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English Acquisition through NNS-NNS Interaction in EFL Context: Focused on the Distance Learning between Japan and Korea[1]

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This paper aims to prove that the interactions between non-native speakers in EFL context are very effective in English acquisition. The purposes of this study can be summarized as follows: 1) to recognize the importance of English as an International Language (EIL) and the concept of World English, 2) to develop the best way to help English learners to acquire English as a foreign language in the countries of expanding circle, 3) to devise a model of international distance learning and adapt it to the English learning environments of Japan and Korea, 4) to prove the interactions between non-native speakers in EFL context are very effective in English acquisition. For these purposes, this study focused on the distance learning between the university students from Korea and Japan, and analyzed the results of the qualitative and quantitative research surveys from the students who participated in this distance learning. For this study, a new model of distance learning between Korea and Japan, NWCCDLP (Namseoul - Waseda Cross-Cultural Distance Learning Project) was devised, and the data of NWCCDLP from 2005 to 2007 were collected and analyzed. The results suggest that the NNS-NNS interaction is very effective in motivating Korean learners of English to use and practice English in EFL context.

[communicative competence/English acquisition/distance learning/NNS (non-native speakers)-NNS interaction/EFL (English as a Foreign Language) context/ EIL (English as an International Language) expanding circle]

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I. INTRODUCTION

One of the main purposes of English education in Korea is to cultivate the communicative competence of Korean EFL learners. As such, every year Korea spends billions of dollars on English education from elementary schools to universities. Many people also spend vast amount of time, money and energy at correspondence schools, prep schools, commercial English language schools, and lifelong educational institutions in order to learn English. Despite these enormous investments, Korean people lack a degree of some confidence in their English proficiency, but are eager to learn and practice English in order to overcome the complex about English proficiency toward native speakers of English. So we need to devise more successful ways to make English education successful in Korea and to help Koreans who lack the self-confidence in their English proficiency feel confident in English abilities. In this way, Korea can gain the more rewarding results for the enormous investment of time and money in English education.

English has evolved into an international language for global communication. While 350 million people speak English as a mother tongue, 400 million speak the language as a second language, and 750 million speak it as a foreign language (Crystal, 2003, 61). So it is natural to find more common cases of the communication between Asian people through English rather than their respective native languages. This fact has motivated us to do this research on English acquisition through NNS-NNS interaction among Japanese and Korean university students.

This study focuses on achieving the followings: 1) to recognize the importance of English as an International Language (EIL) and the concept of World English, 2) to develop the best way to help English learners to acquire English as a foreign language in the countries of expanding circle(see 2.1), 3) to devise a model of international distance learning and adapt it to the English learning environment of Japan and Korea, 4) to prove that interactions between non-native speakers in EFL context are very effective in English acquisition.

For this study, a model for the international distance learning (NWCCDLP: Namseoul - Waseda Cross-Cultural Distance Learning Project) was adopted and the data was collected and analyzed from the reactions of the students who participated in this project. In analyzing the data, two kinds of research methodologies were used: qualitative methodology (the students' journals) and quantitative methodology (the questionnaires). This data was collected from 2005 to 2007.

From the results of data analysis, the following conclusions could be found: the interaction among NNS-NNS speakers in EFL context is very effective for English acquisition. The international distance learning model (for example, NWCCDLP) could help students to activate their interests in cultural understanding, increase their

self-confidence in using English, and improve their English proficiency. In the future, more diversified models for international distance learning need to be developed so that NNS-NNS interaction can be activated in an English education context in the countries which belong to the expanding circle.

II. LITERATURE REVIEW

1. English as an International Language

These days, we are using English as a communicative tool in every aspect of life. Jenkins (2003) found that in the period between the end of the reign of Queen Elizabeth I in 1603 and the later years of the reign of Queen Elizabeth II at the start of the twenty-first century, the number of speakers of English increased from a mere five to seven million to somewhere between one-and-a half and two billion. While English language was spoken in the mid-sixteenth century only by a relatively small group of mother-tongue speakers born and bred within the shores of the British Isles, it is now spoken in almost every country of the world, with the majority of its speakers being those for whom it is not a first language.

Crystal (1997) found that currently, there are approximately seventy-five territories where English is spoken either as a first language (L1), or as an official (i.e. institutionalized) second language (L2) in fields such as government, law and education. From this data, we can infer that English plays not only a role as an agent of transcending the cultural values of England or America, but also a role as a communicative tool for every aspect of life; economics, politics, culture, finance, travel, scientific research, military, etc.

Smith (1976) states three views about English: World English (WE), English as an International Language (EIL) and English as Lingua Franca as follows:

1) English as an International Language is "decultured," i.e., English learners do not need to internalize the cultural norms of native speakers of the language.

2) The ownership of it has become "de-nationalized."

