

Evaluation of Cross-Cultural Distance Learning in the Korean ELT Context

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This study aims to review the development of NWCCDL Project during the last 10 years (from 2005 to 2014), and evaluate the effects of NWCCDL Project on the students' satisfaction of the project and their affective domain. The research data was analyzed from the results of the questionnaires which were conducted at the end of every semester. This research paper consists of three parts. The first is to review the development of NWCCDL Project from fall semester 2005 to fall semester 2014. The second part is to prove that the participants are satisfied with this project. The students' satisfaction was analyzed on the results of the questionnaires focusing on several items. The third part is to prove that this project is very effective in cultivating the motivation and interest of EFL learners in the Korean university-level education context. This study can give much significant implication in the ELT area. First, this research is very important in the globalized educational context because NWCCDL Project is the international distance learning project designed to improve English proficiency through the interaction between Japan and Korea university students. Second, this research shows that the participants are satisfied with this project, which implies that using ICT in ELT area can be very effective in a foreign teaching and learning context. Third, this research can show that the interaction of non-native speakers of English through distance learning is effective in cultivating the motivation and interest of EFL learners in Asian countries. So the analytic results from the students' responses through the questionnaire provide significant implications for the effectiveness of NWCCDL Project in cultivating the motivation and interest of EFL learners in the Korean university, and also for the effectiveness of non-native speakers' interaction in learning English as a foreign language in Asian countries.

Key Words: Information and communication technology (ICT), computer-mediated communication (CMC), distance learning, online chatting, affective domain, motivation

1 Introduction

The 21st century may be characterized by two concepts: highly advanced information technology and globalization. The advent of highly advanced information technology has created cyberspace which has reduced the virtual distance between countries. As a result, people have more opportunities to communicate with those who differ in language, values, and cultural systems.

Based on the significant characteristics of the 21st century, it is necessary to design the educational environment for equipping of the young with the necessary talents for the 21st century. Nowadays, much research has been conducted to join the information and communication technology (henceforth, ICT) with English language teaching (henceforth, ELT). Especially in the area of ELT, we can find many studies to prove that using ICT including computer-mediated communication (henceforth, CMC) and distance learning in ELT is very effective for English language education.

Also the spread of English resulted in the concept of English as an International Language (henceforth, EIL) or World English (Brown, 2007; Jenkins, 2003). Right now, it is not necessary to think of English as a language whose cultural identity can lie only with countries like 'inner circle'¹ countries. Teaching English as an international language made the basic issues emerge in the area of ELT: English is increasingly being used as a tool for the interaction among nonnative speakers; English is not frequently learned as a tool for understanding and teaching US or British cultural values (Brown, 2007; Kachru, 2005; Mackay, 202).

So we need to devise the ELT methods or criteria which are appropriate for EIL or World English. Right now we are facing the urgent need to create a new learning environment which will embrace the necessities and traits of the 21st century. So teaching English through ICT is a very hot issue in this situation, which is the main motivation of this research.

This research aims to achieve the following purposes. The first is to review the development of NWCCDL (Namseoul-Waseda Cross-Cultural Distance Learning; henceforth, NWCCDL) Project from the fall semester, 2005 to fall semester, 2014. This project is Cross-Cultural Distance Learning Project which has been practiced between Namseoul University in Korea and Waseda University in Japan since 2005. This project consists of two sessions: on-line chatting, and Bulletin Board System (henceforth, BBS) session. This kind of lesson model can be classified as a new lesson model in the university level ELT in Korea because the students who are learning English as a

¹ Kachru (1992) defined World Englishes into three concentric circles; the inner circle, the outer circle, and the expanding circle. The inner circle consists of the countries in which English is used as a national language: USA, UK, Canada, Australia, and New Zealand. The outer circle consists of the nations in which English is used as a second language: Bangladesh, Ghana, Kenya, Malaysia, Singapore, etc. The expanding circle includes the nations in which English is being used as a foreign language: China, Egypt, Indonesia, Japan, Korea, etc.

foreign language in Asian countries can interact simultaneously with each other only in English through international distance learning using internet and ICT. The developmental process of this project is surveyed on the number of participants, the gender of the participants, the academic year of the participant, the participating frequency in the chatting session, the preference of chatting types, etc.

