CCDL PROJECT: Learning through Co-operation and Collaboration

Michiko Nakano and Kyung-Ja Park

Part 2

- Students’ Tasks in CCDL Project
- Basic Analysis of CMC Data – what are the main features of chatting data?
- Students’ task: past and present
Three Kinds of Cyber Learning

Medium of Communication
--English, Japanese, Chinese, Korean

- Cross-Cultural Distance Language Learning (CCDL): CU-SeeMe
- Cyber Seminars: Polycom
- Cyber Lectures: Polycom
CCDL Universities Participating
2000 1st Semester

- Korea University
- Kangwon National University
- De La Salle University
- University of Malaya
- University of Essex
- Stanford University
- National University of Singapore
- Ina Comprehensive High School

CCDL Participating Universities
New Members

- RELC
- University of Hawaii at Manoa
- Capital Normal University in China
- Taiwan National Normal University
- University of Edinburgh
- Brunei University
- Chulalongkorn University
- Thammasat University
- University of Michigan—Waseda High School
- Monash University
- University of Hawaii at Hiro
Our Home Page

http://www.project.mnc.waseda.ac.jp/ccdl (past)
http://ccdlsvr.project.mnc.waseda.jp/
http://pc171115.pc.waseda.ac.jp/ccdl

Students’ Tasks

- Profile Registration in HP
- appoint-making by e-mail → automatic appoint-making program
- weekly chatting
- 200-word summary in HP
- face-to-face dialog by video-conferencing
- final report at the end of each term
- Recently, students started to make radio web station
Cross-Cultural Distance Learning

with the use of virtual understanding and foreign language in question

Profiles of Supervisors

Korea University (Department of the English Language and Literature) - Waseda University (School of Education)

The Scheme of KW Distance Learning Project

Korea University: CLU-Speech Lab, EBSU, EBSU, EBSU, EBSU
Waseda University: CLU-Speech Lab, EBSU, EBSU, EBSU, EBSU

How to Use
Softwares
Chat System
CLU-Speech Lab

Reservation Page
- Reserve
- Cancel

Registration Page
- Register your profile
Cross-Cultural Distance Learning
My Notebook

Read an Article

Article #: 00047 / Entry Date: 00/06/22 15:41:08
From: Takahashi
Subject: We finished the chat session in this semester.
Message: I finished the chat session with Korean friend. In our chat, we talk about music, animation, food, part-time jobs and girlfriend each other. It was so fun, so we promised to continue our chat in next semester. And through this project, I made good Korean friend. Then I am going to go Korea at the end of the June and I'll meet him.

# of Responses: 0

Write Comment on this article:

Name:
E-Mail:
Subject:

We finished the chat session in this semester.
Cyber Lectures

- Professor Alan Davies
  - Department of Theoretical and Applied Linguistics, University of Edinburgh, “Current Issues of Applied Linguistics”

- Professor Ian Neary
  - Department of Government, University of Essex, “Human Rights and Japanese Values”

Cyber Lectures and Seminars

- Integrated Studies of Applied Linguistics, Dept. of English, Korea University
- Post-graduate Seminar between Waseda University and Korea University (Applied Linguistics)
- Postgraduate Seminar between Kangwon National University and Waseda (American Literature)
Department of Government University of Essex
Honoran Ian Neary

Mandatory Teaching Programme

4. 5/11
   What are human rights?
   What is the international human right regime?
   Human Rights and Asian Values

5. 5/18
   Japan and Human Rights 1
   The post-war political structure and human rights
   Rights protection
   Handout (pdf file)

6. 6/0
   Japan and Human Rights 2
   Minority Rights: Burakumin, Koreans and Ainu

7. 6/9
   Japan and Human Rights 3
   Children’s Rights

8. 6/15
   Japan and Human Rights 4
   Patients, Prisoners and Lawyers

9. 8/22
   “The Tailor” by Junichiro Tanizaki
   Shu Ochiai, School of Education, Waseda University
   Handout (pdf file)
   [for reference: pictures of spiders]

