Keynote Speech
On the KW Cross-Cultural Distance Learning Project and its Significance in English Education

Kyung-Ja Park (kukjpark@korea.ac.kr, kukjpark@hanmail.net, kukjpark@hotmail.com)
Professor of English Department, Korea University
Director, Korea University Library

I would like to take this opportunity to express to Asia Association of CALL and its members and faculty senate, Chulalongkon University in Bangkok, Thailand my gratitude for giving me an opportunity to deliver a keynote speech in this beautiful campus of Chulalongkon University, Bangkok, Thailand on the KWCCDL project which started in 1999.

KWCCDLP is an example of “digital campus consortium,” one of the big flows of educational reforms at Waseda University with the aim of creating open campus released from the restrictions of time and distance on the basis of collaboration with domestic/overseas universities and leading commercial enterprises. DCC was established in 1999 by Waseda with the help of more than 20 private companies in order to create open education environments worldwide. Korea University was one of the first and the most successful overseas universities to participate in the project. The first 3 year term for the consortium came to an end at the end of March, 2002. And in December 6, 2001 DCC Symposium was held at Waseda University to evaluate and to share what we have done and gained from the activities of CCDL as overseas participant universities.

For the last three years we have enjoyed participating in the project very much. We became to understand that we can work much better by sharing and interacting closely. Furthermore, we can do much more to contribute to teaching foreign languages and for the better understanding of one another in this global world via the CCDL project.

To recapitulate, KWCCDLP is a project which introduces and applies multimedia and internet technologies into the classroom environment to develop mutual understanding and friendship between students from different cultures and to motivate them to use and learn English as a communication tool by lowering affective filter. Students who were reluctant to speak out become more active in making himself/herself better understood both in spoken and in written forms after taking part in this project and thus become more understanding people from other cultures. They learn how to negotiate with people from other cultural backgrounds and realize how to appreciate their own cultures and traditions.

This morning I would like to focus on the following five points:

1. Background of the KWCCDLP
2. What the KWCCDL project has done for Korea University students
3. Some Suggestions on the future of the KWCCDLP
4. The Results of the KWCCDLP from the first term, 1999-2002
5. Possible Contributions

I. Background of the KWCCDLP

The history of the KWCCDLP can be traced back to June, 1998 when I spent 3 months at Waseda to conduct joint research with Professor Nakano under the support of a Japan-Korea Cultural Foundation Academic fellowship. During my stay at Waseda I was persuaded to attend a Cyberspace Conference upon Professor Nakano's recommendation. On the June 5th, I met Professor Hirano in conference room # 3 of the School of Literature at Toyama Campus and was ushered to a Distance Learning Room where one female Waseda student was engaged in TeleMeet with a male student at the University of Essex. At that time I thought it was rather fascinating to observe an Asian student communicating with a Western student via modern IT.

Then in September, 1998, I was asked to participate in the CCDL project by Professor Nakano and Professor Hirano of Waseda University. I consulted with the Dean of College of Liberal Arts, Korea University about this matter. He showed strong support from the very beginning for the KWCCDLP, which was to be carried out between Korea University and Waseda University until 2002. The KWCCDLP was inaugurated in February 1999, with the donation of two computers with CCD Cameras by Waseda. Then in September, 1999 a newly enhanced Multi-Media Education Lab was set up with support from Dean of the College of Liberal Arts and President Kim of Korea University. The lab was expanded with six computers and 1 TeleMeet system unit(digital projector) donated by Waseda. In December, 1999 three more computers were donated by Waseda for Korea University students majoring in Japanese. In February, 2000 four computers were added for Chinese majors at Korea University. As of today 15 computers with a TV for the TeleMeet system have been donated by Waseda for English, Japanese, and Chinese majors at Korea University.