The second aim is to prove that the participants are satisfied with this project. The students' satisfaction was analyzed on the results of the questionnaires focusing on several items: 'The program helped me to improve my ability to communicate using English', 'I would like to recommend this program to other students', 'Were the LiveOn chat sessions meaningful for you?', 'Was the use of Course N@vi for posting comments on BBS meaningful for you?', 'I would like to participate in this program again', etc.

The third aim is to prove that this project is very effective in cultivating the motivation and interest of EFL (English as a Foreign Language) learners in Japanese and Korean universities. The analytic results of the questionnaire can prove that this project can cultivate the students' motivation in learning English as a Foreign Language. The ELT environment in this project could provide the students with the chance to communicate with low anxiety. The interactions between the students who are learning English language through this project can cause the students to share the cultures between countries.

The study intends to survey the developmental process of NWCCDL Project during 10 years, prove that the participants in this project are satisfied with this program and prove that this project is very effective in cultivating the motivation and interest of EFL learners in Japanese and Korean universities.

Through the results of these research questions, it can be inferred that the interaction between EFL learners among Japanese and Korean university students through the distance learning program is effective in English language teaching in Korea, especially in cultivating the motivation and the interest of the university students in learning English as a foreign language.

2 Literature Review

2.1 ICT Development and English Language Teaching

We can define technological innovation and globalization as two distinctive characteristics of the 21st century. Recently ICT is playing a very important role in ELT. Taylor (2001) predicts that technological innovations and the development of digital course material will have a profound effect on curriculum: "In the future the curriculum will look more like a constantly morphing hypertext than a fixed linear sequence of prepackaged courses. Most important, the classroom has expanded and is now global. Anyone,

anywhere in the world can, in principle, sit down around the same virtual table and learn together” (p. 234). Nowadays we can share excitement about new technologies in higher education, and we are looking forward to the changes that will have a transformative effect on classroom learning.

According to the rapid development of ICT, we can use computers as very common instructional tools in almost every educational context. Especially in the ELT area, vast amounts of research suggest that CMC played very important roles in the following areas of ELT: in the area of improving language skills (Pennington, 2004; Zhang, 2009), in the area of enhancing student motivation (Greenfield, 2003; Hanson-Smith, 2000), in the area of reducing anxiety (Kern, 1995), etc. On the basis of these studies, much research about the effect of ICT in ELT area has been emphasized. In the area of CALL (Computer-Assisted Language Learning), previous research gave much significance to CMC activities as one of the most useful tools for practicing and developing communicative competence in a foreign language.

Especially in the recent studies of ELT, much research suggested a variety of benefits of CMC for many reasons. Lee (2008) emphasized some benefits of the use of CMC in the field of ELT; the quantity of the language output, the quality of output and the attention to form. Lai and Zhao (2006) explained that the visual salience of text-based CMC activities increases learners’ opportunities to make output modifications. Also, CMC activities in ELT can offer test-specific and various types of feedback for individual learners. Murphy (2010) suggested that EFL learners could be exposed to elaborative feedback during Web-based collaborative reading exercises. Much research on the effect of CMC activities on the affective domain of EFL learners has been published recently, including the reduction in anxiety in the CMC environment (Chen, 2005; Fotos, 2004), the development of autonomy by the independent language environment (Huh, 2011; Pasfield-Neofitou, 2011), the exposure to language variation in the form of communicative language use (Kano, 2004).

ICT development is closely related with distance learning, and technology plays an essential role to achieve the educational goals in the ELT area. Kozma (1994) emphasized that the underlying attributes of media have a significant influence on teaching and learning. According to Cravener (1998), the recent communication technologies can contribute to the development of distance learning through the following characteristics:

- Asynchronous communication technologies provide opportunities for more frequent and timely interaction between students and faculty.
- Both synchronous and asynchronous computer-mediated communication technologies expand options for working in learning groups and encourage reciprocity and cooperation among students.
- Online teaching environment support active learning techniques such as

- reflective thinking, peer interaction, and collaborative learning activities.
- Computer-mediated communication has the capacity to support immediate instructional feedback.
- Information technology can make studying more efficient by providing immediate online access to important learning resources.

