

An Analysis of Japanese and Korean Students Online Discussion Based on Movie Reports

Abstract

The authors, Japanese and Korean university teachers, have developed E-learning environments for their students of English at Japanese and Korean universities, respectively. For this study, the authors used an interactive web with a bulletin board system which was constructed at Nagasaki Junshin Catholic University for facilitating students with opportunities of creating messages in English. Japanese students made movie reports and interacted for 2 months with Korean students, who are also learners of English as a foreign language. The product of movie reports enabled a group of Korean university students to join the web discussion and consequently both the Japanese and Korean students could get involved in lively discussion on the topics of local and global issues raised by the Japanese students. Eventually, the students appreciated the experience and evaluated highly the method mentioned above. This paper reports the background and procedures of this project, analyzes their communication data and discusses the results focusing on the negotiation of meaning process in international and intra-national communication. At the same time some further problems in ELT and technology are brought to light.

N.B. This study has been supported by the Ministry of Education, Culture, Sports, Science and Technology of Japan (Grant-in-aid for Scientific Research: Grant No. 15520381).

Mar. 28, 2004

An Analysis of Japanese and Korean Students Online Discussion Based on Movie Reports

Chizuko SUZUKI

Nagasaki Junshin Catholic University

235 Mitsuyama-cho, Nagasaki-shi 852-8558 Japan

Work Phone: +95-846-0084

Fax: +95-846-0737

E-mail: suzuki@n-junshin.ac.jp

Kyutae JUNG

Hannam University

Yoko WATANABE

Nagasaki Junshin Catholic University

Sujung MIN

Kongju National University

Shota YOSHIHARA

Nagasaki Junshin Catholic University

An Analysis of Japanese and Korean Students Online Discussion Based on Movie Reports

I. Introduction

The authors, Japanese and Korean university teachers, have developed E-learning environments for their students of English at Japanese and Korean universities, respectively. For this study, the authors used an interactive web with a bulletin board system: BBS, which was constructed at Nagasaki Junshin Catholic University for facilitating students with opportunities to create messages in English. Japanese students made movie reports and interacted for 2 months with Korean students, who were also learners of English as a foreign language. This paper reports the background and procedures of this project and presents the

results of quantitative and qualitative analyses of their communication data.

The use of electronic communication has proved to be effective for teaching English as a foreign language, particularly for students in Asian countries as seen in the following citations. First, Mark Warschauer stated

. . . it provides students an excellent opportunity for real, natural communication. Many of our students—often even those living or studying in English-speaking countries—lack sufficient opportunities for communicating in English. E-mail can put students in contact with native speakers and/or other English learners across town or around the world in minutes and provide the authentic contexts and motivations for communication that teachers are always trying to supply. (1995, p. 2).

Next, Tim Boswood expressed the idea in introducing his collection as “People learn to communicate by communicating, and this collection reflects how teachers are currently exploiting the potential of new channels of communication to help others develop their language and communication skills” (1997, p.v). George Braine reported in 1998 that “Network computers, used in writing classes in the US for more than a decade, are being introduced to Asian classrooms. Network computers have been observed to increase the quantity of writing and the degree of collaboration by students.”

In their recent studies, then, the present authors have reached the following findings as “The evidence suggests that (1) the students in networked classes, especially EFL classes connected with the Internet, can enhance their autonomous learning by . . . and that (2) the students’ development in communicative competence can be seen . . . by two kinds of measurements, particularly in their a) attempting more sophisticated grammar patterns and b) elaborating on an answer” (Suzuki, et.al., 1999, p. 94). Finally, Suzuki et.al. in 2002 pointed out the necessity for further development of e-learning environments for Asian EFL classes by exploring the e-communication potentiality, while having confirmed its effectiveness based on a series of their preceding studies.

The amount of actual communication data in the preceding studies has not been sufficient, particularly for e-communication across country borders. Another limitation in e-communication practice was that it had been confined mostly to text-based communication.

The purposes of our present project, therefore, were as follows:

1. To provide the students of Japan and Korea with opportunities for communicating with each other in English across national boundaries.
2. To enhance aural-oral abilities as well as writing proficiency through the cyber education system.

In order to integrate aural-oral practice in an e-communication environment, making movie reports was assigned to the Japanese students. The movie reports were then uploaded

onto an interactive web system so that they could invite as much response as possible from the Korean students, and could evoke active discussions between them on the BBS.