It was until the end of last year we have started using ViewStation SP(Polycom) for videoconferencing. Until then equipment for a joint seminar system for TeleMeet was used: a system with a computer, camera with a tripod, video projector, a screen, mouses and mouse cables, keyboard and keyboard cables, and microphones and microphone cables. The equipment was very hard to handle and took a large space to keep. Moreover, the sound quality was not good. Furthermore, it was used only via ISDN(integrated services digital network) which costs very high. For example, to have a videoconferencing session with the University of Edinburgh for about 6 hours a month, we have to pay about 500US dollars.
With ViewStation SP for videoconferencing it was very convenient in terms of the size, handling, and the shape (outside appearance) of the equipment. One of the good things of ViewStation that we like the most is that we can use the equipment not only by ISDN but also by LAN (Local Area Network, internet) which doesn’t cost much. At my university two TAS (one of them is in her 3rd semester of graduate program and the other is in her first semester of graduate program are majoring in English Education) are working for this project and I do not think they are technicians. However, they have no problem in operating the equipment from the very beginning. It seems that only about two hours are enough for them to learn how to operate the equipment.

1.1 Purpose

According to recent researches on L2 learning and acquisition, neither teacher oriented nor self instructed learning has been successful. The reason being that in teacher oriented learning learners are fully dependent on teachers so that they are not confident of their L2 performances. Neither do they feel any responsibility and enjoyment in L2 learning, which are considered to be two of the most important features of learner motivation. Self instructed learning is problematic in that learners may end up with fossilizations because they don’t know what from is acceptable and grammatical. Particularly for the beginning L2 learners teach-yourself package may lead them to nothing but despair in L2 learning.

Self-instruction combined with teacher-led instruction would be an ideal combination for an optimal L2 learning and teaching. And KWCCDLP would provide an ideal learning situation in this sense. Because it gives the learners both enjoyment, sense of achievement and satisfaction and confidence in themselves. It also gives them a sense of responsibility for L2 learning and internal motivation because they have to cooperate with their fellow students at Korea University and Waseda University. It also gives them an opportunity to establish mutual understanding by cross-cultural interchange by working together.

The purpose of this project is to enhance the English proficiency of the students of both universities by making their learning situations enjoyable and fruitful. Specifically this project is to

1. create the situations where students of both universities to get to know and understand each other through ISDN (Integrated System Digital Network) and LAN so that they can exchange their ideas and information via English, a powerful communication tool of today.
2. make the students of both universities to work together through TeleMeet systems, VC systems, Chat systems, e-mail systems or in a joint seminar so that they feel confident in performing an autonomous self-instruction with the help of their group members and supervisors. As a result they can feel sense of satisfaction and achievement in their English Proficiency.
3. To provide a new style of joint-education of L2 learning and acquisition because there is very
few(almost none) research on the use or role of multi-media in L2 learning and teaching. The result from this project will be of great importance for future works in the use of communication systems in L2 learning and teaching.

1.2 Four Stages

From my observations, the KWCCDL has undergone the following four stages of development:

1. 1st stage: until the end of 1998: preparatory stage
   Professor Hirano visited Korea University on December 21st to discuss goals, background, facilities, procedures and methods of conducting the KWCCDL project in detail.

2. 2nd stage: until the end of July, 1999: experimental stage
   Two new computers for communication(basic computer equipment plus CCD Camera newly developed by Matsushita Electronics) and other multi-media equipment were installed in the College of Liberal Arts Audio-Visual Library at Korea University on January 31, 1999. In this stage a very elementary level of distance learning was conducted by using CUSeeMe and the internet.

3. 3rd stage: until the end of 1999: intensive operation stage I
   Six computers (a digital camera for video conferences and other multi-media equipment) were installed for CUSeeMe use. Equipment for a joint seminar system for TeleMeet was given: a system unit with a computer, camera with a tripod, video projector, a screen, mouses and mouse cables, keyboard and keyboard cables, and microphone and microphone cables. A Multi-Media Lab classroom was established on the 2nd floor of the College of Liberal Arts Building (3-222A) and network seminars with Waseda University in English via CUSeeMe and TeleMeet were conducted successfully.

   Participated in a CCDL Symposium held on November 14th at the Waseda International Conference Center via the CCDL system and the internet. Both graduate and undergraduate participants actively engaged in CUSeeMe, TeleMeet, and e-mailing in terms of exchanging information.

   On December 27th, 1999, the Vice president and a delegation from Waseda attended the official Opening Ceremony of the Multi-Media Education Lab and presented Korea University with a commemorative plaque.
Three more computers were given by Waseda for the use of Japanese majors at Korea University. This indicates that not only an English but also a Japanese CCDL project is being carried out between Korea University and Waseda.