Using ICT in the ELT area can assist students in improving their cognitive skills by providing examples of excellence and convenient, accessible, flexible forums for self and peer evaluation (Kim, 2002, pp. 38-39). Based on the significant role of the ELT area, we can infer that technological development is closely related with English language teaching area. Today's rapid development of ICT gives CMC environment a more significant status in the educational area. This research focuses to prove that NWCCDL Project which is closely related with the issue of using ICT in ELT is very effective in the Korean ELT context.

2.2 New Environment for English Language Teaching in Asian Context

According to Crystal (2003, p. 61), 350 million people speak English as a mother tongue, 400 million speak the language as a second language and 750 million speak English as a foreign language. It means that almost 25 percent of the world people speak English. So it can be said that English has evolved into an international language for global communication. We are living in a global world where English is used universally. We are living in a global community where geographical boundaries among nations are no longer significant when it comes to learning English as a communication tool. English is no longer the language spoken only by residents of Britain or North America, but the language spoken by people in this global society whether they are NS (native speakers) or NNS (non-native speakers). The target community is no longer a British or American one (Park, 2005). So we must realize that EFL learners in the world learn English in order to communicate with all foreign people, and not exclusively with native English speakers. So it is time to consider how to include the notion of "English as an International Language (EIL)", or "World English (WE)" into the English language teaching area, and how to develop the educational implications of this concept and apply this concept into the educational environments of ELT.

On the basis of the academic research about the spread of English and the concept of World Englishes (Crystal, 2003; Kachru, 1992; Jenkins, 2003), the concepts of interaction between NNS in learning English was introduced and emphasized in the ELT area. Recent studies suggested some advantages in NNS-NNS interactions in Asia. One of the advantages is that the speech rates of NNS are slower than those of NS, which facilitate basic or intermediate learners to understand their interactions. The other advantage is that Asian Englishes share common grammatical deviations. The third one is that Asian people share some presuppositions such as family values, seniority

factors, and such common cultural heritage owing to Confucius traditions in Asia. Thus Asian people can understand pragmatics much more easily among Asians (Nakano, 2006; Yano, 2006). Other research emphasized that the idiosyncratic expressions from different cultures and linguistic backgrounds mutually understandable and comprehensible through negotiation of meaning (NM) are very useful to language learners. Therefore, communicative interactions between NNS-NNS are considered to be beneficial to language learning. The importance of interaction between NNS-NNS is emphasized in the following studies. The interactions between NNS-NNS are important in terms of input modification, feedback phenomena and output modifications (Doughty & Pica, 1986; Pica et al, 1996). NM can also be beneficial because it increases input (Young & Doughty, 1987). So NM and communicative interactions are beneficial to language learning and acquisition whether they occur between NS and NNS or between NNS and NNS and if they are successfully employed by NNS.

According to the academic theories emphasizing the effectiveness of NNS-NNS interaction in the ELT learning context, it is necessary for Korean universities or educational institutes to set up the educational environment for the NNS-NNS interaction so that this new environment can help EFL learners in Korea to extend the opportunities to use English. NWCCDL project is the ELT program through the interaction between NNS-NNS (Korean and Japanese), so the effect of this project is closely related with the NNS-NNS interaction in Asian context.

3 Research Design

3.1 Participants

The participants of this project are students from Namseoul University in Korea and Waseda University in Japan. The number of the participants is shown in Table 1 (N university students) and Appendix A (W university students). The gender and academic year of N university are explained in Table 2 and Table 3. Most of the students from N university in Korea are majoring in English, and the students from W university in Japan are majoring in various areas.