This study aims firstly to assess the project from the viewpoint of how successful it was for promoting students' communication competence by examining the results of a questionnaire to students and by analyzing the students communication data, and eventually to elucidate the problems to be solved for further development of our e-learning environment and for improvement of English communication teaching and leaning in Asian countries.

II. Methods and Procedures

A. Project Design

1. Making Movie Reports

To initiate an online discussion activity between Japanese and Korean students, a class of nine Junshin students presented movie reports on the web. The methods and procedures taken for making movie reports were as follows:

1. To make 3 groups of three students
2. To let them decide an individual topic for each group and the topics they chose were as listed below:

- a. Campus Life of Junshin
- b. Rights & Responsibilities after turning 20 years old
- c. Iraq War

Under Iraq War, there were three following questions:

- (1)What do you think about the Iraq War?
- (2) Do you think this war will make the Iraqi situation better?
- (3) Do you think human development is impossible without wars?

3. To produce content, scene, and plot for each topic
4. To video-record the scenes
5. To edit the video
6. To present it within class
7. To upload it on the web

The actual movie reports created by the students are exemplified by the following scenes in Figure 1, which were captured from the video movies.



(a) Campus Life of Junshin



(b) Rights & Responsibilities after 20 years old



(c) Iraq War

Fig.1 Examples of Movie Report

The movie reports were uploaded as demonstrated by Figure 2, which shows the front page of the web site (<http://www.n-junshin.ac.jp/Project/2003/>) with a table of contents or a site map consisting of a list of groups, topics, reporters, and the first scene of each topic.



Fig.2 Top Page of Video Reports by Junshin Students

2. Practicing Interactive Communication

In order to carry out interactive communication on the web with students overseas without much difficulty, the students who raised questions in the movie reports preliminarily asked students of another seminar class in the same Japanese university, who were not directly involved in making movie reports, to view the video reports and to post their reactions onto the BBS of the web. Successively they responded to the reactions to proceed discussions.

Following the above pilot interaction, the Japanese students (15 students altogether, nine from the class which made video reports and six from the other seminar class) started to discuss the topics with Korean students from two universities (nearly 30 students from Hannam University in Daejeon, and two from Kongju National University in Kongju).

The actual communication scene can be observed on the interactive web as shown in Figure 3. Their communication continued for about two months, from the middle of May to the end of July, 2003.