4. 4th Stage: until the end of 2000: intensive operation stage II

This stage is characterized by a growth in the number of participants in KWCCDL in terms of students according to their major fields (not only English but also Japanese and Chinese majors) and professors at both Korea University and Waseda. Besides me, Professor Cho, Professor Jeon, Dr. Suh, Dr. Bang of the English Department and all of the faculty members of the Chinese Department at Korea University joined the KWCCDLP as follows:

<table>
<thead>
<tr>
<th>Year/dept. participate</th>
<th>Professors</th>
<th>Students</th>
<th>Subjects-course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999/English(E.)</td>
<td>1</td>
<td>43</td>
<td>2</td>
</tr>
<tr>
<td>2000-1/E. J.</td>
<td>3 E. &amp; 1 J.</td>
<td>120 E. / 30 J.</td>
<td>5</td>
</tr>
<tr>
<td>2000-2/E. J. &amp; C.</td>
<td>3 E./1 J. &amp; C. Dept.</td>
<td>143 E./ 30 J./60 C.</td>
<td>6</td>
</tr>
<tr>
<td>2001-1/E. J. &amp; C.</td>
<td>5 E./1 J. &amp; C. Dept.</td>
<td>170 E./40 J./60 C.</td>
<td>7</td>
</tr>
<tr>
<td>2001-2/E. J. &amp; C.</td>
<td>4 E./1 J. &amp; C. Dept.</td>
<td>185 E./40 J./60 C.</td>
<td>7</td>
</tr>
</tbody>
</table>


As shown in the above table, the number of participants has been significantly increasing. In the beginning only about 40 students were involved in the project whereas in 2001 almost 285 students are involved. Moreover, the departments involved started with just English in 1999 and then included Japanese and Chinese in 2000. The titles of the courses for the project have also become very diverse now (Freshman English, English Acquisition Theory, TEFL, Japanese, Chinese). Innovations in conducting the KWCCDLP were also explored in this stage.

Integrative methods of teaching and ways of developing interesting educational content of high quality, and appropriate evaluation techniques are the main concern of the researchers engaged in this project.

At present Korea University and Waseda University have set up a new credit exchange course, “Global English through Internet” and “Global Literacy” courses for freshmen respectively. For Global English Through Internet course at Korea University the enrollment is limited to 30 due to the characteristics of the course which focuses on presentation, discussion and various interaction activities during the class hour. For Global Literacy course at Waseda University almost same number of students, about 30 students. Through this course participants at both universities learn how to present, discuss, negotiate, and most of all, how to appreciate other cultures.

In 2001 a new equipment called Polycom was installed for video conferencing system. This system is
more efficient and economical than the previous one because it is available both on the ISDN line and on LAN. Moreover, no headset is required. A small microphone can collect voices within 5 meters very clearly without any noise. An automatic 180 degree revolving automatic video camera comes with the Polycom, which makes it easier and more efficient for the participating students to solely concentrate on their works.

1.3 Goals

When we started the KWCCDLP in 1999 we had the following 6 goals in mind:
1. to establish a new paradigm of learning and teaching
2. to have a better understanding of students from different cultural backgrounds
3. to improve the English proficiency of the participating students
4. to establish means for integrating English teaching and teaching major subjects such as English Acquisition Theory, English Grammar, and English Education,
5. to establish a venue where students could make use of and to make known what they have learned from the project such as participating in a PAAL conference, which is an international conference on applied linguistics.