3.2 Data Collection and Analysis

The data has been collected from the fall semester of 2005 to the fall semester of 2014. For the quantitative method, a research survey through a questionnaire was conducted at the end of each semester. One sample of the questionnaire is shown in Appendix B. This questionnaire was used by both N university in Korea and W university in Japan at the end of every semester. But the questionnaire format and contents were changed several times. Most of the tables focus on the data from the results of the questionnaire 2008,

2009, 2010, 2011, from which the data was collected on the basis of the same questionnaire format. And the data was analyzed on the average between the spring and fall semesters of each year. And Table 1 and 8 are based on the data from 2005 to 2014. Table 9 and 10 are based on the data from 2012, 2013, and 2014.

3.3 Course Description

NWCCDL Project is a program of which the purpose is to construct mutual understanding and good ties of friendship between the Korean and Japanese people. Nakano (2006) who has been the chairperson of this project described the purposes of this program. The first purpose is to enable our students to achieve English ability to integrate the four components of communicative competence. The second purpose is to enhance the learners' inter-cultural or cross-cultural awareness so that rather than adopting native English cultural norms, they are encouraged to create a cultural understanding background in which Asian youths can deal with real problems in the world. The third goal is to enable Asian youths to impart their local values in view of global perspectives so that their cultural and social literacy may be shared among them.

So NWCCDL Project aims to develop an effective method for the acquisition of English as a common language. For the attainment of these aims, the latest multimedia and internet technologies such as video-conference, on-line chatting systems and e-mail systems are fully utilized for this program, so this program is closely related with ICT in ELT. This program consists of two parts: the first is online chatting activities, and the second is the BBS activities.

3.3.1 LiveOn chatting activities

The participants from N university in Korea made partners with students from W university in Japan, and agreed to meet in cyber space through a "LiveOn"² Program. During these activities, all of the participants in this program are supposed to meet for one hour once a week at appointed time and date, and they had to record all the interactions through text chat and oral chat, and submit them as a report for the course. The theme of the chatting activities in each semester is determined in advance, so all the participants must focus on the fixed chatting theme in order not to distract others with other topics (Appendix C).

3.3.2 BBS activities

² "LiveOn" is the program developed for the online chatting activities in this distance learning by W university in Japan.

All of the participants in this program can access the web site for this program and post their opinions about the online chatting session at any time. Students who participated in this project can ask questions about the lecture, the online chatting theme, problems of their partners, appointments, or technical problems in this distance learning program. The most important function of the BBS is to open the field to the students in order to express their opinions and interact with each other so that they can cultivate communicative competence in English and understand the cultural differences between the two cultures.

4 Findings and Discussions

The results of this research can be summarized on the basis of the following criteria: 1) Development of NWCCDL Project, 2) Students' Satisfaction with NWCCDL Project, and 3) The Effect of NWCCDL Project on the Students' Affective Domain. Through the following results, we can see how this project model of international distance learning was composed and conducted and also determine whether this program is effective in the university level ELT context in Korea.

4.1 Development of NWCCDL Project

In this section, the developmental process of NWCCDL project can be surveyed through the number, the gender, the academic year of the participants, the participating frequency in the chatting session, and the preference of chatting types.

Table 1. The Number of Participants from N University in Korea

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
Spring		162	220	152	170	145	140	145	128	92	1354
Fall	59	117	193	65	110	117	103	63	81	69	977

From Table 1, we can see that N university has participated in this program with W university in Japan from the fall semester, 2005 until the present without missing any semester, and N university has tried to keep the participant number stable. The difference of the participant number between the spring and fall semesters of each year is dependent on the course open for the spring and fall semester of each year in N university. And the number of the participants from W university in Japan during the same period is suggested in Appendix A. From the above results, it is clear that this project can provide much significance to the Korea ELT context because it is not easy to find an English Language Learning environment in which the students can practice and learn EFL through interaction among international students during 10 years. The total number of the participants is 2,331 and the collaborated period is 10 years, which can give much symbolic meaning to the ELT context of Korea.

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Table 2. The Gender of the Participants in This Program

	(in percentage)				
	2008	2009	2010	2011	Average
Male	31	30	42.9	27	32.7
Female	69	70	57.1	73	67.3

From Table 2, it is clear that there are more female students than male students among the participants. This fact is closely related with the sex ratio of the students of the English Department in the Korean university. It is common to see a higher ratio of female students to male students in any English Department in universities in Korea.