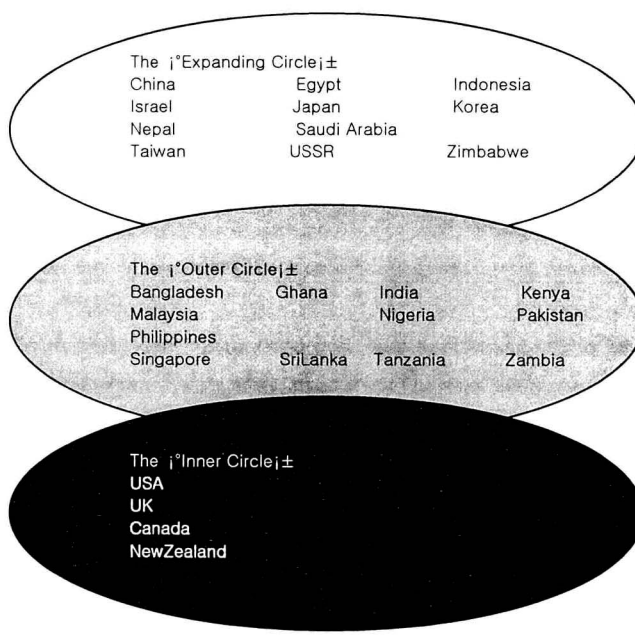
3) The educational goal of learning it is to enable people to communicate their ideas and cultures to others.

Considering these factors in technological and cultural innovation, it is necessary to set up a new model of English as an international language. Until recent times, English was

used as a communicative tool among native English speakers, but English is now used as a tool among native English speakers (henceforth NS) and nonnative English speakers (henceforth NNS). Since the communication between NNSs and NNSs is delivered through English, so it is urgent to set up a new model of English as an "International Language" or a "World English."

One of the most famous scholars who defined the notion of World English, Kachru (1992) defined World Englishes as three concentric circles, the Inner Circle, the outer Circle, and the Expanding Circle. Each circle represents the types of dispersion, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts.

FIGURE 1
Kachru's model of World Englishes
(source: Jenkins (2003, p. 16))



The Inner Circle contains the countries in which English is used as a national language: USA, UK, Canada, Australia, and New Zealand. The Outer circle contains 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. Jenkins (2003) said that the English spoken in the Inner Circle is said to be 'norm-providing', that in the Outer Circle to be 'norm-developing' and that in the Expanding Circle to be 'norm-dependent'. In

other words, English-language standards are determined by speakers of English as a national language.

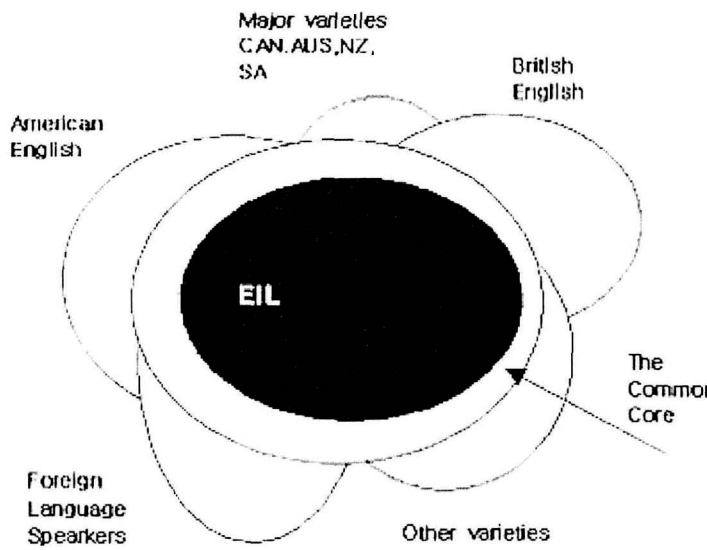
Another scholar who contributed to construct the notion of World English, McArthur (1987) suggested the model Circle of World English, which places International English at the centre, then by moving outwards: a band of 8 regional standard Englishes (APPENDIX 1).

A much more recent attempt to take account of developments in the spread of World Englishes is that of Modiano (1999). He breaks completely with historical and geographical concerns and bases the first of his two models, 'The centripetal circles of international English', on what is mutually comprehensible to the majority of proficient speakers of English, be they native or non-native. The centre is made up of those who are proficient in international English. Modiano redrafted his idea in response to comments which he had received in reaction to his first model (FIGURE 2). At the centre is EIL, a core of features which are comprehensible to the majority of native and competent non-native speakers of English. The second circle consists of features which may become internationally common or may fall into obscurity. Finally, the outer area consists of five groups (American English, British English, other major varieties, local varieties, foreign varieties) each with features peculiar to their own speech community and which are unlikely to be understood by most members of the other four groups.

FIGURE 2

Modiano's model of English as an international language

(source: Jenkins (2003: 21))



Considering the numbers of the people who use English as a second language, foreign language or international language, the cases of interaction among non-native speakers are increasing very rapidly. In particular, Korea and Japan belong to the expanding circle which was suggested in the Kachru's model, so it is natural to find cases where people in the expanding circle countries interact each other as non-native speakers through English.