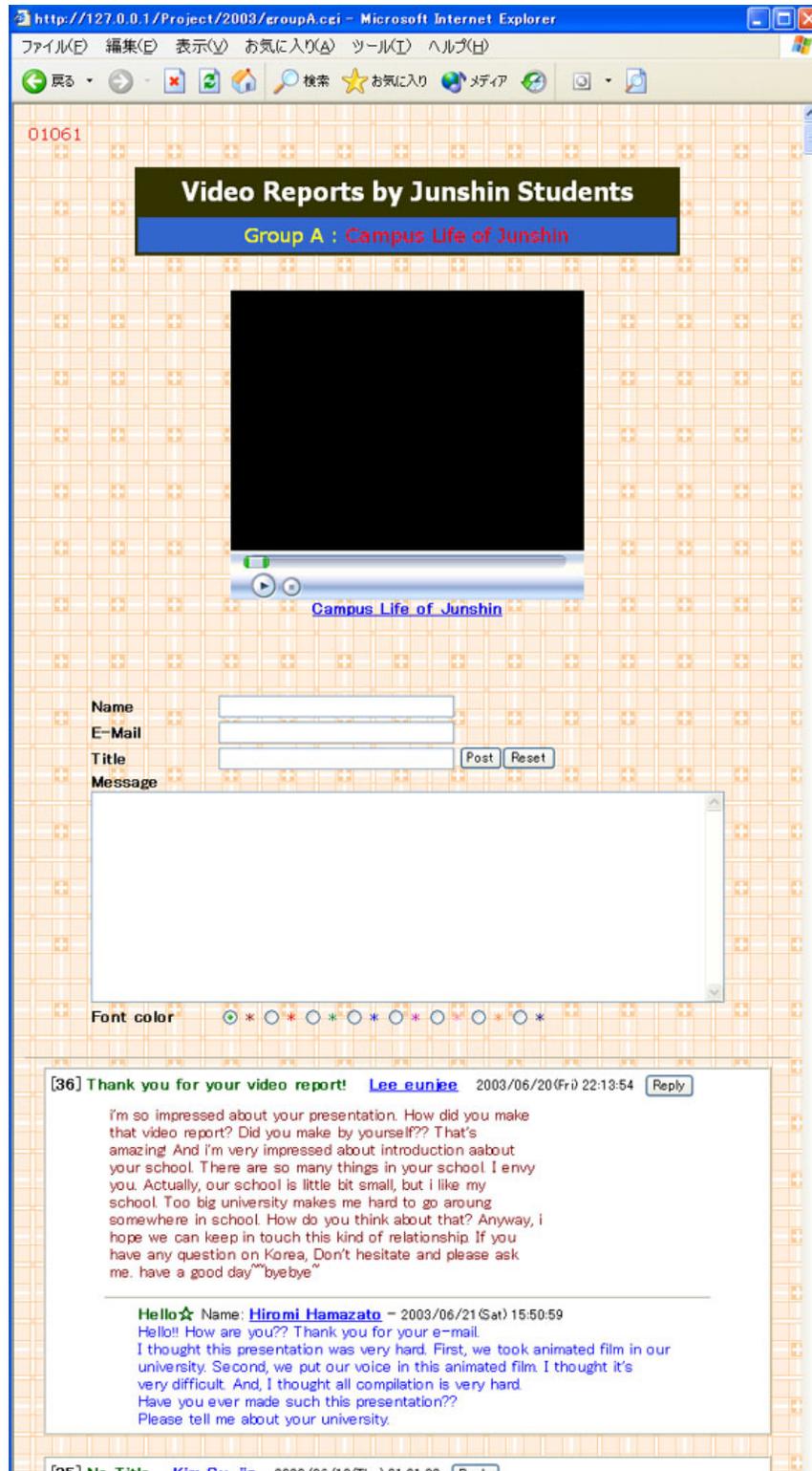


Fig. 3 Examples of Messages Posted on the BBS

B. Data Analysis

1. Questionnaire

In order to investigate the Japanese students' impressions about making movie reports and what their reactions to them were, a questionnaire on the following items was created by the present authors based on a common form and style of assessment for a new teaching media (H. Xu & H. Shimatani, 2004; C. Yamaguchi, 2004).

1. Write your reactions to the communication based on the movie reports by exchanging written messages on the Bulletin Board System.
2. How did the online discussion help you to improve your English when deciding the topics for discussion, making a video, including interviews with native English teachers at Junshin, writing your thoughts and comments to Korean students, and answering the topics asked?
3. How will the method and procedures mentioned earlier be useful for you to study English in the future?
4. How do you think this procedure can be used in a more developed way in the future?
5. What was the most difficult part about making this online discussion, including topics, interviews, video movie, and reports on the BBS?

The questionnaire survey was distributed to the subject students, and their responses were collected. Since their responses were open-ended, the results were analyzed in a qualitative way by the present authors' interpretation.

2. Analyses of Communication Data

The communication data was saved as a corpus in the web server and analyzed in quantitative and qualitative ways in terms of (1) general statistics, (2) grammatical errors, and (3) negotiation of meaning process, according to the following methods.

For quantitative analyses, the following means were adopted under the assumption that communicative competence can be developed and elaborated along with or after acquiring quantitative production ability. This assumption was derived from the results of the present authors' previous research based on theoretical background about the learners' communication strategies and motivation building (Suzuki, et.al., 1997, 38-39), as quoted above (Suzuki, et.al., 1999).

- i) The number of accesses to each topic site was obtained by the counter, which had been built into the website since it was constructed by one of the present authors.
- ii) The number of messages posted for each topic was calculated by the use of a message database system, which was also built-in by the researcher.
- iii) The total volume or quantity of the language created and posted by students was counted using word analysis software, WordSmith 3.0 by Michael Scott,

for the two students groups: Japanese and Koreans.

With regards to qualitative analyses, the whole data were observed by the authors focusing on two points: i) errors or incorrect forms or usages, and ii) negotiation of meaning process.

III. Results

A. Findings from the Questionnaire

The results of the questionnaire were collected from 9 students who were actually involved in making the movie reports and from 6 students who were in another seminar class. The following good points and bad points based on students' answers to the questionnaire and the communication data were observed.