Table 3. The Academic Year of the Participants in This Program

	(in percentage)				
Year	2008	2009	2010	2011	Average
1	27	27.5	32	52	34.6
2	12	7	6	0	6.2
3	35.5	31.5	34	10	27.8
4	25.5	34	28	38	31.4

Table 3 shows that the academic year of participants is dependent on which semester they attended the distance learning program. The course which they are engaged in for this program is different according to the semester. The first semester courses are open for the freshman and sophomore students, and the second semester courses are open for the junior and senior students. This fact is related with the differences of the participants between the spring and fall semesters in this program.

Table 4. The Participating Frequency in the Chatting Session

	(in percentage)				
One Week	2008	2009	2010	2011	Average
3-5 Times	88.5	81.5	81.5	61	78.1
2 Times	3.5	8.5	9	21	10.5
1 Times	8	6	7	7	7
Never	0	4	2.5	1	1.9

Table 4 explains that most of the participants attended the chatting sessions 3 – 5 times during one semester. This fact is closely related with the academic calendar of Korean and Japanese universities; N university could attend this project for 5 weeks during one semester because of the differences of academic calendar between two universities.

Table 5. The Preference of Chatting Types

	(in percentage)				
	2008	2009	2010	2011	Average(%)
Oral	0.5	4.5	2.5	6	3.4
Text	96.5	84.5	90	80	87.8
Both Types	3	11	7.5	14	8.8

Table 5 suggests that most of the students prefer the text chatting to oral chatting and the researcher supposes that it is rather easier to record the chatting process through the text chatting rather than by oral chatting.

4.2 Students' Satisfaction for NWCCDL Project

In the next part, the results for the participants' satisfaction for this program will be discussed by showing the analytic results for questionnaire items: 1) The program helped to improve my ability to communicate using English, 2) I would like to recommend the program to other students, 3) I would like to participate in the program again, 4) Were the LiveOn sessions meaningful for you? 5) Was the use of Course N@vi for posting comments on BBS meaningful for you?³

Table 6. The Program Helped Me to Improve My Ability to Communicate Using English

	(in percentage)				
	2008	2009	2010	2011	Average
Strongly Agree	12	9	15.5	17.7	82
Agree	74	73	70	56.6	
Disagree	11	12	14	19.1	18
Strongly Disagree	3	6	0.5	6.6	
No Response	0	0	0	0	.

Table 6 suggests clear evidence that 86% in 2008, 82% in 2009, 85.5% in 2010, 74.3% of the respondents in 2011 (average 82% in 8 semesters, 4 years) strongly agreed or agreed on questionnaire item "The program helped me to improve my ability to communicate using English".

³ The data for Table 6 and 7 is based on the results of questionnaire of 2008- 2011, for table 8 is based on 2005-2014, and the data for Table 9 and 10 is based on the 2012-2014. And the data in this study is the average between spring and fall semesters in one year.

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Table 7. I Would Like to Recommend This Program to Other Students

	(in percentage)				
	2008	2009	2010	2011	Average
Strongly Agree	12.4	8	16.1	17.7	82.2
Agree	77.1	75	71.4	51.1	
Disagree	4.1	10	11.5	11.1	13.9
Strongly Disagree	4.1	7	1.9	6.6	
No Response	1.4	0	1	13.3	3.9

Table 7 shows the results of question "I would like to recommend this program to other students". The results are as follows: 89.5% in 2008, 83% in 2009, 87.5% in 2010, and 68.8% of the respondents in 2011 (average 82.2% in 8 semesters, 4 years) strongly agreed or agreed to the questionnaire item.