Outline: Human Rights and Japanese Values

Advanced Linguistics
1. 3/20
   Prof. Yu Ho-Bin
   Introduction to the Current Literature
   Participants: The Significance of Content Language in DSE
   Action and Receiver Sequence
   Handout (pdf file)

2. 4/6
   Prof. Cho Yong-Hwa
   Grammar and Content
   Handout (pdf file)

3. 4/13
   Prof. Kim Young-Hee
   How to Read a Novel
   Handout (pdf file)

4. 5/5
   Prof. Hwang Suk-Min
   Pronunciation of Korean in DSE
   Action and Receiver Sequence
   Handout (pdf file)

5. 5/12
   Prof. Jung Hyoung-Yong
   ESL Development
   Handout (pdf file)

6. 5/19
   Prof. Ko Dong-Hwan
   Language Acquisition
   Action and Receiver Sequence
   Handout (pdf file)

7. 6/2
   Prof. Kim Young-Hwa
   Grammar and Content Language
   Handout (pdf file)

8. 6/9
   Prof. Kim Young-Hwa
   DSE: Action and Receiver Sequence
   Handout (pdf file)

9. 7/6
   Prof. Lee Hyun-Ki
   DSE: Action and Receiver Sequence
   Handout (pdf file)

10. 7/20
    Prof. Park Kyoung-Hwa
    DSE: Action and Receiver Sequence
    Handout (pdf file)

11. 8/3
    Prof. Park Hyoung-Hwa
    DSE: Action and Receiver Sequence
    Handout (pdf file)

12. 8/10
    Prof. Park Kyoung-Hwa
    DSE: Action and Receiver Sequence
    Handout (pdf file)

13. 8/17
    Prof. Park Kyoung-Hwa
    DSE: Action and Receiver Sequence
    Handout (pdf file)

14. 8/24
    Prof. Park Kyoung-Hwa
    DSE: Action and Receiver Sequence
    Handout (pdf file)
Language in Use

Hugh Trappes-Lomax

Course Objectives
The purpose of the course is to explore what we mean by 'language in use' - its environment, its scope, its data, its discourse characteristics - and to consider various ways in which we can describe it. The course will give participants plenty of opportunity to look at and discuss samples of language in use from a wide variety of genres and situations.

October 11 The environment of language in use
Handout, Data, Reference

October 18 The language of language in use
Handout, Data, Appendix

October 25 The data of language in use
Handout

November 8 Action and interaction

November 22 Meaning and message

November 29 Consistency and cohesion

December 6 Aims and accomplishments (I)
SLA lecture program by Michael Long in University of Hawaii

1. Thursday, October 26, 6-8 p.m. (= Tokyo, Friday, October 27, 1-3)
   Mike Long: Age differences and the sensitive periods controversy in SLA

2. Thursday, November 9, 6-8 p.m. (= Tokyo, Friday, November 10, 1-3 p.m.)
   Dick Schmidt: Motivation and SLA

3. Thursday, November 30, 6-8 p.m. (= Tokyo, Friday, December 1, 1-3 p.m.)
   Catherine Doughty: The effects of instruction on SLA

4. Thursday, December 7, 6-8 p.m. (= Tokyo, Friday, December 8, 1-3 p.m.)
   Mike Long: Theory change in SLA

RELC Lecture Series

Dr. Les Bell. Leading Educational Change. 15 Nov 2000.


Dr. Tony Han, Hongkong Baptist University. What can linguistics contribute to the teaching of Grammar. 23 April 2001.

Dr. Joseph Foley, RELC Adjunct Professor. Critical Literacy in the Southeast Asian Context. 16 May 2001.

Thomas Khng, RELC Deputy Director. The Role of SEAMEO RELC in Language Education in the Region. 30 May 2001.
2nd Step: CCDL - Cross-Cultural Distance Learning

- 海外提携大学との協力：参加大学数推移

<table>
<thead>
<tr>
<th>年代</th>
<th>国</th>
<th>大学</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999年</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2000年</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>2001年</td>
<td>16</td>
<td>30</td>
</tr>
</tbody>
</table>
Merits of CMC
(Students’ Chatting)

- Get to know each other personally
  - visit each other
- Create a kind of Asian Community
- But CCDL has to be a targeted integral part of the language course