Good points were as follows:

1. Students of both sides understood each other rather well.
2. Students became aware of English as a medium of global communication
3. Students could learn the differences and similarities between the two nations and cultures.
4. Students started to learn various discourse strategies.
5. Students could focus on the function rather than the form of the language.
6. This method can be a model of a joint network based language-learning program.
7. This can be a model of task-based language teaching..

Bad points were as follows:

1. It was difficult for students to make these movie reports because time to work on them was limited.
2. Students could not expand their discussion to other topics because the topics for discussion were already chosen.
3. Students were concerned if their intentions and opinions were fully understood by the Korean students because of their cultural differences.
4. Students focused on just function and paid no attention to form, which could be an obstacle for mutual communication.

B. Findings from database analyses

1. Quantitative Analysis

First, the number of accesses and messages posted was as shown in Table 1. Clearly there were considerable accesses, which indicates a high level of attention and interest by the students on both sides, Japan and Korea. The total ratio of postings to accesses was approximately 10 %. The ratio for the first topic, i.e. "Campus Life," was the largest: 14.1%,

and the ratio for the second topic, “Rights & Responsibilities” was the smallest: 7%, while that for the topic of “Iraq War,” which seems the most difficult one, was relatively high, 8.9%. This could suggest that a topic which is somehow abstract and not urgent hardly invites an active discussion, and the teachers should take this into consideration when they advise students to propose a topic, especially as the initiative topic to start a series of discussions.

Table 1 The Number of Accesses and Messages for Each Topic

| Topic | No. of Access | | No. of Message | |
|--|---------------|------|----------------|-----|
| Campus Life | 1048 | | 148 | |
| Rights & Responsibilities | 784 | | 55 | |
| Iraq War: What do you think about the Iraq War? | 869 | 1948 | 94 | 173 |
| Iraq War: Will this war make the situation better? | 625 | | 39 | |
| Iraq War: Is human development impossible without wars? | 454 | | 40 | |
| Total | 3780 | | 376 | |

The second quantitative analysis by WordSmith examined the amount of words, sentences and paragraphs, the length of these items, and the richness of vocabulary, for each student group: Japanese and Koreans. The results are listed in Table 2.

Table 2 Results of Corpus Analysis by WordSmith

| | Japanese | Koreans |
|----------------------|----------|---------|
| Bytes | 77,086 | 83,126 |
| Tokens | 13,595 | 14,750 |
| Types | 1,588 | 2,084 |
| sd. Type/Token Ratio | 31.70 | 36.91 |
| Ave. Word Length | 4.25 | 4.27 |
| Sentences | 950 | 943 |
| sd. Sent. Length | 8.26 | 9.94 |
| Paragraphs | 362 | 373 |
| sd. Para. Length | 36.80 | 47.15 |

The analysis of the corpus profile indicated the following facts:

It was assumed that the volume or quantity of language reflects upon communicative

competence. Therefore, if you compare the data of Japanese students with those of Korean students, it's obvious that Korean students' communicative competence in all areas is much better than Japanese students' except in the item of number of Sentences. The number in Bytes, Tokens, Types, and Standardized Token Ratio for Korean students is bigger, and Average Word Length, Standardized Sentence Length, and Standardized Paragraph Length in Korean Students are also longer than those for Japanese students.

2. Qualitative Analysis

The qualitative analysis of the whole communication data focusing on accuracy or properness of language forms and usage revealed the fact that some types of grammatical errors are common to both Japanese and Korean students, as given below:

1. Use of fragmental and run-on sentences
2. Agreement of singular/plural distinction
3. Use of prepositions
4. Use of connective words
5. Use of punctuations.

As an example of No. 1, instead of saying "What do you think about this?" a student said "How about think?" which is a fragmental sentence. As examples of error in agreement of singular/plural distinction (No. 2), students wrote that "There are many nature around my university" instead of saying that "There is much nature (greenery) around my university" and "Is there bad things in your university?" for "Are there bad things in your university?" As an example of error in the use of prepositions (No. 3), a student wrote "I want you to come Junshin." instead of saying , "I want you to come to Junshin" As an example of error in the use of connective words (No. 4), a student wrote "Because many people died by the Iraqi War" for "I felt sad because many people were killed in the Iraqi War" Here, the student did not realize that a "because" clause without a main clause cannot be a sentence. As an example of error in the use of punctuations (No. 5), especially Japanese students used happy smiling symbols at the end of their writing to show closer feelings to the Korean students, which is not appropriate in writing, except in personal letters or notes.