Table 8. I Would Like to Participate in This Program Again (in percentage)

	2008	2009	2010	2011	2012	2013	2014	Average (%)
Strongly Agree	7.8	8	17.6	23.6	16	13.5	6	80
Agree	79	76	63	57.7	85	56	67.5	
Disagree	6.8	10	13.8	8	17	25.5	21.5	18.6
Strongly Disagree	5.1	6	3.7	5.2	2	4	3.4	
No Response	1.3	0	1.9	5.5	0	1	1.6	1.4

Table 8 represents the analytic results of the responses to questionnaire item "I would like to participate in this program again". The results show that 86.8 % in 2008, 84% in 2009, 80.6% in 2010, 81.3% in 2011, 81% in 2012, 69.5% in 2013 and 73.5% of the respondents in 2014 (average 80% in 16 semesters, 8 years) strongly agreed or agreed to the above item.

Table 9. Were the LiveOn Sessions Meaningful for You?⁴

	(in percentage)		
	2012	2013	2014
5	19.5	19.7	10.5
4	39.1	29.6	20.7
3	31	36.6	41
2	6.9	12.7	16
1	3.4	1.4	11
Average	3.6	3.5	3

⁴ Table 9 and Table 10 are based on the data from the results of the questionnaires 2012, 2013, and 2014 because the format of the questionnaire changed from 2012. The questionnaire items for Table 9 and 10 are newly inserted in the questionnaire form from 2012.

Table 9 shows the results of questionnaire item "Were the LiveOn chat session meaningful for you?" And the results are an average 3.6 among 5 point scale in 2012, 3.5 in 2013, and 3 in 2014. So these results prove that the LiveOn chat sessions are meaningful to the most of the participants in this project.

Table 10. Was the Use of Course N@vi for Posting Comments on BBS Meaningful for You?

	2012	2013	2014
5	16.1	16.7	7
4	26.4	18.1	7.5
3	41.4	37.5	57.5
2	9.2	8.3	11.5
1	6.9	18.9	5.5
Average	3.5	3.2	3.1

Table 10 shows the results of question, "Was the use of Course N@vi for posting comments on BBS meaningful for you?" And the results represent an average 3.5 among 5 point scale in 2012, 3.2 in 2013, and 3.1 in 2014. So this fact proves that the use of Course N@vi for posting comments on BBS was meaningful to the most of the students.

According to Tables 6, 7, 8, 9 and 10, it is clear that most of the participants are satisfied with the distance learning program, so more than 80% of the participants from 2008 to 2011 replied as "strongly agree" or "agree" to the questionnaire items: 1) The Program helped me to improve my ability to communicate using English, 2) I would like to recommend the program to the other students, 3) I would like to participate in this program again. It can be inferred that most of the students who participated in this international distance learning program are very satisfied with this NWCCDL Project. Also the responses to the question "Were the LiveOn sessions meaningful to you?" is average 3.4 (among 5 point scale), and the responses to the question " Was the use of Course N@vi for posting comments on BBS meaningful for you?" is average 3.3 (among 5 point scale) in 2012, 2013, and 2014. The results from tables 6 - 10 prove that the most of the participants are satisfied with NWCCDL Project.

4.3 The Effect of NWCCDL Project on the Students' Affective Domain

Recently much research on the effect of CMC on the students' affective domain has been emphasized in the ELT area (Huh, 2011, 2012). Based on the previous studies, this session focuses on the effects of NWCCDL Project on the students' affective domain. From the questionnaire items which are open-ended to describe the students' opinions for this project, the analytic results for the students' reactions to NWCCDL Project can be summarized.

From their free descriptions, this research can conclude that this project is very effective in cultivating the students' motivation and interest in learning English. The effect of NWCCDL Project on the students' affective domain can be explained on the basis of the following categories: 1) Cultivating Motivation in Learning English as a Foreign Language, 2) Learning English in Low Anxiety Environment 3) Understanding Cultural Differences between Two Countries (Chang, 2012, 2014).

4.3.1 Cultivating motivation in learning English as a foreign language

This project through international distance learning can cultivate the motivation of the students to engage in communication with their partners. The participants in this program expressed their opinions that the program was very funny and exciting and they had a very good time talking with foreigners. Some of their responses are like these:

- I'm so *delighted* to know Japanese friends.
- I *want to chat* with foreigners, but I don't have friends who live in abroad.
In this class, I make friends who live in Japan, and they improve my English skills.
- Another foreign friend's talk to each other, that was *great*.
- It is *useful* that I was *chatting in English*
- I want to participate in *CCDL again*.
- Always *meaningful, funny*.
- I improved *idioms, and grammar level*, and finally I want to announce about this situation.