So, if we would cultivate English proficiency in Korean, it is necessary to construct an environment of learning English as a foreign language or international language. And the English learning environment in expanding circle countries must include an environment for NNS - NNS interaction as well as NS-NNS interaction.

2. The importance of NNS-NNS Interaction in EFL Context

Yano (2006) pointed out the importance of CCDL by suggesting the effects of NNS-NNS interaction. He argued three effects of the interaction. First, using English in NNS-NNS interaction helps Japanese learners to liberate themselves from their inferiority complex toward native speakers. Second, using English for communication forces the interlocutors to be attentive to what is going on and leaves little room to pay attention to their pronunciation, their use of articles, and prepositions and other grammatical matters. Third, nonnative speaker interlocutors at times show difficulties in expressing English, often making similar grammatical mistakes as the Japanese do. This makes Japanese learners realize it is more important to participate in discussions and express their ideas and opinions rather than being silent until your English becomes perfect, which never occur all.

Nakano (2006) pointed out some advantages in NNS-NNS interaction in Asia. Asian Englishes is syllable-timed, as opposed to the stress-timed NS Englishes. Asian Englishes share common grammatical deviations. Furthermore, since Confucian traditions permeate Asia, we share presuppositions such as family values, seniority factors, and through such common cultural heritage, we can understand pragmatic implications much more easily among Asians.

Also, English learners in Japan and Korea share many common characteristics. Yano (2006) pointed out the Japanese national character that prevents the Japanese learners of English to become proficient in the language. He named three characters as follows: perfectionalism, excess self-consciousness, and inferiority complex toward native speakers of English. Those characters as Yano pointed out (2006) can be found not only in Japanese learner of English but also in Korean learners of English. So the construction of a new environment for learning and practicing English is urgent in Asian countries, and the new environment must include opportunities for NNS-NNS interactions which can be helpful in overcoming the inferiority complex toward native speakers of English.

3. The 21st century and cross-cultural distance learning (CCDL)

In our view, the 21st century will be characterized by two concepts: highly advanced information technology and globalization (Chong, 2007). The advent of highly advanced information technology has created cyberspace and reduced the conceptual distance between states (Brandl, 2002; Kern, 1995) Although we are in the incipient stage of the so-called borderless society, in the new century, it is not so hard to infer, such a borderless society will make rapid development with further progress in highly advanced information technology. As a result, people will be able to have more opportunities to meet and communicate with those who differ in, say, culture, value systems, religion, manners and customs, and so forth. The advent of globalization, on the other hand, has called on people and enterprises as well as states to get into step and cooperate with their overseas partners in order to attain common interests. Such movements toward globalization will intensify in the next century. Under such circumstances, it naturally follows that human interchange based on mutual understanding will play an important role in the 21st century.

To achieve the educational goals adequate for the 21st century, cross-cultural distance learning (CCDL) was devised by Waseda University. M. Nakano who is a director of digital consortium in Waseda University (2006) pointed out that the objectives of CCDL like these; the first is to enable our students to improve English ability in order to integrate the four components of communicative competence. The second is to enhance our students' inter-cultural or cross-cultural awareness so that they are encouraged to create cultural place in which Asian youths can deal with real problems in the world, while fostering pluri-cultural personality. The third goal is to enable Asian youths to impart their local values in view of global perspectives. As we can find out from the objectives described by Nakano (2006), the CCDL project is very helpful in developing the four skills of English proficiency (Baek, 2002 ; Chang 2005, 2006, 2007 ; Nakano et al., 2006 ; Park, 2001; Park et al., 2003), so it is natural to make CCDL project successful by developing a new model for CCDL.

III. RESEARCH METHODOLOGY

The research process of this paper is based on the data collected during the Namseoul University - Waseda University Cross-Cultural Distance Learning Project (henceforth NWCCDLP) started from the second semester, 2005. NWCCDLP is a project of which the purpose is to construct mutual understanding and good ties of friendship between the students of Waseda University(henceforth WU) and Namseoul University(henceforth NSU) Secondly, it aims to develop an effective method for the acquisition of English as a

common language and other foreign languages. In this section, the information about the subjects, data collection and analysis, course description will be explained.

1. Subjects

Students from WU and NSU participated in this research. The departments of WU were open and the department of the students who participated in this project from NSU was English. The students from NSU consisted from freshmen to seniors.

2. Data Collection and Analysis

The data has been collected from the fall semester of 2005 to the fall semester of 2007, and analyzed by both quantitative and qualitative methods. For the quantitative methods, the research survey through the questionnaire was conducted at the end of each semester. For the qualitative method, data was collected by analyzing the students' reports about NWCCDLP submitted by the students who participated in this project from NSU at the end of the semester.