IV. Negotiation of Meaning Process, Including Communication Breakdown

Morley (2001) argued that a variety of question types can be used in the process of negotiation of meaning. Although our research was based on asynchronous communication, which was different then Morley's, the research shows that students use very similar strategies. The following discourse shows that students use an extension strategy that asks for information on a new point, one that was not introduced in the presentation.

[K1-1]After watching 'Campus Life of Junshin ____ 2003/05/20(Tue) 12:16:23
Hi. My name is _____. I'm a H. University student of Korea. I'm interested in Japanese University life.

...
There are only women. **I guess Junshin Catholic University is a Woman's college.**
Am I right? Please answer me. I'd like to show you our University if I have an opportunity for making video. Please answer my letter. Good-Bye.

[J1-1] Thank you! Name: _____ 2003/05/20(Tue) 13:35:46
Thank you for watching our video! I'm _____, one of this group member. I reply to your question. **First, Junshin Catholic University is coeducation.** But, boys are not in our subject. I want to watch your University video ♪

[J2-1] Thank you for your opinion Name: _____ - 2003/05/20(Tue) 13:41:46
I answer to your question.
Now, Junshin catholic university is not women's university. Recent years, there are men's students in a part of major. Certainly, the numbers of them are not many.

[J3-1] No Title Name: _____ - 2003/05/20(Tue) 14:18:22
Thank you for your e-mail. **There are about 40 boy students in our university. However, there are about 1500 girl students in our university.** There are very few boy students at our university. **Were you surprised about this answer??**

For the question “whether Junshin is a women’s university or not?” three students at Junshin answered. The following case also shows that students at Junshin [J2-1], [J3-1] use an extension strategy where she/he asked a Korean student about the library and “school life”.

[K1-1] My opinion 2003/05/21(Wed) 13:25:12
Hi,guys. My name's _____ and I'm a student in Hannam University. I came to be interested in Junshin Catholic University, so I watched your Video. First, I got the empression of the campus; wide, clean, and bright.
And I think the students in Junshin University are activity. Especially, I saw the students are studying hard in library, so I was challenged to study hard by that. Oneday, I would really like to visit Junshin University. Thanks for your presentation.

[J1-1]Thank you!! Name: - 2003/05/22(Thu) 22:00:54
Hello. My name is _____. Thank you for your opinion to our presentation. Library is a place which settles down very much, and can spend time very for useful purpose. It is my very favorite place.

[J2-1]RE: My opinion Name: _____ - 2003/05/27(Tue) 10:53:19
Hi!! Thank you very much for telling your opinion. I was rejoiced to tell your opinion. I like Junshin Library, because there are quiet. So I can composed myself. **What's your school library like??**
Please visit to our University!

[J3-1] Thank you!!! Name: _____ - 2003/05/27(Tue) 13:09:30
Hello!! How are you?? Thank you for your e-mail. Our library is very good. Also, librarian is very kind for us. **How is your library? I want to know your school life.** For example, school life, library, cafeteria and so on. Please tell me your school life.

[K1-2]: My opinion Name: _____ - 2003/05/27(Tue) 15:59:31
Actually, I go to our library everyday. When I go to the library, I can see many people are

spending their time there; studying, reading, etc. I use the library on the first floor. It's small, but clean and quiet. Also, we have libraries on the second, third floor in a college of law. And there is scientific research building. It has a great deal of kinds of books. It's clean because it was constructed a few years ago. Our librarians help us a lot there. We can also use many public services like big screen TV, internet, printer, etc.

Our school life is convenient but hard-working. There are many people in libraries. But we also enjoy beautiful landscape in Campus. It's really beautiful in Spring, Summer, Fall, and Winter. Especially I love our campus in Fall. In cafeteria, we can help ourselves various kinds of food. But there are some people take their lunch with them. We have beautiful pond in our campus, So, in the break time, we can spend our time talking with friends there.

[J3-2]Hello☆ Name: _____ - 2003/06/10(Tue) 14:03:08

Thank you for your e-mail. **There is one room as library in our university.** Our university is on a mountain. It has come winter; there is a difference of temperature. So, its cold. **We had a lot of snow last year.** So, we made snowman with my friends and had a snowball. I was enjoying it.