4.3.2 Learning English in low anxiety environment

The distance learning environment in this project can provide the students with the chance to be allowed to communicate within a low anxiety. Many researchers have found that CMC can reduce the anxiety factor of using a foreign language (Chen, 2005; Fotos, 2004; Lee, 2005). Some of their responses about the low anxiety environment are like these:

- It's very meaningful to me. The reason is first it gives *self-confidence* for speaking English, and second it can make lots of foreign friends, etc.
- *At first I was reluctant* to chat with foreign students. My thoughts had passed in my head.
- What should I talk with them? What if I make a mistake in front of them? But first I start talking with them, the *fear and hesitation of chatting with foreign students were gone*. They were *friendly, talkative, funny*, and as like our age's students. It was *quite exciting and great memory*, and I might not forget this recollection easily.

- It gave me a *meaningful experience*. This is a pleasure to speak with *foreign friends*.
- Because it was interesting to have *a conversation with foreign friends and had great time*.

4.3.3 Understanding cultural differences between two countries

The interactions between students who are learning the English language can cause the students to share the cultures between the two countries. Some of their responses about cultural understanding are like these:

- It is meaningful because of *new world*.
- I think the chat with other country's students give the chance to *know other culture*.
- I was happy to meet the *students in Japan*. I had a good time with them. It was a good chance to produce for speaking.
- I am not good at English, but talking to Japanese is very interesting. Because I almost *never talk to foreigner*.
- Thank to live chat, we can talk Japanese and talk about *culture and topics*, so I can know about their *culture*.
- I could *understand other culture*, and it was good that I could know how to study English and other country.
- I was so happy to talk *the culture of Korea and Japan*

The above results can prove that NWCCDL Project is very effective in cultivating the motivation and interests of Korean EFL learners.

5 Conclusions

Through analytic results from the questionnaire to the participants in the international distance learning from 2005 to 2014, we can suggest the answers to the research questions as the conclusions for this research.

First, this research aims to survey the developmental process of NWCCDL Project during 10 years focusing on the number of participants, the gender of the participants, the academic year of the participant, the participating frequency in the chatting session, the preference of chatting types, etc. Concerning the students who participated in this survey, total 2,331 students participated in this NWCCDL Project during 10 years from 2005- 2014. The female students are 67.3%, and male students are 32.7% among the participants. The freshmen students are 34.6%, sophomore 6.2%, junior 27.8% and senior students are 31.4% among the participants during the last 10 years. From the above results, it can be concluded that NWCCDL Project has been successfully conducted in the Korean ELT context.

Second, this research has proven that a majority of the participants in this project are satisfied with this program focusing on the following items:

'The program helped me to improve my ability to communicate using English', 'I would like to recommend this program to other students', 'Were the LiveOn chat sessions meaningful for you?', 'Was the use of Course N@vi for posting comments on BBS meaningful for you?', 'I would like to participate in this program again', etc. Through the questionnaire analysis, more than 80% of the participants of this project strongly agreed or agreed on the above questions, which strongly imply that most of the participants of NWCCDL Project are satisfied with this project.

Lastly, this research proves that this project is very effective in cultivating the motivation and interest of EFL learners in Japanese and Korean universities. From the students' opinions about the effects of this project on their affective domain, the students could cultivate their motivation in learning English as a foreign language. Also the students could learn English in a low anxiety environment, and understand cultural differences between Korea and Japan.

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

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Appendix A
The Number of the Participants from W University in Japan

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
Spring		127	204	134	96	122	142	99	71	62	1057
Fall	88	120	124	135	66	132	95	35	104	89	988

Appendix B
A Sample of Student Questionnaire in Fall Semester 2011

1. Your Professor and Class
2. Year : Freshman, Sophomore, Junior, Senior
3. Gender: Male, Female

To those who have taken TOEIC and/or TOEFL test(s), please choose your latest score from those below.

