed with the possibility of being able to get in touch with students and cultures in foreign countries. The second is that they could develop their English proficiency through the utilization of ICT in this international distance learning. The third is that they wish to participate in this program again if possible, and they think the using of ICT activated their motivation and interest in learning EFL and understanding cultural differences among non-native speakers of English in Asian countries.

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APPENDIX 1

<Questionnaire contents>
CCDL Questionnaire 2015 Spring
1. Your Professor and Class
2. TOEIC Score
3. TOEFL Score(iBT)
4. Were the LiveOn chat sessions meaningful for you? 1(not meaningful ar all) to 5(very meaningful)
5. Were the use of CourseN@vi for posting comments on BBS meaningful for you?1(not meaningful ar all) to 5(very meaningful)

6. Was the video-conferening meaningful for you?
   1(not meaningful ar all) to 5(very meaningful)

7. Did you know the CCDL program was going to be a part of your class before you started it? Yes / No

8. "I would like to participate in the CCDL program again" Do you agree or disagree with the statement above?

9. What kind of topics would you like to talk about, if you have the chance to participate in the CCDL program again?

10. Answer the following items about English Language learning with ICT.

① Do you want to be a more skilled person who can search some information about English on the internet by using English skills?
② Do you know the method of inputting English on the PC?
③ Can you actually input English words using a PC?
④ Can you undertake information gathering by using your English skills?
⑤ Do you think that the skills for gathering information using English on the internet are important?
⑥ Can you actually have interactions by using a PC and the Internet?
⑦ Do you think that the skills for actual interaction using the internet are important?

APPENDIX 2

<On-line Chatting Topic in spring semester, 2015>
Group Discussion Topics
Topic 1 (May 11th - 15th)
1) Introduce a person you respect:
Describe what s/he did, when s/he did it, and the significance of her/his achievement.
Explain the reason why you respect her/him.
2) Describe one of the cultural events in your country:
Describe when it takes place, what people do during that time, and its meaning for them.
3) Describe one of the unique things in your country:
Describe what it is; is it a kind of food, a kind of tool, or else? Describe when, where, and how people use it.
Topic 2 (May 18th - 22nd)
How do you think the importance of language learning for intercultural communication?
What are the difficulties to communicate with international students?
What are the effective ways to make international friends at your school?
Topic 3 (May 26th - 29th)
Future Plans in university, after graduation, studying abroad, types of company you want to work for, etc.

Topic 4 (June 1st - 5th)
Invitation to a sighting spot in our country

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