[K1-3]^_^;; Name: _____ - 2003/06/10(Tue) 16:59:15

Hi, _____ Thank you so much for replying. And I really envy you that you guys have a **lot of snow there.** I think you had a special time last year. Actually, we had much snow about a couple of years ago,(or 3-4 years ago) So we had nice time; although I had a bad cold(called supercold). But we had so much fun. So now I tell you that I envy you. It seems like that you guys expect this coming winter. ^_^; Have a nice year!

The student [K1-2] answered the questions one by one. And then a student [J3-2] at Junshin introduced another topic on the weather. In some cases, however, the communication strategies used by students were not successful, as in the following example.

[K1-1] We must not make wars Kang 2003/05/24(Sat) 10:17:47

I think we must not make wars under any circumstances. Death of innocent people is a good reason. The war not only makes another war but also produce cruel results. But wars are left with only sorrow. So, the opinion that development is impossible without wars is wrong. Are these wars for who? We want just peace.

[J1-1]: We must not make wars Name: Ay - 2003/05/27(Tue) 14:07:30

Hello. (^0^)/ I'm sorry I couldn't write to you sooner. My name is Ay** . I'm a Junshin University student. Thank you for your opinion. I'm glad to see your opinion.

In my opinion, there are ways to solve without wars, I feel. Wars make only ruins. Wars also make a heavy mortality and destroy all things. So I agree with you. **However, the fact is that the atomic bombs apply to development of nuclear power. What do you think about this fact?**

Please tell us!!

See you...

[K1-2]: We must not make wars Name: Kang - 2003/05/28(Wed) 15:46:52

Hi~ First, thank you for your reply.^_^ Of course I also agree with your opinion. **But I wonder that wars are the best way to do it.** I think it's not easy question but we have to find other ways. And I think we have had accomplished development enough. **I'm sorry that I can't give you a good answer.** ㄸ ㄸ

Bye~

[J1-2] thank you Name: Ay_____ - 2003/06/03(Tue) 15:03:42

Hi, Kang☆ Thank you for your opinion. Just as you say that it is not easy to solve the international problems. I think carrying out wars is the final way. If the leaders of each

nation can talk out many international issues, wars would not be necessary.

By the way, why do you think that wars are the best way? Would you please tell me about your opinion?

see you,

At first sight, there are some interactions between the students. However, two students could not understand each other. When the Korean student says that she wonders if “the war is the best way to solve the international problem”, it means that war is not the best way. But the Japanese students understood it as “the best solution for the international conflict is the war.” Unfortunately, there were no follow-up and negotiation of meaning procedures to resolve the misunderstanding.

Finally, the negotiation of meaning process through the communication between students from the two countries also triggered intra-national communication between Korean students who didn't know each other before they participated in this project. The following discourse shows interactions between two Korean students. There's no communication break down or misunderstanding in interactions between them. They just got to know each other and their school life that has a different system and founding philosophy.

[26] 長崎純心大學 & 韓南大學校 Jin Se-il 2003/05/29(Thu) 11:43:40

Hello everyone! I'm Jin Se-il and also a student of Hannam University English Literature and Language. I was good to see your campus life. Your campus looks clean and beautiful...and has a good cafeteria and library. I read many comments that my classmates wrote and I agree that.

So, from now, I'll introduce our University to you...A little ^^; Our library is similar with yours. We also have many computers. Using that, we can enjoy the web surfing and watch DVDs. And we also have two cafeterias and various menus. But we usually use the restaurants nearby the campus as their foods are yummy and quite cheap.

And I think your school is only for women...Why? I have some Japanese friends and I'll ask them about your University... All right...Have a nice day and I hope you see you again.

I have been to Hannam University once. Name: Jin-ae Kim - 2003/05/30(Fri) 22:23:32
Hi, I read your comments very well. Wow, there are so many Hannam University students here!!! Maybe all of you already know each other, right? (I am sorry if you don't ^^) I am Kongju National University Student and I major in English Education. I am sophomore already T.T Time flies !! Last year, I went to your college for some kind of meeting. I was very surprised by your huge campus. (But, your university students seemed to deny my opinion. HeHe) It has been passed about 1 year already so I cannot remember in detail. But I heard that there are so many Christians in your university. ...Because of your foundation? Any way, I hope we could share our thought and campus life. Thank you!!