4. TOEIC

399 or less

400 - 499

500 – 599

600 – 699

700 - 799

800 - 899

900 or more

5. TOEFL (PBT)

300-399

400-499

500-599

600 or more

6. TOEFL (iBT)

0-49

50-69

70-99

100-120

7. How many times did you participate in the chat session using LiveOn during this semester?

5 times or more

4 times

3 times

twice

once

never

8. Which type(s) of chatting did you mainly use?

Text Chatting

Oral Chatting

Both text and oral chatting

9. Did the sessions go smoothly?

5 4 3 2 1

Please rate your sessions in the scale of 5 (very smoothly) to 1(not smoothly at all).

9-1. Please specify the reason(s). (Free Description/English Only)

10. Have you engaged in any of the following activities with your foreign partners individually? (Check all that apply)

Exchanged e-mails

Use SNS or messengers to interact

Made plans to visit Japan during your holidays.

Japanese partners will be visiting my country.

Introduce my blog.

Partner introduced me his or her blog.

Other

10-1. If you answered "other" in 10, please describe the activity.
(Free Description/English Only)

11. Have you missed any sessions?

11-1. If you answered "Yes" in 11, please answer 11-1. Why did you miss the session?

11-2. If you answer "Other" in 11-1, please answer your reasons.
(Free Description/English Only)

12. If you have any feedback about the use of the CourseN@vi, please give us your opinions. (Free Description/English Only)

Evaluation of Cross-Cultural Distance Learning in the Korean ELT Context

13. Did the videoconference(s) go smoothly? Please rate the videoconference(s) in the scale of 5 (very smoothly) to 1 (not smoothly at all).

5	4	3	2	1
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13-1. Please specify the reason(s). (Free Description/English Only)

14. Did you know the CCDL program was going to be a part of your class before you started it?

Strongly Agree
Agree
Disagree
Strongly Disagree

15. "The CCDL Program helped you to improve your ability to communicate using English?" Do you agree or disagree with the statement above?

16. Were you satisfied with the CCDL Program on the whole?

Very Satisfied
Satisfied
Not Satisfied
Not Satisfied at all

16-1. Please explain your reasons for your answer in 16. (Free Description/English Only)

17. What are the benefits you gained from the CCDL program? (Free Description/English Only)

18. "I would like to recommend the CCDL program to other students." Do you agree or disagree with the statement above?

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

20. What kind of topics would you like to talk about, if you had a chance to participate in CCDL program again? (Free Description/English Only)

21. What should be done to improve the CCDL program? (Free Description/English Only)

Appendix C
A Sample of Theme of Chatting Session from 2013, 2014

	Spring semester	Fall semester
2013	<ul style="list-style-type: none"> •Money: earn by yourself or given from your guardians •Buzz - and vogue-words in Korean / Japanese •Beautiful women and handsome men: standards of beauty •Army and self-defense: Obligatory military service •English education at elementary schools for or against 	<ul style="list-style-type: none"> •Self-Introduction •Korean and Japanese Pop Cultures • The Student Life • The Olympics and Paralympics • The Necessities of English and How to Learn English Effectively • Free Chat
2014	<ul style="list-style-type: none"> •Self-Introduction: Hobbies, favorite things to do, Future dreams, etc. •Korean and Japanese Pop cultures (songs, movies, dramas, celebrities, etc.) •The Olympics and Paralympics(How will the Pyeongchang 2018 Olympics and Paralympics and the Tokyo 2020 Olympics and Paralympics affect our lives, etc.) •Invitation to a sightseeing spot in our country •The Role of Military Force(Self-Defense in Japan) in your country •Which is important, money or love? 	<ul style="list-style-type: none"> •Is SNS useful or harmful? •Korean and Japanese pop cultures (songs, movies, dramas, celebrities, etc.) •How does your bachelor degree help you in the future? •The Necessity of English and How to Learn English Effectively •How do you think about a female president /Prime minister?