3. Course Description

1) Contents of NWCCDLP from 2005 to 2007

From the start of the second semester, 2005, NSU participated in NWCCDLP. In 2005, this project consists of two parts, the one is the video chatting activities, and the other is the video conferencing lecture. From 2006, a new model of NWCCDKP was proposed by WU, so new model lesson has been adopted since 2006. Therefore, in the fall semester of 2006 and 2007, NWCCDLP consisted with three types of class lessons: On-line chatting, Video-Conferencing Lecture, and the New Model Lesson (TABLE 1). For the attainment of the aims of this project, the latest multimedia and internet technologies such as video conferencing, chat and e-mail systems were fully utilized for this project. TABLE 2 summarizes the technologies used in NWCCDLP.

TABLE 1

Contents of NWCCDLP from 2005 to 2007

	Spring Semester	Fall Semester
2005		On-line Chatting
		Video-Conferencing Lecture

	On-line Chatting	On-line Chatting
2006	On-line Chatting	Video-Conferencing Lecture
	On-line Chatting	New Model Lesson
	On-line Chatting	On-line Chatting
2007	On-line Chatting	Video-Conferencing Lecture
	On-line Chatting	New Model Lesson

TABLE 2

Technologies used in NWCCDLP from 2005 to 2007

Class Type	Technologies
On-line Chatting	Internet, Text & Voice chat, e-mail
Video-Conferencing Lecture	Internet, Video Conferencing
New Model Lesson	Internet, Text & Voice chat, e-mail, Video Conferencing

2) On-line Chatting

The students from NSU and WU were matched as partners and had to meet in cyberspace at an appointed time and date through the "Live On" system. The students from NSU and WU could communicate through the voice chat and text chat They had to record all the processes of their chatting, write their reports based on their records and submit them as a part of their course work.

In On-line chatting activities, the students participated in the form of small groups consisting of 3-5 students from Japan and Korea. NSU students have to submit their report about On-line chatting activities as a part of course work.

3) Video-Conferencing Lecture

As a second part of NWCCDLP, NSU participated in this lecture along with WU The theme of this video-conferencing lecture is "World English and Miscommunications" Most students from NSU participated actively in this lecture by expressing themselves and their opinions about World Englishes only in English.

English has been used as a common tool of communication in Asia. It has been reported that non-native users of English in the so-called outer circle and expanding circles outnumber the native speakers of English in the inner circle. English has thus been implanted in various regions of the world and appended some peculiarities in the

respective regions. For this reason, this lecture's purpose is to make the students learn the mutual intelligibility concerning phonetic features, syntactic features, socio-cultural differences, and para-linguistic features which might cause some misunderstanding among native speakers and Asian interlocutors.

From the data analysis of the questionnaire collected from the students who participated in NWCCDLP, it can be concluded that the video-conferencing lecture could attract the attention and interest in the communication between the students in foreign countries simultaneously. Through video-conferencing lecture, the students can see the faces of the students who are participating in the foreign countries and discuss the problems of world English with them, which is very strong point for the students to favor the NWCCDLP.

4) A New Model of NWCCDLP

As the NWCCDLP has been successfully implemented in both universities from 2005, a more innovative trial was devised by WU, and adopted in NWCCDLP from the fall semester of 2006. Compared with other types (On-line chatting, Video-Conferencing Lecture), this new model of NWCCDLP combines both On-line chatting and Video-Conferencing Lecture simultaneously in one lesson, which can be useful in activating the students' interest in discussing the cultural topics and communicating in English among non-native speakers.

(1) Course Procedure

WU and NSU had this class every Thursday during the second semester of 2006 from 10:30 to 12:10. One group from WU or NSU presented its group presentation for 20 minutes, then one group from WU or NSU presented its presentation for the next 20 minutes. After that, all of the students moved into the PC rooms so that they could participate in group chatting on the same topic presented during the previous presentation time. The group presentation was delivered through video conferencing, and group chatting was delivered using live-on system and Moodle programs simultaneously in both universities (TABLE 3).

TABLE 3

Course Procedure of New CCDL Model

Time Every Thursday	Type of Group Project	Tool for Communication
10:40-11:00	Group Presentation	Video Conferencing
11:00-11:20	Group Presentation	Video Conferencing
11:20-12:10	Small Group Chatting	Live-On System and MOODLE

As for the class schedule of the fall semester in 2006 can be explained in APPENDIX 2. This model utilized the group project which consisted of two parts, one is a group presentation and the other is group chatting. Group Presentation through Video Conferencing: 4 or 5 students form a group to work on a project, so 4 groups from NSU, 4 groups from WU and 8 groups total participated in this class model.
The group presentation included the following:

① Background research: the students explain the topic by citing from sources and using relevant data
② Field research: the students distribute questionnaire or interview university students about the topic
③ The students propose the solution to improve the situation
④ The students present their finding using Power Point

Group Discussion was delivered through chatting by Love-on System. This class model divided the students from WU and NSU into 6 groups, which consisted of 3 members from each university, so one chatting group members are 6. During the group chatting time, each student participated in chatting about the same topic presented in the group presentation. The presentation topics and the criteria for course evaluation are shown up in APPENDIX 3, 4.