I have been there too... Name: Jin Se-il - 2003/06/01(Sun) 16:36:25
In 1998, Kongju National University is one of the schools that I applied. So I visited there a few times. I think the size of your university is similar with ours, isn't it? And I remember that your buildings are tidy and new.

As you said, there are many Christians and their circles in our university. I Also think the one reason of that is our foundation. We have to attend in the chapel once a week.

I remember that there aren't many restaurants and bars nearby campus. Are they increased? or not? Sorry, but I'm wandering that ^^;

V. Discussion

The results and inquiries of the project are summarized as follows.

Viewing the whole project from the perspective of English education, the Japanese students became aware of the necessity of learning comprehensive ways to express themselves in English in the process of making movie reports. Matters which they wanted to convey were understood by their counterparts to some degree because their facial expressions or the way they opened their mouths when they pronounced English helped. Pronunciation, including accent, intonation, and rhythm was, however, unclear, and furthermore, the smoothness of the sound of English, an expression of the students' feelings when making the movie reports, and the logical development of argument were not satisfactory. In order to improve these points, students need more a comprehensive ability to communicate in English.

For a good point, students and teachers could monitor the process of students' communication, which eventually leads both sides to global communication on different issues. A flow of discourse was well understood and it has also proved that the students' discussion continued for some time even though their discussion stopped intermittently during their interaction. Moreover, students could focus on the function rather than the form of the language. The Japanese students received so many unexpected reactions from the Korean students and found, therefore, an incentive through the online discussion with students in Korea, to actualize communication with peers overseas. Moreover, this lively discussion enhanced the students' motivation to learn something new.

On the other hand, due to the Japanese students' lack of English ability, some content was misleading. For example, the Japanese students misunderstood what the Korean students said and responded inappropriately to their writing or did not sometimes comprehend their humor. This may have resulted from the Japanese students' lack of English ability as well as the differences of the two cultures. Japanese students were at a loss about how to reply in English on the topics of discussion not often talked about in their daily lives or topics they were not much interested in. For them, guidance is needed not only to improve their communication skills in English, but also to turn their attention to happenings in Japan as well as international affairs in the world.

Some of the errors by the students are common to any type of production by learners of English as a second or foreign language. Others, however, seem to be peculiar to this type or style of communication, that is to say, online discussion, which might take a middle position between the spoken and written language. For example, use of fragmented sentences, use of connective words and use of punctuation could be more flexible or absolutely free from rules in spoken language. Quite a few errors were observed to have been caused by some influence from spoken language, or putting it in another way, some students seemed to have produced a

string of words which they often heard without thinking through the structure or meaning in relation to its context. For example, use of preposition after the verb 'come' seems to have been learned just by what students frequently hear as 'come here,' or 'come home,' which are the most common combinations or collocations according to the Cobuild corpus: and students trend to use 'come' without any preposition 'to' before a place name like 'Junshin University.'

With regard to the treatment of these errors, two things should be considered: how to treat them as discussed by Dana Ferris (2002), and what errors are to be treated (Sharwood Smith). According to Sharwood Smith, some types of functional errors are difficult for EFL students to learn, however frequently they are corrected, because those kinds of errors are just *ad hoc* matters or rules having no meaningful reasons behind them, e.g. 'verb forms,' 'word order,' etc. Smith argues that we should spare the time and energy to correct such functional errors for another group of errors or rather usages which belong to the scope of pragmatics related to some contextual meaning.

VI. Problems to be Solved in the Future

Although we have developed this project thus far, we are convinced based on the output reported above as well as preceding experiences, that the project has some problems to be solved and to be developed in the future.

1. We should add some technical improvements to the present system, because the flow of communication could not be visualized. It was found that some students had a difficult time following who was talking to them or to whom in particular they should reply when they received responses from three or four Korean students at the same time.
2. We should add a tutorial system containing a grammar course based on the learner corpus of the present students' situation. This way, students have confidence in having always something useful that they can refer to when they do not know what word they could use in a particular situation or what sentence structure they should have when they are not sure of how to express themselves in an appropriate sentence.
3. We should be able to expand this network to a global network with co-teaching programs. We are at present planning to develop this project with other Asian nations to facilitate our students with more opportunities to exchange their ideas or thoughts with other students in other countries so that every student, not only in Japan but also in other foreign countries, would benefit from the interactive communication.
4. We should provide our students with curriculum to meet the new educational environment by incorporating more IT or ICT (Information Communication Technology). This curriculum must strengthen students' abilities to have a good

command of English and to be able to handle information technology freely in order to achieve both abilities to a full combined effect.