Teacher’s Preliminary Tasks

- Typing exercises: 20-30 wpm
- Supply background information—history and culture
  - reading materials in HP and cyber lectures
- Improve their proficiency level
  - Over-all measure: MLU, TTR, Vocabulary level
- Local weak-points: Grammar and Pragmatics
- FonF for their weak points: picture description, story telling, roll plays and grammaticality judgment tests (aural and written)
Some properties of CMC (chat data)

- Chatting is between speaking and writing – satisfying some aspects of interactive everyday dialog
- in terms of vocabulary level, sentence length, turn-taking (overlapping and butting-in observable), conversational features in their lexical use and delivery speed (if their typing speed matches with their speaking speed, particularly in intermediate level)

Conversationality 1 from lexemes (conversation fillers)

Korea-E#4: What is your hobby?
Waseda Edu#2: Well,
Waseda Edu#2: Listening to music,
Waseda Edu#2: and watching the sports games.
Conversationality: Example 2 (exclamatory remarks)

DLS-E #2: So, what fun did you do in school?
Waseda Edu#2: Well, I enjoyed to chat with girls. They are very charming.
DLS-E #2: You also like to talk to them.
Waseda Edu#2: Yes!
DLS-E #2: Hmmmm....makes me wonder....you already have a girlfriend right?
Waseda Edu#2: As for me.....not yet.
Waseda Edu#2: Really? Yes, I have a girlfriend.

Self-Correction (similar to rephrasing in speech)

Waseda Edu#1: you can speak English well, Where do you study English?
Korea-#2: not at all! and i learn English in Korea.
Korea-#2: but i think i can not speak English fluently.
Waseda Edu#1: unbelivable!! I think you are bilingual.
Waseda Edu#1: bilingual(?)
For the sake of speedy delivery, abbreviations

Korea-#2: well, do u have any topic in mind?
Waseda Edu#1: well.. Have you put on chimajogori(?)?
Korea-#2: oh, dear...
Waseda Edu#1: I studied Korea a bit.
Korea-#2: what should i say, first....?
Korea-#2: well, yes, it's Korean traditional clothes.
Korea-#2: and now i'm wearing youhuku.(sweater and skirt)
Waseda Edu#1: In Japan, I see some Korean students wearing chimajogori.
Korea-#2: anyway i'm very happy to hear u learned Korean.
Korea-#2: oh! really? are they south Korean or the North?

Frequent Abbreviations for the sake of speedy delivery

- non-capitalization
- you   u
- are   r
- too   2
Emoticons to express feelings to simulate a face-to-face-interaction

Korea-#2: now can u see me?
Waseda Edu#1: Yes, I can see your beautiful face.
Korea-#2: oh! thank u!!!!!!!!
Waseda Edu#1: I had to send e-mail especially to you.
Korea-#2: ^^
That makes me so special...^^
Korea-#2: Thank you..

Waseda Edu#1: you can speak English well, Where do you study English?
Korea-#2: not at all! and i learn English in Korea.
Korea-#2: but i think i can not speak English fluently.
Waseda Edu#1: unbelivable!! I think you are bilingar.
Waseda Edu#1: bilingual(?)
Korea-#2: no... i hope i am, but i‘m not -_-;
More examples

Korea-E#6: have a good time with sungeun, and see you next time.
Waseda Edu#1: Are you angry?
Korea-E#6: let's talk about it through email..
Korea-E#6: Nope, i'm not angry..
Korea-E#6: ^^

In brief,

Chatting can be characterized as “conversational writing”.