IV. RESULTS AND DISCUSSIONS

This study emphasized to prove if NNS-NNS interaction in EFL context is effective in English acquisition, especially focusing on the international distance learning between Japan and Korea. For these research goals, NWCCDLP was adopted and the reactions from the students who participated in this project were collected and analyzed form 2005 to 2007.

The research methodology includes both qualitative and quantitative methods, so for the quantitative methods, the results of the questionnaire (APPENDIX 5) from the students who participated in NWCCDLP from 2005 to 2007 were analyzed. The qualitative method was used in order to survey the reactions and personal feelings of the students about this program through the final reports the students submitted at the end of fall semester of 2006 and 2007. In general, their reactions about NWCCDLP were very positive, and most of the students from NSU expressed the opinion that the NWCCDLP helped to improve their abilities to communicate in English, and they were satisfied with NWCCDLP on the whole. From the results of data analysis, it can be concluded that the interactions among

non-native speakers in EFL contexts are effective in improving the communicative abilities of English learners as a foreign and international language.

1. The Results of the Questionnaire from 2005 to 2007

As for the results of NWCCDLP in 2005, 2006 and 2007, the results of the questionnaire from NSU students were collected and analyzed, and the results can be summarized in this section At the end of the fall semester of 2005, 2006 and 2007, a questionnaire survey was conducted with the students from NSU who participated in this project. The contents of the questionnaire were developed by WU and consisted with various items to survey the students' reactions to this project (APPENDIX 5). The common and essential results for the purpose of this project can be summarized like these:

FIGURE 3

(1) Were you satisfied with the CCDL program on the whole?

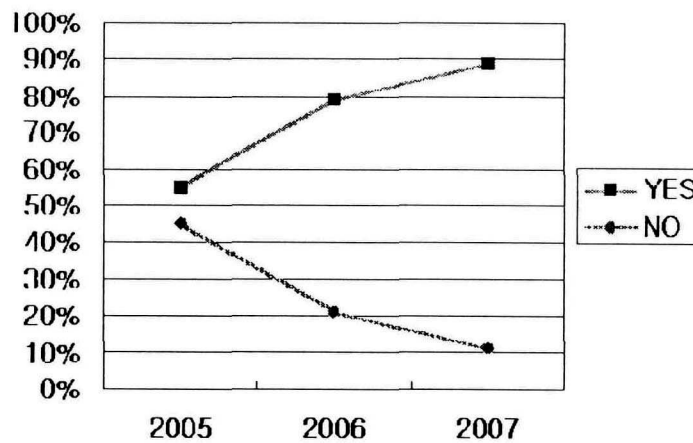
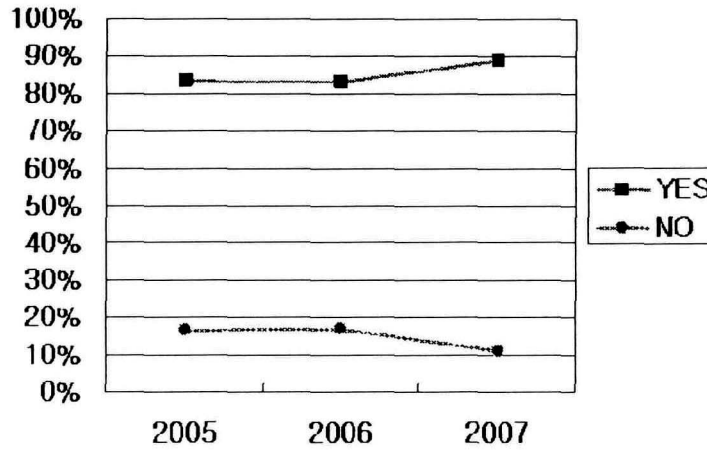


FIGURE 4

(2) I would like to participate in the CCDL program again.



(3) What were the advantages of participating in the CCDL program?

① Making friends abroad.
② Being able to deepen cross-cultural understanding.
③ Being able to learn about foreign cultures.
④ Being able to improve language skills.
⑤ Getting accustomed to using a foreign language.
⑥ Getting used to the computer.
⑦ Becoming more motivated towards studying a foreign language.
⑧ Other

FIGURE 3 and 4 prove that most of the students who participated in this project were very satisfied with this project and wished to take the course again. Also most of the students pointed out various advantages of participating in this project, among them, "Making friends abroad (45%)", "Being able to learn about foreign cultures (43%)", "Being able to improve language skills (35%)" were significant in proving the positive reactions about NWCCDLP.