References

- Boswood, T. (1997). *New ways of using computers in language teaching*. TESOL, Inc.
- Braine, G. (1998). Network computers in ESL/EFL writing classes. *Abstract of New Technologies and ELT International Conference 1998*. p. 9.
- Daiute, C. (1985). *Writing and computers*. Massachusetts: Addison-Wesley Publishing Company.
- Ferris, D. R. (2002). *Treatment of error in second language student writing (Michigan Series on Teaching Multilingual Writers)*. Univ. of Michigan Press.
- Fitzgerald, J., & Markham, L. R. (1987). Teaching children about revision in writing. *Cognition and Instruction*, 4(1), 3-24.
- Hayes, R. J., et al. (1987). Cognitive processes in revision. In S. Rosenberg (Ed.), *Advances in Applied Psycholinguistics, Volume 2*. Cambridge: Cambridge Univ. Press.
- Morely, J. (2001). Aural Comprehension Instruction: Principles and Practices. In Celce-Murcia, M. (ed.) *Teaching English as a Second or Foreign Language*. Heinle & Heinle: London.
- Myers, L. (1993). *Approaches to computer writing classrooms*. New York: State University of New York Press.
- Reid, J. M. (1993). *Teaching ESL writing*. Englewood Cliffs, NJ.: Prentice Hall Regents.
- Sharwood Smith, M.A. (2003). Dr. Watson in the Garden of Eden: Challenges for input enhancement research. *Selected Papers from the Twelfth International Symposium on English Teaching(ETA-ROC)*. 127-133.
- Suzuki, C., Keaten-Reed, J. & Nozaki K. (1997). Increasing opportunities for interaction and facilitating learner autonomy by the use of the Internet. *The JACET Kyushu-Okinawa Chapter Annual Review of English Learning & Teaching 2*: 37-51.
- Suzuki, C., Keaten-Reed, J. & Nozaki K. (1999). Networked vs. non-networked EFL classes of university in Japan. *Junshin Jyoshi Tanki Daigaku Kiyo (Journal of Junshin women's Junior College)* 36: 89-98.
- Suzuki, C., Watanabe, Y., Yoshihara, S. & Hamada, Y. (2002). Exploring the frontiers of an E-learning community for Japanese EFL learners: developing an interactive web system incorporated with spelling/grammar checkers derived from database analyses of learners' corpora. in *AILA 2002*, 339.
- Suzuki, C. (2003). How Connectives Are Used in Japanese College Students' Writing in English and the Problematic Factors Related to the Use of Connectives, *The Journal of the Language & Culture Center, Nagasaki Junshin Catholic University* No.1: 32-44.
- Yoshihara, S. (2003). Developing the Search System for Learners' Corpus –Junshin Online Academia

- Message Search System–, *The Journal of the Language & Culture Center, Nagasaki Junshin Catholic University* No.1: 11-20.
- Yoshihara, S. (2003). Developing the Message Extraction System for the Analysis of Learners' Corpus –Junshin Online Academia Message Extraction System–, *The Journal of the Language & Culture Center, Nagasaki Junshin Catholic University* No.1: 21-31.
- Warschauer, M. (1995). *E-Mail for English teachers*. TESOL, Inc.
- Warschauer, M. (1999). *Electronic literacies: Language, culture, and power in online education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Watanabe, Y. (2003). How Connectives are Used in Japanese College Students' Writing in English and the Problematic Factors Related to the Use of Connectives. *The Journal of the Language & Culture Center, Nagasaki Junshin Catholic University* No.1: 1-10.
- Xu, H. & H. Shimatani. (2004). Evaluating a self-study CALL environment from the perspective of learner autonomy. *The Japan Association for Language Education & Technology Kyushu-Okinawa BULLETIN*, No. 4: 17-30.
- Yamaguchi, C. (2004). Toward self-directed learning through English CALL. *The Japan Association for Language Education & Technology Kyushu-Okinawa BULLETIN*, No. 4: 61-70.
- Zamel, V. (1983). *The composing process of advanced ESL students: Six case studies*. *Tesol Quarterly*, 17, 2, 165-187.