Let me give you a brief introduction of PAAL. PAAL is an acronym of Pan-Pacific Association of Applied Linguistics which was established in 1996 through the collaborative efforts of Waseda University and Korea University. The purpose of the Association was to foster academic exchange between Waseda and Korea University. The goal of PAAL was to provide an excellent opportunity for cooperation in disseminating new and current research in the fields of applied linguistics and English Education. The association held its first colloquium at Korea University to provide a platform for scholarly research. Since its inception PAAL has grown up rapidly. Now PAAL has over 400 members from countries all around the world. The Journal of PAAL, which is published twice a year, is indexed in the ERIC and LLBA databases. The Editorial Board of the Journal of PAAL boasts such distinguished members as Robert Bley-Vroman of University of Hawaii, Alan Davies from University of Edinburgh, William O’Grady of University of Hawaii, Ho-Min Sohn of University of Hawaii, Teresa Pica of University of Pennsylvania, Dennis Preston of Michigan State University, and Peter Sells of Stanford University. In addition, members of PAAL are involved in an international Cross-Cultural Distance Learning Project(CCDL). This project is a consortium of 15 universities, which include the University of Edinburgh, National University of Singapore, and the DeLaSalle University, among others. This collaboration has resulted in active academic exchanges that have transcended time and region. The conference, journal and participation in CCDL have brought PAAL international recognition. This year, the 7th PAAL conference would be held RELC in Singapore from December 13 to 15, 2002 just before
AILA.

6. to develop better ideas of solving problems in English learning via TeleMeet, CuSeeMe, and e-mails. By establishing a seminar program using computer networks between Waseda and Korea University, students have learned how to work together and solve problems more efficiently.

1.4 Procedures

For KWCCDLP the following procedures are adopted in the classroom:

1. Orientation for the KWCCDLP (via a message on the supervisor's homepage http://www.korea.ac.kr/~kjpark) for about 30 minutes from 10 o'clock to 11 o'clock for 2 weeks.
   Explain to the participants, the goals and features of the KWCCDLP and advise them to follow the following procedures:
   1) submit their name in English
   2) submit their e-mail address and possible chatting times
   3) submit their picture for the Homepage. TAs in the Multi-Media Education Lab. can take photos of participants upon request.
   4) demonstration of how to use CUSeeMe
   5) demonstration of how to use the CCDL Homepage for asking questions and doing homework

2. arrange with their partners a chatting schedule before exchanging e-mail addresses

3. Participants must come to the Multi-Media Education Lab. in order to do chatting via the communication system. They can also see each other through a CC camera.
   They have to adhere to their pre-arranged schedules when they chat with their partners.

4. They have to register their personal profiles on the CCDL Homepage.
   Their pictures are automatically up-loaded.

5. Participants are encouraged to write a summary of their chatting in 'My Notebook' every week. Questions can be asked via the CCDL Homepage or the Supervisor's homepage. (Supervisors and TAs can give feedback to the questions raised by students.)

6. Two/three TeleMeet sessions via ISDN per week (one to two hours per session) are scheduled per semester.

7. Wednesday TeleMeet sessions lead by Professor Alan Davies of the University of Edinburgh are scheduled once per week in the 1st semester of 2001.
   (Lecture contents, procedures, time, and venue will be announced on the Homepage. Lecture materials and handouts can be printed out as documents or saved as a
8. Participants reported that they were very satisfied with the project. One of the problems that was encountered was that time was limited in the question and answer sessions due to economical problems.

9. The CCDL project was carried out in conjunction with regular course sessions

10. As of today, CCDL operating manual for students are provided in English version so that participants of both universities can register their profiles and learn how to make use of “My Page,” “Text Chat,” “Bulletin Boards,” “Notebook,” and “Message Board” by themselves.

In order to facilitate the co-work, students who register for KWCCDLP courses at both universities (Prof. Park’s and Prof. Hirano’s and Prof. Nakano’s classes) are first divided into 10 groups respectively. Then each group is to pair with the corresponding overseas partner university to make a larger KW co-working group. The participating students are to carry out their co-work activities in their respective KW co-working groups. Once the KW Co-working groups have been established, they are to carry out their learning activities by having frequent contact with their domestic and overseas participating students of their own working groups.

The contact with overseas partners is made through a video conferencing system, a chat system or an e-mail. For this purpose PCs each with those communication systems installed are supplied to Korea and Waseda Universities respectively.