2. The Results of Analyzing the Students' Journals in 2006 and 2007

Most of the students who participated in this new CCDL model said that the effects of

the new model were very good and helpful for them. This section explains the contents of the students' reports as the evidences for the results of students' responses. All of the students who took this course had to submit their responses about this semester in the form of reports. The key points of their responses and arguments are summarized in this section

The analysis of students' journals for this new CCDL model showed that most of the students agreed that the effects of the class were very good, and the results can be summarized like these:

1) The Students' Journals about New CCDL Model in 2006

(1) NSU 01141205

I concerned about Japan culture. I was tense to chat with Waseda university's students. I felt Japanese students are same. **First I didn't know what to say. I didn't have any confidence in myself. However, I prepared the presentation, I recovered my confidence.....** I had to announce the presentation in front of Japanese's students. ...Through this semester, I made friends with Japanese students. **Next semester I will study hard enough.**

(2) NSU 03141594

First time, I was nervous to chat with Waseda university students. **I didn't have confidence in myself and I didn't know what to say.** However, I started speaking English through microphone. As I talked about a job. ... I made a presentation. It was really tough. Through this class, **I was conscious of the importance of English**.....Through I felt that I should prepare more information to chat with Japanese Students. **I hope to chat with those ones more if I have a chance.**

(3) NSU 03641301

I know exactly the importance of English, so I took this class and am happy to make my friends .... **I learned how to express my self in English. ... However it is** very difficult to express one's opinion by making English sentence because my English skills are poor. **I learned the correct way to express myself as I made mistakes and further more I could build my confidence in speaking English.**

(4) NSU 00141513

I could know a lot of information through this class. The preparation of our presentation was difficult. **And face to face chatting was very interesting and funny. Face to face chatting helped me much in widening English vocabulary. I learned a lot the Japanese cultures.**

(5) NSU 01141061

Above all I really liked that I could converse with Japanese friends in English. I could learn a lot things about Japan and I also found myself lack of knowledge about the country which is the closest. **This opportunity helped me to improve my English and general information about Japan. ..... The most impressive point was that one of Japanese group chose Ysukuni shrine for their topics. I felt really uncomfortable.**

2) The Students' Journals about New CCDL Model in 2007

(1) NSU 03141016

CCDL is good for meeting foreign friends. Students can meet new friends who live in another country. We can introduce ourselves, so we can become friends. We can talk about each other's circumstances then we can share cultures.

(2) NSU 04141013

The CCDL has various advantages. Above all the advantage of CCDL is to have the opportunity of using English. Many people who want to be good at English and I don't fully have chances to use English. But I had the chances while I was participating in the CCDL. I did English presentation during it and when I chatted with students who live in Japan. I spoke and listened to English through a headset and I read and wrote English through chatting board. **So CCDL helped me as well as students to improve the abilities of English.**

(3) NSU 01141556

I was so happy to participate in this class and glad to meet the friends of Waseda University. I think there are so many strengths in this program called CCDL. Most of all, I think the experience studied with Waseda students is most valuable. I can't change any other things. **And I could use English easily. Because they are Asians as same to me. So I didn't have any fear when I speak English. I think it is very important to learn English and it was very helpful to me.**

(4) NSU 04141087

I think the best thing was culture exchange between Japan and Korea. This is my third time with Waseda students since I was a junior student in Namseoul University It was useful and good to me because we can talk, write and listen in English. **We could see our faces each other, and we had really good time with Japan students. Especially in this semester we presented Korean family. I think it was really nice.**

(5) NSU 04141163

I think CCDL improve in my English skills. It was a good chance for me to practice speaking English. And I got a chance to talk in web with Japanese I hope this acquaintance of ours may develop into lasting intimacy. A good knowledge of English will improve their chances of employment.

V. CONCLUSIONS

This study focuses on achieving these purposes. 1) to recognize the importance of English as an International Language (EIL) and the concept of World English, 2) to develop the best way to help English learners to acquire English as a foreign language in the expanding circle countries, 3) to devise a model of international distance learning and adapt it to the English learning environment of Japan and Korea, 4) to prove the interactions between non-native speakers in EFL context are very effective in English acquisition.

Until recent times, English was used as a communicative tool among native English speakers, but more recently English is being used as a tool among native English speakers (henceforth NS) and nonnative English speakers (henceforth NNS). Often, communication between NNSs and NNSs is delivered through English, so it is necessary to set up a new model of English as an "International Language" or a "World English." It is urgent to construct a new environment for learning and practicing English as an International language. One of the possible models is to construct the international distance learning, which can be used as an adequate environment for interaction among non-native speakers in Asian countries.

For this research study, NWCCDLP has been adopted from 2005 to 2007. The results of data collection and analysis through the quantitative and qualitative research methodology proved NWCCDLP was very help in improving the communicative abilities of the students who participated in this project, so that this research study can prove that the interactions among non-native speakers in EFL contexts are very effective in English acquisition process.