Therefore, it is Good for production exercises and for cross-cultural understanding
Sample Analysis

- 12 Waseda University students, 12 Korea University Students and 11 De La Salle University students
- Data collected in July 7th till 7th of December

Methods of Analysis

1. Vocabulary Level using JACET4000 Level1–Level5
2. Type/Token Ratio; TTR
3. Mean Length of Utterance in words; MLU in words
Type/Token Ratio

- To measure lexical density
  Eg I am a student. I am studying English.
  I like studying English.
  7 types/12 tokens (total words) = 0.58
  I am a student interested in English,
  which is my favorite subject.
  12 types/12 tokens = 1.0

Excerpt 1:
- Waseda Edu#1: There are other noodles but.. <Return> [1 utterance]
  Korea-E#1: soba is cheaper and taste good?
  Waseda Edu#1: Soba is thinner than Udong. <Return> [1 utterance]
  Korea-E#1: well, in Korea, there's saying

Excerpt 2:
- Waseda Edu#2: Yea its given name. So <Return> [1 utterance]
  Waseda Edu#2: please call me Kentaro. <Return> [1 utterance]
  Waseda Edu#2: OK? <Return> [1 utterance]
## Type/Token Ratio of each level

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waseda</td>
<td>Tokens</td>
<td>41645</td>
<td>3122</td>
<td>3285</td>
<td>1281</td>
<td>680</td>
<td>59998</td>
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<tr>
<td></td>
<td>%</td>
<td>69.41%</td>
<td>5.20%</td>
<td>5.48%</td>
<td>2.14%</td>
<td>1.13%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Types</td>
<td>468</td>
<td>318</td>
<td>363</td>
<td>229</td>
<td>178</td>
<td>4600</td>
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<tr>
<td></td>
<td>%</td>
<td>10.17%</td>
<td>6.91%</td>
<td>7.89%</td>
<td>4.98%</td>
<td>3.87%</td>
<td>100%</td>
</tr>
<tr>
<td>Korea</td>
<td>Tokens</td>
<td>14948</td>
<td>1123</td>
<td>1031</td>
<td>475</td>
<td>229</td>
<td>21678</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>68.95%</td>
<td>5.18%</td>
<td>4.76%</td>
<td>2.19%</td>
<td>1.05%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Types</td>
<td>424</td>
<td>235</td>
<td>231</td>
<td>156</td>
<td>102</td>
<td>2559</td>
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<tr>
<td></td>
<td>%</td>
<td>16.57%</td>
<td>9.18%</td>
<td>9.03%</td>
<td>6.10%</td>
<td>3.99%</td>
<td>100%</td>
</tr>
<tr>
<td>DeLaSalle</td>
<td>Tokens</td>
<td>34456</td>
<td>2484</td>
<td>2570</td>
<td>1215</td>
<td>619</td>
<td>49800</td>
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<td>%</td>
<td>69.11%</td>
<td>5.64%</td>
<td>5.15%</td>
<td>2.44%</td>
<td>1.24%</td>
<td>100%</td>
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<tr>
<td></td>
<td>Types</td>
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<td>317</td>
<td>441</td>
<td>248</td>
<td>182</td>
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</tr>
<tr>
<td></td>
<td>%</td>
<td>10.31%</td>
<td>6.70%</td>
<td>9.32%</td>
<td>5.24%</td>
<td>3.84%</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Type/Token Ratio

<table>
<thead>
<tr>
<th></th>
<th>overall</th>
<th>Waseda</th>
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<th>De La Salle</th>
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<tbody>
<tr>
<td>bytes</td>
<td>766,679</td>
<td>338,996</td>
<td>122,762</td>
<td>304,921</td>
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<tr>
<td>Tokens</td>
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<td>62,620</td>
<td>22,018</td>
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Type/Token Ratio among three groups

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waseda</td>
<td>Korea</td>
<td>DeLaSalle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>3142</td>
<td>I</td>
<td>1072</td>
<td>I</td>
<td>1946</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>2750</td>
<td>you</td>
<td>807</td>
<td>you</td>
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<tr>
<td>is</td>
<td>1689</td>
<td>to</td>
<td>561</td>
<td>the</td>
<td>1276</td>
<td></td>
</tr>
<tr>
<td>to</td>
<td>1634</td>
<td>the</td>
<td>482</td>
<td>to</td>
<td>1195</td>
<td></td>
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<tr>
<td>in</td>
<td>1223</td>
<td>is</td>
<td>382</td>
<td>is</td>
<td>1053</td>
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</tr>
<tr>
<td>the</td>
<td>958</td>
<td>in</td>
<td>338</td>
<td>a</td>
<td>905</td>
<td></td>
</tr>
<tr>
<td>do</td>
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<td>it</td>
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<td>in</td>
<td>721</td>
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<tr>
<td>have</td>
<td>771</td>
<td>and</td>
<td>304</td>
<td>are</td>
<td>663</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>730</td>
<td>have</td>
<td>258</td>
<td>have</td>
<td>620</td>
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</tr>
<tr>
<td>are</td>
<td>718</td>
<td>of</td>
<td>233</td>
<td>and</td>
<td>603</td>
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<td>Total</td>
<td>14943</td>
<td>Total</td>
<td>34456</td>
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</tbody>
</table>