A video conferencing system is a system enabling two or more people in separate locations to converse with each other by using a headset, a microphone and a CCD video camera. The participants can talk to their partner whose real-time video pictures were seen on the monitor screen of the PC and whose real-time voices were being able to be transmitted through the headset. This system was called “TeleMeet” developed by Mstushita Electric Industrial Corporation and is installed in one of the two PCs, available on the ISDN line. In 2001 a new equipment called Polycom was installed for video conferencing system. This system is more efficient and economical than the previous one because it is available both on the ISDN line and on LAN. Moreover, no headset is required. A small microphone can collect voices within 5 meters very clearly without any noise. An automatic 180 degree revolving automatic video camera comes with the Polycom, which makes it easier and more efficient for the participating students to solely concentrate on their works.

A chat system is available on the internet called “CUSeeMe” which enables people in separate locations to converse with each other. In this sense it is the same as “TeleMeet.” However, it is different from “TeleMeet” in that it requires neither a headset nor a video camera due to the inability to get clear pictures and voices. With this system the participants are only supposed to have a talk simply by typing their
messages to their overseas partners. This system is installed in both of those two PCs.

An e-mail is available on the internet and the participants can use this system with free of charge. Both Waseda and Korea University students have their e-mail addresses of the respective universities.

Those who would like to contact with their respective overseas or home partners can make use of other means or tools such as express mails, telephones, and so forth.

Regarding the use of TeleMeet and VC(video conferencing via Polycom) the condition for its use is that the participants of Waseda University should give a call to start to use it. As for Telemeet and CUSeeMee participants are supposed to fix the date and the time to use them by making an appointment via e-mail or the bulletin board on the Home page for KWCCDLP only.

1.5 Homepage

To facilitate the KWCCDLP a home page is prepared with the following bulletin boards:
1. to fix the date and the time for a discussion with their partners
2. to check the availability fo the PCs or any technical difficulties
3. to carry the summaries of the discussions carried out among the participants
4. to exchange various information among the participants themselves
5. to carry suggestions and opinions both by the participants and the supervisors
6. to ask questions and carry comments by the participants as well as the supervisors
7. to carry urgent and unexpected problems to be announced
8. others

Homepage carries:
1. profiles of both the participants and the supervisors
2. the introduction of the participants’ universities
3. instructions on how to send summaries and on how to check the availability of the PCs, etc.

Effects of Home Page
The various effects of Home Page are
1. to enhance the students’ writing ability
2. to give an opportunity to see what others are doing
3. to cooperate to do a joint final report by providing them with the necessary materials
4. to provide the supervisors with chances to evaluate the improvement of their students’ writing and
communicating proficiencies

5. to provide a place to work with each other
6. to provide a good place to announce KWCCDLP throughout the world

1.6 Assigned Co-work Activities

Each of KWCCDLP groups is assigned one topic or subject to study. They are supposed to study, investigate, discuss it with their partners of their group both at home and overseas and make a final report on it at the end of the academic year.

Topics assigned will be the ones closely related to them and in fact the ones suggested and selected by them. The topics must be the ones helpful to establish the mutual understanding across different cultures, manners and customs, social system, traditional values, and so forth.

Before starting the project the participants are needed to get to know each other by using various communication tools.

Profiles should be sent to project@mn.waseda.ac.jp or turn them to their supervisors by the end of the first month of the term. However, as of 2002 participants can register their own profiles on the spot on the homepage of CCDL.

1. Summary of each discussion with their overseas partners on the bulletin board, My Notebook of the home page within 48 hours after they have one. The length of the summary is about 200 words. They are to pay a particular attention to the home page because the way of making a summary on the bulleting board will be notified later through the home page. The URL of the homepage will be notified later through the supervisors respectively.

2. A final report at the end of the year for their co-work activities. The length of the final report is about 2500 to 3000 words. How to send it will be announced later through the home page

4. have to participate in the discussion with their overseas partners voluntarily and positively. They are supposed to exchange their views on the assigned topics through the discussion. Understanding their partners is carried out by discussions. The number of the times of their participation in the discussion will be reflected on their report cards.

5. Are supposed to establish a good tie of friendship and a mutual understanding with each other.

1.7 Evaluation

The participants’ evaluations will be based on the following:
1. the number of the times summaries are presented
2. the content of the summaries
3. the final report
4. the number of the times the students have participated in the discussion with their overseas partners
5. the creativity of the participants’ ideas and their enthusiasms and efforts
6. how active their interactions with their overseas partners

2. What has the KWCCDL project done for Korea University students?

Instead of discussing the benefits and the advantages of CCDL in terms of each of the five stages I mentioned above, I will briefly summarize what the KWCCDLP has accomplished for Korea University participants.