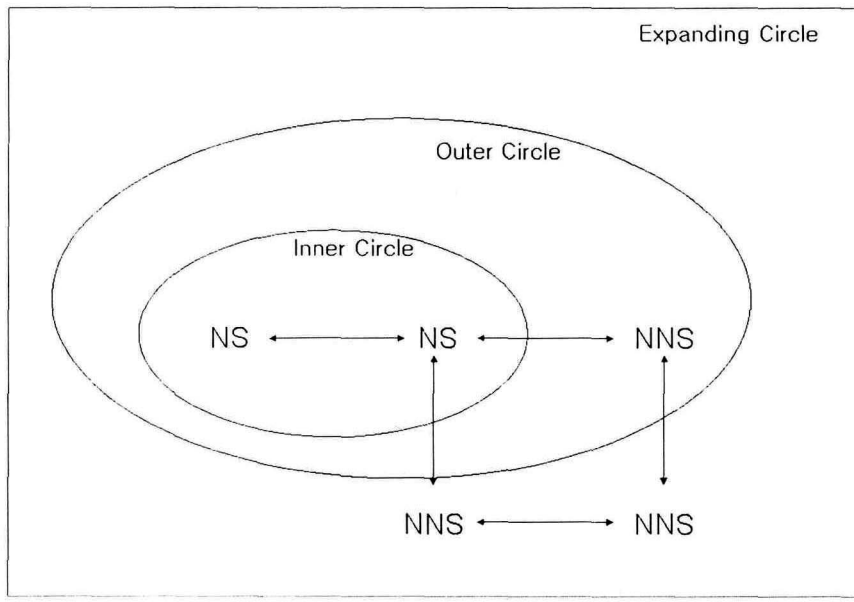
In conclusions, NWCCDLP can be proved as a good model for cultivating English proficiency of the students in EFL contexts. From the results of this research, the conclusions can be suggested as follows. The first conclusion is that most students could develop their English proficiency through the NNS-NNS interaction. So it is very helpful in English acquisition to communicate in English among non-native speakers. The second conclusion is that the international distance learning model can be suggested as English learning model in EFL context. The third conclusions that one of the distance learning

models, NWCCDLP was very impressed with the possibility of being able to get in touch with students and cultures in foreign countries.

Most of the students who practiced English through NWCCDLP wished to participate in this CCDL model again if possible, and they think this project can help them to activate their interests in cultural understanding, increase their self-confidence in using English, and improve their English skills.

FIGURE 5

Environment for learning English as an International Language



On the basis of the results of this research, it is necessary to devise a model of English learning environment in expanding circle countries. FIGURE 5 shows up the concepts of the interactions between NSs and NNSs among the speakers in Inner Circle, Outer Circle and Expanding Circles suggested in Kachru's model. As FIGURE 5 points out, the cases of the interactions among NNSs are more frequent than those among NSs in the countries of Expanding circle. So Korea and Japan which belongs to Expanding circle need to make the environment which can utilize the opportunities of interaction between NNSs. In the further studies, it is desirable to diversify the models of English learning Environment like FIGURE 5 and the methods to utilize the models and adapt them to the EIL and EFL contexts. Also the further studies will include the comparative studies on the interactions among NNSs-NNSs and those among NNSs-NSs, which will be very helpful in proving that the interactions among not only NNSs-NSs, but also NNSs-NNSs are effective in

learning and practicing English as an international language.

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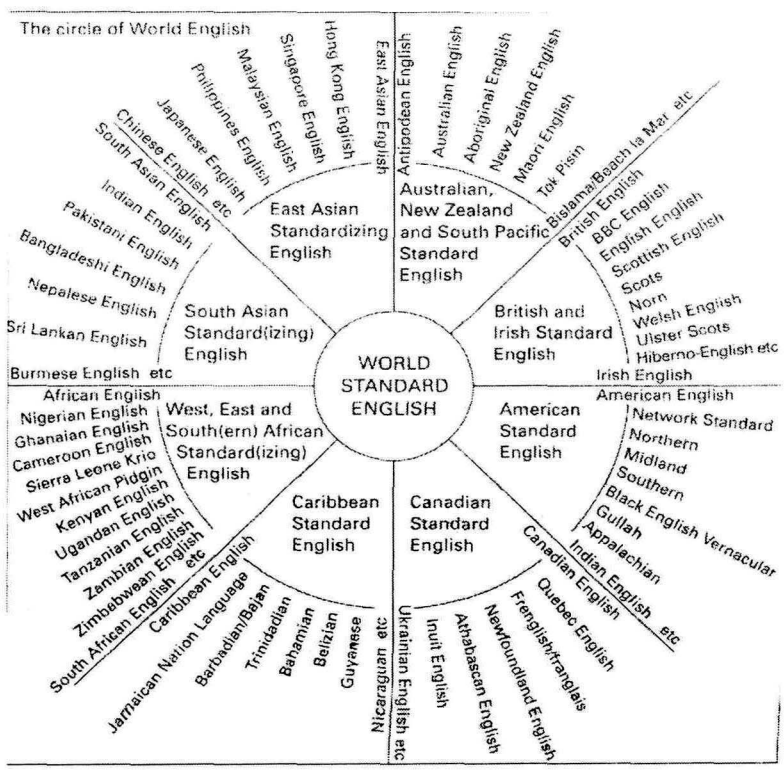
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APPENDIX A

McArthur's Model of World English

(source: Jenkins (2003, p. 19))