Table 3. The top 10 words in Level 1
As the difficulty of words increase, the number of the words used by the three groups decreases.

---

**Level 1**

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
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<tbody>
<tr>
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<tr>
<td>Korea</td>
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</tr>
<tr>
<td>De La Salle</td>
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</tbody>
</table>

**Level 2**

<table>
<thead>
<tr>
<th>Group</th>
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</tr>
<tr>
<td>De La Salle</td>
<td>172</td>
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</table>
The top 10 words in Level 2

<table>
<thead>
<tr>
<th>Waseda</th>
<th>Korea</th>
<th>DeLaSalle</th>
</tr>
</thead>
<tbody>
<tr>
<td>thank</td>
<td>167</td>
<td>nice</td>
</tr>
<tr>
<td>student</td>
<td>152</td>
<td>student</td>
</tr>
<tr>
<td>please</td>
<td>138</td>
<td>major</td>
</tr>
<tr>
<td>nice</td>
<td>116</td>
<td>pretty</td>
</tr>
<tr>
<td>anyway</td>
<td>68</td>
<td>drink</td>
</tr>
<tr>
<td>university</td>
<td>62</td>
<td>army</td>
</tr>
<tr>
<td>major</td>
<td>61</td>
<td>please</td>
</tr>
<tr>
<td>fine</td>
<td>54</td>
<td>language</td>
</tr>
<tr>
<td>kid</td>
<td>50</td>
<td>thank</td>
</tr>
<tr>
<td>language</td>
<td>49</td>
<td>anyway</td>
</tr>
<tr>
<td>Total</td>
<td>3122</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
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</table>
### The top 10 words in Level 3

<table>
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<th>DeLaSalle</th>
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</thead>
<tbody>
<tr>
<td>thank</td>
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<td>OK</td>
<td>79</td>
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<tr>
<td>student</td>
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<td>Japanese</td>
<td>74</td>
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<tr>
<td>please</td>
<td>53</td>
<td>sorry</td>
<td>73</td>
</tr>
<tr>
<td>nice</td>
<td>48</td>
<td>movie</td>
<td>60</td>
</tr>
<tr>
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<td>30</td>
<td>Japan</td>
<td>48</td>
</tr>
<tr>
<td>university</td>
<td>18</td>
<td>exam</td>
<td>30</td>
</tr>
<tr>
<td>major</td>
<td>17</td>
<td>popular</td>
<td>30</td>
</tr>
<tr>
<td>fine</td>
<td>16</td>
<td>computer</td>
<td>20</td>
</tr>
<tr>
<td>kid</td>
<td>15</td>
<td>let's</td>
<td>17</td>
</tr>
<tr>
<td>language</td>
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</tr>
<tr>
<td>Total</td>
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<td>Total</td>
<td>418</td>
</tr>
</tbody>
</table>

### The top 10 words in Level 4

<table>
<thead>
<tr>
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<th>Waseda</th>
<th>Korea</th>
<th>DeLaSalle</th>
</tr>
</thead>
<tbody>
<tr>
<td>hello</td>
<td>167</td>
<td>hi</td>
<td>59</td>
</tr>
<tr>
<td>hi</td>
<td>143</td>
<td>literature</td>
<td>20</td>
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<td>thanks</td>
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<td>senior</td>
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<td>luck</td>
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<td>later</td>
<td>16</td>
<td>singer</td>
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<td>abroad</td>
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<td>culture</td>
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<td>Total</td>
<td>421</td>
<td>Total</td>
<td>475</td>
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Total: 2570