Having participated in the KWCCDLP (for a year or two years), all of the participants showed a significant increase in motivation and responsibility-taking as opposed to the non-participants. In short, the participants became more independent, confident and motivated in the target language learning via the KWCCDLP.

In the beginning, students were reluctant to get involved in the project. Moreover, they had high levels of foreign language anxiety which led the students to have a mental block, similar to that experienced by students studying math and physics. Foreign language anxiety acts as an affective filter that results in avoidance behaviors such as the missing of classes, the postponing of homework, and a reluctant/unreceptive attitude to language input (Krashen, 1980). The KWCCDLP enables participants to unconsciously decrease their once high level of foreign language anxiety as they become deeply involved in the KWCCDLP and become very successful language learners.

The KWCCDLP makes it possible for participants to get to know and understand each other better so they no longer feel foreign language anxiety as they become more involved in the project. Moreover, students began to realize that their overseas partners have the same kind of foreign language problems, which motivated them to work closely together to solve their common problems and to learn from each other. Thus, the KWCCDLP creates situations where students of both universities get to know and to understand each other via ISDN in the target language.

The project also enables the students of both universities to work together through TeleMeet systems, VC systems, Chat systems, e-mail systems or in a joint seminar so that they gain confidence in performing autonomous self-instruction with the help of their group members and supervisors. As a result, students feel a sense of satisfaction with their target language proficiency. This type of learning situation is informal in nature and relatively new compared with traditional learning situations.
In this connection the KWCCDLP can solve most of the problems target language teachers face today: motivation, satisfaction, learner-oriented learning environments, induction of learning processes, enjoyment in the learning process, reliance upon native speakers of English and so forth. In short, the KWCCDLP can provide an ideal learning situation for target language learning and teaching: self-instruction combined with teacher-led instruction.

In fact, according to the responses of the KWCCDLP participants, all the students have shown a growing interest in the KWCCDLP. They feel that the KWCCDLP can benefit them much more than mere Internet chatting and conferencing in terms of exchanging information and their ideas with their overseas partners to obtain a better understanding of foreign culture and tradition. They also felt that their English proficiency improved by reading, discussing, and presenting information obtained from up-to-date scholarly papers through TeleMeet. During their TeleMeet sessions, students began to learn how to appreciate and help others, and moreover, how to make their voices heard in this globalized world.

Moreover, the KWCCDLP participants began to understand that their use of English is somewhat different from that of their overseas partners although many similarities can be observed from both of their English use. This means that when we speak English, our native culture and native language are eventually reflected in it. No one can deny the presence of L1 transfer in target language learning. English is a global language. But the global English that we are actually speaking is, in fact, a combination of global English plus local English. Once we understand and get an idea of what the global features are like for each culture, then we will be in a better position to learn and teach English, the global language. The KWCCDLP has provided the participating students and teachers with the resource data, very genuine and useful authentic data, for learning global English. For Asian learners of English it is very important to understand cultural differences as well as linguistic differences so as not to misunderstand and mislead what should be stated and told.

So far much attention has been given to learner’s interlanguage since Corder’s The Significance of Learners’ Errors(1967). However, theoretical issues of language and language acquisition in relation to L2 learners language have been the main focus of interest.

Studies of interlanguage in relation to classroom language teaching have been neglected although interlanguage is considered very important for language teachers in terms of its relationship to language input, developmental stage and proficiency(Selinker, 1972: Park & Nakano, 2000: Park 2000).

Learners’ language has many distinctive features of their own in terms of lexicon, phonology, syntax, semantics, and pragmatics. Particularly interesting are some of the misleading expressions used by L2
learners from different cultural backgrounds because they are used in learner-learner interaction and can be uniquely determined by those who use them. They are very important in that they can provide language teachers with what, when, why, and how to teach. Moreover they can also provide the needs of the learners. They play a role in facilitating foreign language learning in meaningful situations and the promotion of learners’ language. In this connection KWCCDLP have contributed a lot by providing with authentic data in learner-learner interactions.