APPENDIX B

Class Schedule of New CCDL Model in 2006

Class	Week	Contents
	8/28-10/4	Preparatory Work Research/ Presentation
	10/5	Chooseok Holliday of Korea
Joint Class 1	10/12	Course Introduction Self Introduction
	10/19	No Class(Mid-Term Exam of NSU)
Joint Class 2	10/26	1 Group Presentation & Discussion Theme: Family
	10/26 - 11/1	Post comments about discussion on Oct 26
	11/2	No Class (Sports Festival of WU)
Joint Class 3	11/9	2 Group Presentation & Discussion Theme: Career
	11/9 - 11/15	Post comments about discussion on Nov 9
Joint Class 4	11/16	3 Group Presentation & Discussion Theme: Social Systems
	11/16 - 11/22	Post comments about discussion on Nov16
	11/23	No Class (National Holliday of Japan)
Joint Class 5	11/30	4 Group Presentation & Discussion Theme: Current Affairs
	11/30 - 12/6	Post comments about discussion on Nov30
Joint Class 6	12/7	Review of Group Presentation
	12/14	No Class (Final Exam of NSU)
	12/21	No Class (Winter Vacation)

APPENDIX C

Topics for the Group Project

Main Topic	Examples of Sub-Topics
(1) Family	Family obligations Decreasing Birth Rate
	Nursing Parents Ideal Marriage
(2) Career	Purpose of going to university Ideal Work/Life balance
	Job Hunting Career Goal
(3) Social Systems	Military Service(Korea) Imperial Family(Japan)
(4) Current Affair	Well-Being Boom in every society
	CEO of Livedoor was arrested for alleged securities law violation

APPENDIX D

Criteria for Course Evaluation

Criteria	Sub-Criteria	Score
Group Presentation	Relevance of background research sources to research question	7
	Relevance of video to presentation	7
	Presentation & interpretation of fieldwork data	7
	Nonverbal & verbal delivery of presentation & group cohesion	7 50
	Consideration of audience & technology	7
	Organization of content & logic of structure/flow	7
	Overall Impression	8
Group Chatting	Attendance & submit the contents of chatting	20
Attendance	The students must attend every class.	20
Final Report	The students must submit the final report.	10
Total		100

APPENDIX E

The questionnaire for NWCCDLP developed by Waseda University

1. Your Professor and class
2. Year

   Freshmen, Sophomore, Junior, Senior,

   1st year master's degree, 2nd year master's degree, 3rd year master's degree
3. Gender (Male, Female)
4. If you have taken TOEIC and/or TOEFL tests, please write down your latest score.
5. How many times did you participate in the chat session using LiveOn during this semester?

   Never, Once, Twice, 3times, 4 times, 5 times, 6 times or more
6. Did the sessions go smoothly? Please rate your sessions in the scale 1 (not smoothly at all) to 5 (very smoothly)

   1 2 3 4 5

6-1 Please specifies the reasons. (Free description/English only)

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

① Exchanged e-mails ② Used Yahoo or MSN messengers to interact

③ Made plans to visit Japan during your holidays

④ Japanese partner will be visiting my country

⑤ Introduced my blog ⑥ Partner introduced me his or her blog
⑦ Other

7-1. If you answered "Other" in 7, please describe the activity. (Free description / English only)

8. Have you missed any sessions?
Yes No

8-1. Why did you miss the sessions? (Check all that apply)
① Due to my partner's past absence ② Due to my physical condition
③ Due to an unavoidable appointment ④ Due to lack of significance for the sessions
⑤ Due to job hunting ⑥ Other

8-2. If you answered "Other" in 78-1, please describe the activity. (Free description / English only)

9. How many times a week on average did you access the Course N@vi (BBS) during the semester?
Never, Once, Twice, 3times, 4 times, 5 times, 6 times, 7 times, 8 times, 9 times, 10 times or more

10. How many times a week did you write comments or opinions on BBS at the Course N@vi (BBS) during the semester?
Never, Once, Twice, 3 times 4 times, 5 times, 6 times, 7 times, 8 times, 9 times, 10 times or more

11. Do you have any opinions about the use of the Course N@vi(BBS)? (Free description/ English only)

12. Did the videoconferences go smoothly? Please rate the videoconference in the scale of 1 (not smoothly at all) to 5(very smoothly).
1 2 3 4 5

13 Did you know that the CCDL programs was going to be a part of your class before your started it?
Yes, No

14. "The CCDL program helped you improve your ability to communicate using English."

Do you agree or disagree with the statement above?

① Strongly disagree ② Disagree
③ Neither agree nor disagree ④ Agree ⑤ Strongly agree

15. Were you satisfied with the CCDL program on the whole?

① Not satisfied at all ② Not satisfied
③ Neutral ④ satisfied ⑤ Very satisfied

15-1. Please explain your reasons for your answer in 15. (Free description/ English only)

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

① Strongly disagree ② Disagree
③ Neither agree nor disagree ④ Agree ⑤ Strongly agree

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

① Strongly disagree ② Disagree
③ Neither agree nor disagree ④ Agree ⑤ Strongly agree

18. What should be done to improve the CCDL program? (Free description/ English only)

Examples in: English
Applicable Language: English
Applicable Levels: College or University

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