Waseda: 1145
Korea: 418
DeLaSalle: 2570
The top 10 words in Level 5

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<thead>
<tr>
<th>Elementa</th>
<th>Basketball</th>
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<th>Chat</th>
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<table>
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<tr>
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<th>Alcohol</th>
<th>Might</th>
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<td>14</td>
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<th>Invade</th>
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<td>14</td>
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<table>
<thead>
<tr>
<th>Might</th>
<th>Careless</th>
<th>Rock2</th>
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<tr>
<td>4</td>
<td>14</td>
<td>12</td>
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<table>
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<th>Fantastic</th>
<th>Classmate</th>
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</thead>
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<td>4</td>
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<table>
<thead>
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<th>Intelligent</th>
<th>Licence</th>
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<tbody>
<tr>
<td>12</td>
<td>4</td>
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<th>Lecture</th>
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<td>4</td>
<td>10</td>
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<table>
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<th>Rival</th>
<th>Ate</th>
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</thead>
<tbody>
<tr>
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<td>4</td>
<td>9</td>
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**Total** 680 Total 228 Total 319

Some examples in ‘Others’

<table>
<thead>
<tr>
<th>Waseda</th>
<th>Korea</th>
<th>De La Salle</th>
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<td>143</td>
<td>Philippines</td>
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<td>Korea</td>
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<td>Bye</td>
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<td>Bye</td>
<td>108</td>
<td>Yeah</td>
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<td>Yeah</td>
<td>94</td>
<td>University</td>
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<tr>
<td>Korean</td>
<td>81</td>
<td>Bye</td>
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<tr>
<td>Waseda</td>
<td>53</td>
<td>Wow</td>
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<tr>
<td>Email</td>
<td>45</td>
<td>U</td>
</tr>
<tr>
<td>Tomo</td>
<td>38</td>
<td>Umm</td>
</tr>
<tr>
<td>Tyo</td>
<td>35</td>
<td>**</td>
</tr>
<tr>
<td>Ayako</td>
<td>35</td>
<td>Waseda</td>
</tr>
<tr>
<td>Chatting</td>
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<td>Email</td>
</tr>
<tr>
<td>Philippines</td>
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<td>Shincha</td>
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<td>Tes</td>
</tr>
<tr>
<td>Eiichiro</td>
<td>27</td>
<td>Soccer</td>
</tr>
</tbody>
</table>

E-mail 45  u 30  yuuki 58  e-mail 45  u 30  yuuki 58
1. Background

计算机介面通信（CMC）

- ‘communication that takes place between human beings via the instrumentality of computers’ (Herring, 1996)

- e.g., written text, graphic, auditory, and tactile modalities

Two types of Text-based CMC:

- Synchronous CMC
  - Internet Relay Chat (IRC), Bulletin Board Systems (BBSs)

- Asynchronous CMC
  - E-mail, COSY (COnferencing SYstem)
Previous studies:

- The written discourse of Internet Relay Chat (Werry, 1996)
- Relay chat exchanges between East Asian (Chinese, Japanese, and Korean) and North American university students (Ma, 1996)
- Internet Chat (IC) discussions between L2 Japanese learners and native speakers of Japanese (Kitade, 2000)

2. The study

The overall objective:

- To report on some methods of analyzing text-based CMC data in the CCDL project. By doing so, we hope that we can explore a more effective way to implement CMC in English language teaching.
Cross-Cultural Distance Learning Project (CCDL)

Waseda Univ. (Japan)

CU-SeeMe

Korea Univ. (Korea)

De La Salle Univ. (The Philippines)

Purpose:

1. To examine whether there is any difference in MLU in words in chat exchanges between Japanese and Korean, and between Japanese and Philippine university students.