The KWCCDLP participants have presented papers on interlanguage features of both Japanese and Korean students at the KWCCDL graduate seminar sessions on a voluntary basis via TeleMeet. Paper presentations at international conference such as PAAL have resulted from these interactive sessions. Summaries and handouts of the papers to be presented in the seminar sessions are sent to the overseas partners via e-mail at least one week prior to the date to be presented. In this way, students help each other and work very closely together so that they can collaborate on joint research.

3. Some Suggestions for the future of the KWCCDLP

Besides the above mentioned positive aspects of the KWCCDLP the following aspects should be taken into consideration in order to facilitate and bring about better results:

1. At present, computers with a built-in recording system are not available. A means for connecting with the recording system is needed. This is important to check what has been discussed in the seminar via TeleMeet after the session and to give feedback to the participants. Saving necessary data for future joint work so our participants can access it is crucial. Paying futile attention to just recording the data wastes time and effort which could be used to focus on other matters. However, with Polycom we can video-tape each session on the spot so that the participants can review each session after class.

2. Ways to select topics for CUSeeMe and TeleMeet should be reviewed and revised. That is, on the basis of students need analysis or questionnaires, interesting topics worthy of discussion could be selected by the students. Or interesting materials could be developed on the basis of in-depth research on the KWCCDLP. Participants could take the initiative of selecting topics to be discussed via the internet.

After three years of participating in the project, this year for Global English through Internet course we have selected topics such as “A Love Affair with Korean Soap Operas(from the Honolulu Advertiser, Thursday, August2, 2001. E.3),” “How to Sell in Korea?” “Marketers tout Kim Chee as the Next Sallis(Honolulu Star-Bulletin, Sunday, august 19, 2001),” “A Long Trip to School: Why Parents are
enrolling Kids Abroad (Business Week, August 27, 2001:62-63),” “Close to Home (Far Eastern Economic Review, August 16, 2001:44p), “ “Online: Distance learning not profitable, but needed (The Honolulu Advertiser, Wednesday, August 19, 2001),” “Isle Korean War Museum Urged (The Honolulu Star-Bulletin, August, 19, 2001),” “Book lover enriches state library (The Honolulu Advertiser, Monday, September 3, 2001),” “Seminar Debates Gap between Western, Korean biz cultures (Korea Herald, June 7, 2001),” “Australian voting system to contribute to Korean Democracy,” Senior Citizens on the rise (Swiss Review, No.6, December, 2001),” among others. Topics are diverse in nature ranging from the most educational ones to the hot issues at hand. Students are also encouraged to submit articles or materials of their own interests to be discussed in class. Students are very engaged in very lively discussions and they are very eager to convey their opinions in class.

3. It is important to state the specific goals of KWCCDL P clearly. For example, one year of KWCCDL P will correlate with a certain degree of improvement in English:

- One year: speaking - basic everyday English skills
  - listening - basic listening skills

- Two years: speaking - comfortable in everyday English skills
  - listening - fluent in everyday English listening skills

- Three years: speaking - comfortable in academic discussions
  - listening - fluent in academic comprehension

That is, the KWCCDL P can develop an evaluation test comparable to an English Proficiency Test.

4. At present, revisions on the Homepage have been managed by Waseda. If the K.U. side wants to add or delete something related to K.U. and the project from the homepage, much time is needed. Have to find an efficient means for K.U. to have access to the maintenance of the Homepage, if necessary. The Homepage could be regularly revised in a new format.

5. Need to develop lecture contents for CCDL and TeleMeet. Also, the TeleMeet evaluation system could be developed by joint work between Korea University and Waseda University.

1. Regular compulsory/elective CCDL courses between Waseda and Korea University are recommended for better and effective learning not only for English but also for other fields such as French, Engineering, Politics, Economics, and so forth.

2. Regular seminar sessions for CCDL (two classrooms are connected sharing the same space)

3. An expansion of the English education program via the internet. By making use of a teleconferencing
and video conferencing system network-transmitted language classes can help students improve their English communication skills.