2. To look at what kind of interactions take place by showing some excerpts of the actual discourse the students produced.
Subjects
– 12 Students at Waseda Univ. vs. 10 Students at Korea Univ. (10/21/99 – 12/7/99)
– The same 12 students at Waseda Univ. vs. 10 students at De La Salle Univ. (7/7/99 – 12/7/99)

Data
– Chat data were drawn from the two-way exchanges in the CU-SeeMe system

3. Data analysis

3.1. MLU in words
= The number of total words / the number of total utterances

Excerpt:
Waseda Edu#1: There are other noodles but..<Return>[One Utterance]
Korea-E#1: soba is cheaper and taste good?<Return>[One Utterance]
Waseda Edu#1: Soba is thiner than Udong. <Return> [One Utterance]
Korea-E#1: well, in Korea, there's saying<Return> [One Utterance]
Fig 1. Average MLU in words among three groups

MLU in previous Studies

- French 1st year univ. students of English --- 17.25
- French 3rd and 4th year university students --- 19.08
- Dutch 3rd and 4th year university students --- 17.59
- NS of American English --- 18.26
- NS of British English --- 22.36
- Waseda Students (e-mails) --- 15.08
- Waseda Students (CMC) --- 6.05

This suggests CMC is regarded as conversational rather than written form of exchanges
Fig 2. MLU in words between Waseda and Korea students

Table 1. Falls and rises between Waseda and Korea students

<table>
<thead>
<tr>
<th>Time period</th>
<th>Waseda</th>
<th>Korea</th>
<th>Matching</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.21-10.25</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>10.25-10.27</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>10.27-10.28</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>10.28-11.2</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>11.2-11.7</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>11.7-11.9</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>11.9-11.11</td>
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<td>11.11-11.16</td>
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<td>11.25-11.30</td>
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<td>11.30-12.2</td>
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</tr>
<tr>
<td>12.2-12.7</td>
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<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Matching: 12
Non-matching: 2
TOTAL: 14

(Binomial Test, p = .013, two-tailed)
Table 2. Falls and rises between Waseda and De La Salle students, suggesting strong interactivity

<table>
<thead>
<tr>
<th>time period</th>
<th>Waseda</th>
<th>De La Salle</th>
<th>matching</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.8–7.9</td>
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<td>+</td>
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<tr>
<td>7.9–7.10</td>
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<tr>
<td>7.10–7.14</td>
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<td>10.14–10.25</td>
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<tr>
<td>10.25–10.28</td>
<td>–</td>
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<td>10.28–11.1</td>
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<td>11.1–11.15</td>
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<tr>
<td>11.15–11.2</td>
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<td>11.17–11.18</td>
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<td>11.22–11.28</td>
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<tr>
<td>11.29–12.2</td>
<td>–</td>
<td>–</td>
<td>yes</td>
</tr>
</tbody>
</table>

Matching 13
Non-matching 2
TOTAL 15

(Binomial Test, p=.007, two-tailed)
3.2. Some examples of topics

Japanese and Korean students (see our off-print)

1. Educational problems
2. Entertainment
3. Activities after school (karaoke)
4. Military conscription
5. Political issues (North Korea)
6. The name system for married couples
7. Drinking in social settings
8. Manners of drinking
9. Religion

Japanese and Philippine students (see our off-print)

1. American Dream
2. A native language and English
3. Educational system
4. Economic discrepancy
5. Religion
6. The role of a woman in a family
7. Gun control
4. Some Comments

- The Philippine students showed the highest MLU in words (8.23), compared with the Japanese students (6.05) and the Korean students (5.08).
- There is correspondence in rises and falls between Japanese and Korean students, and between Japanese and Philippine students.
- We observed through the excerpts that the students were actively exchanging opinions and learning about the people from other countries.

5. Potential benefits for CMC

- Students can actively engage in meaningful cross-cultural communication through learner-learner interaction.
- Students who are not confident in their English oral communication skills can feel more at ease with non-native speakers than with native speakers.
- Students can broach, change, expand a topic relatively easily as their discussion unfolds.
- Students who are quiet are more expressive in CMC than during face-to-face interaction (Kitade, 2000).
- Students can self-monitor, or focus on linguistic forms more than in face-to-face communication.
CMC time measurement

16:46.16—16:49.21
Oya: Hello, How are you?

16:48:53—16.49.43
Hori: Hello how are you doing? I’m not so fine. I have a serious stomach ache.

16:49.48—16:50.49
Oya: I see. Now this is ...

16:49.59—16:51.53
Hori: OK now we change the topic, I see...

Turn-takings similar to Dialog

- CMC1 3cases (overlapping:OL)
- CMC2 25cases (OL or butting-in)
- CMC3 9 cases
- Overlapping or Butting-In are difficult to distinguish in CMC as in interactive dialogs
After CMC sessions

- Students write 200-word summary of their CMC.
- Students save their CMC data and submit to the teachers.
- Students measure their MLU and Readability for the two assignments.
- Teachers check their grammatical and pragmatic errors.

Proactive FonF after chatting

- Elicit a similar utterance from the student orally and recast during Warm-up).
- Picture Description exercises (see our HP) describes objects in relation to the other objects
- Story Telling exercises (see our HP) Tense
- Role-Playing exercises (see our HP) Requests, Apology, Complaints, Offer, Refusal, Thanking and Negotiation
- If errors persist, we give an FonFS: written grammaticality judgment test and then oral grammaticality judgment test.
Two students’ brief presentations

From School of Education
From School of Arts

Math and Science aptitude in Japan
Its outcome and influence

C990974
Daisuke Hirano
The Salary Gap of bachelor of art graduates

At high school,
* Strong in math: 930,000 yen a year
* Strong in science: 600,000 yen a year
* Strong in English: 420,000 yen a year
  than those who hated those subjects.
  (From the survey by Kazuo Nishimura, professor at Kyoto University’s Institute of Economic Research)
Interpretation of the Surveys and the cause of the outcome

- Why can people who excel in math and science earn more?
- What does the broadening gulf bring about?
- The introduction of the standard college entrance examination in 1983

Conclusion

- Reform the educational program in schools
- Reform the testing system
A Report on Cross-Cultural Differences Learned through Commuter Mediated Communication: A Case Study

Eiichiro Tsutsui

The First Question

– You lent your friend 50 dollars three weeks ago. Though she promised to return it within a week, three weeks have already passed. What would you say to the friend?
Definition of “Direct or Indirect”

“Direct” — when directly and clearly asking to pay the money back, their answers are categorized as “Direct”.
   Ex.) Could you give the money back?
        Can I have the money?
        Please return the money.

“Indirect” — all answers other than “Direct” are categorized as “Indirect”
   Ex.) Don’t you forget something?
        Do you remember the money I lent you?
        I would like you to return the money.
        I need the money.

Almost all of the answers by DLSU students are categorized as "Direct"

(Examples)
Can I have the money that you borrowed from me?
Can I have it now? Please.
Hey, friend, pay up.
...Ok pay me when you have the money...
Hey, could you pay me back the money?
(Some examples of KU)
- Did you spend my money well?
- Nowadays I am almost bankrupt.
- Do you have some money I can borrow?

(WU)
- If you have a lot of money, the part of it is mine.
- Don’t you forget something?
- Ah, well, I forgot whether you pay back $50 to me. Did you return it?
- Didn’t I lend you money?

Figure 1. Results of “Direct” or “Indirect” among three groups
The Second Question

- You live in an apartment house. You are often irritated with the loud noise that your neighbor’s children make. Today you decide you cannot endure any more, so you go to your neighbor and what would you say?

(DLSU)

⇒ Self-Assertion
- Could you please tell your children to be a little bit quieter because I am trying to do something.
- I am a little busy and I need some silence, so could you please watch your children…

(WU and KU)

⇒ Consideration for Others
- Please think about annoyance of neighbors a little bit more. (WU)
- Would you mind about other people a little bit more please? (WU)
- This is the place in which a lot of people are living. So could you be quieter, please? (WU)
- Let your children know to think other people. (KU)
The Third Question

- You are chair of the student union at your college. One of the members, who is the freshman, always comes late for the meeting. Today is the fifth time that he has come late. What would you say?

Results

(examples of DLSU)
- Could you please arrive earlier so that we could start early?
- …I think that your being late does not help. Could you manage your time well the next time? Please.

(examples of KU)
- Don’t be late next time.
- …Come early next time, OK?

(examples of WU)
- Go home.
- Get out of here……
Figure 2. The Degree of Politeness among three groups

Benefits for CMC

- 1 getting to know different cultures
- 2 explaining my own culture
- 3 feeling more comfortable using English