4. Results of the KWCCDLP for the 1st term

After three years of joint work of CCDLP between Korea University and Waseda University the following are the results:

1. Korea University participants became more active in discussing and exchanging ideas with the Waseda participants. They began to understand how to interact and understand each other via the internet.

2. Active participation in CUSeeMe and TeleMeet sessions in English enable participants to become fluent in English.

3. Participants begin to lose their defense mechanisms in speaking in English as they become more involved in the KWCCDLP.

4. Participation in the KWCCDLP in English enables students to understand their partners and their cultures. Moreover, it enables them to build friendships, mutual understanding, and confidence.

5. The KWCCDLP provides participants with high motivation to study English. Participants naturally gain integrative motivation due to the fact that they become interested in the media of communication. They also realize that English and computers can be used simultaneously for the purpose of communication. Participants feel satisfaction and responsibility in learning.

6. The KWCCDLP enables participants to enjoy their learning process and makes them the center of learning: student-oriented learning environments.

7. Positive by-product of the KWCCDLP is the fact that participants become very skillful writers at the end of the semester though they were very low proficient writers in the beginning of the term.

8. Participants visit each other during vacations after the KWCCDLP sessions, which indicates that they wish to continue learning and understanding each others' culture.

9. Participants obtained in-depth knowledge in their major fields via the TeleMeet discussions.

10. Participants who have the same interests can collaborate to bring about fruitful results of joint-research. Their high quality research is published in PAAL journals where constructive feedback is received from several scholars in related fields.

To recapitulate, participants are very satisfied with the fact that they can gain international sensibility and better competence to present their papers in English at an international conference. They also have an opportunity to discuss and disseminate their ideas.
5. Possible Contributions

The KWCCDLP is very beneficial to students in that it helps enhance their mental capacities as well as linguistic competence in this global world. Moreover, KWCCDLP has the following benefits:

(1) Development of a new paradigm of learning and teaching
(2) Development of cooperative CCDL courses and lectures
(3) Mutual understanding and friendship among participants (Waseda University students and Korea University students became interested in the culture and traditions of their overseas partners in order to understand each other better. As a result, they do not hesitate to discuss very controversial topics and problems such as ‘Japanese High School History Textbooks’ which have distorted historical facts. Waseda participants hold the view that an objective way of thinking is needed and that they have to accurately record what has happened in the past.
(4) Development and enhancement of competitive national power via better English proficiency
   (Since English is a global language, motivation to learn English is very high)
(5) Developing a creative and critical mind to determine the advantages and disadvantages of CCDLP via an interaction based learning environment and computer mediated instruction.
(6) Participants take on the role of civilian diplomats who deliver and introduce their culture.
   (Overseas partners become more interested in Korean culture and language. Moreover, students can be trained to be proficient in language and culture to become good civilian diplomats.)
(7) The KWCCDLP participants showed improvement in English Grammar, communicative competence, and writing ability after participating in the project. This means that the NS's role in English Education in Korea is not a decisive factor. NSs do not play an absolute role in English Teaching. (Contributes to the Korean economy in terms of the budget for English education.)

To recapitulate, the KWCCDLP has established a new paradigm of learning, teaching, and research by providing students from different cultural backgrounds with newly advanced IT environments to develop their potential to become a useful member of a globalized community or society. Via the KWCCDLP global educational environments become possible by co-working in teaching, learning, and developing materials suitable for participants for the KWCCDLP since the KWCCDLP makes us realize what problems we have and what we can do for them. In short, the KWCCDLP makes us treasure who we are and what we can do. Our horizons are broadened so we can understand other cultures simultaneously. Students participating in the KWCCDLP become more confident, responsible, congenial, objective, and broadminded in understanding their own cultures as well as others'. As a result, students become trustworthy, reliable and competent members in the globalized community.

The most important aspect about the KWCCDLP is that we, as Asians, can benefit from each other by working closely together. For example, in the area of English Education, by making the most use of the
KWCCDLP it is possible for us not to rely heavily on native speakers of English regarding teaching and learning English conversation and composition, and even in developing English materials. Our students do not have to go abroad just for the sake of improving their English proficiency. Since no one knows our problems better than ourselves, we can take very good care of our students given time and support.

References


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