Foreword by the Chair of the ITUA 2002 Organizing Committee

The organizing committee of ITUA 2002, as well as all the members of the Faculty Senate, are very pleased to welcome all of you to the international conference on Information Technology and Universities in Asia, or ITUA 2002. The event marks the 150th anniversary of King Chulalongkorn the Great, who founded this university.

As you know, the situation in the world today calls for hard thinking on how best universities in Asia adapt themselves to the changes that have been going on around us. New ways of teaching and learning, as well as new ways of performing the duties of a university are springing up due to advances in information technology. Many universities in the region are searching for how best to utilize this technology, which promises to be a wonderful tool, to advance the traditional missions of the university—that of educating the younger generations to become effective and productive members of the society. Not only that, but the tasks of universities in producing new knowledge, in conducting research, as well as in various areas of administration, also stand to be affected a great deal by the use of the technology.

So we are gathering here to ponder on the question: As things are moving fast around us in Asian universities, what should we do? Since the Faculty Senate is chartered by the Chulalongkorn University Act to serve as an advising body to the university, this task of thinking naturally falls to the Senate. We are also pleased to have the opportunity to collaborate with the Asian CALL Association, and the conference is actually a joint product of this collaboration of the two organizations. The conference is partly sponsored by the Ministry of University Affairs. I would also like to thank the Chula Alumni Foundation, the Tourism Authority of Thailand, Routledge, the Banpu Company, and the Center of Academic Resources, Chulalongkorn University for their support. Lastly, on behalf of the Faculty Senate, I would like to thank Dr. Larry Chong, chair of CALL Asia, for his tireless help, without which this conference would not have been possible.

Soraj Hongladarom, Ph. D.

FACULTY SENATE, CHULALONGKORN UNIVERSITY AND CALL ASIA

Foreword by the Chair of CALL ASIA 2002 Committee

On behalf of the Asian Association of Computer Assisted Language Learning, I wish the warmest welcome to all the participants to ITUA 2002 International Conference at Chulalongkorn University, Thailand. CALL ASIA together with The Faculty Senate of Chulalongkorn University is very pleased to organize this international conference on IT Culture and Language Education.

CALL ASIA has existed on mailing list, and the members have met one another at various conferences related to the CALL topics for more than 3 years, while presenting papers, sharing numerous pieces of up-to-date CALL information and inviting collaborative research. In spite of our successful Online achievements, now we have joined together to reconsider Language Learning and Teaching with Information Technology, in Asian groups, through Asian concepts, and for Asian learners.

CALL ASIA is a gathering from various CALL Special Interest Groups (SIGs) all over the world. One of CALL ASIA's purposes is to provide all of you with innovative, creative, and dynamic information about language education & cultures. This conference therefore serves as an avenue for discussion and exchange of ideas on strategies relevant and effective for language education with IT in the new era.

Finally, my sincere thanks to the the Faculty Senate of Chulalongkorn University, Ministry of University Affairs, Thailand, for their excellent sponsorship and cooperation in making the ITUA 2002 International Conference a success.

Larry Chong, Ph.D.

CONFERENCE INFORMATION

Registration

Registration takes place in front of Room 503, Boromratchakumari Building, at 8:00, April 3, 2002 and continues until the last day of the conference. Payment can be made in cash or credit card. On site registration fees are now 100 US dollars or 4,500 Thai baht for international delegates. Fees for local participants (defined by residency or work in Thailand) are 1,500 baht. Rate for oversea students are 70 US dollars or 3,150 baht. Local students need not pay, but they must also register. (Please show valid student ID.)

Conference Venue

Opening, closing ceremonies and all plenary sessions take place at Room 503 on the fifth floor of the Boromratchakumari Building at the Faculty of Arts. Concurrent sessions take place at Rooms 504 and 601.

Equipment

We have overhead projectors, slide projectors, TVs and VCRs. Room 503 has a fixed computer projector.

Guidelines for Parallel Session Presenters

Please limit your presentation to 20 minutes to allow for questions and discussions. A parallel session consists of three paper presentation, each lasting 30 minutes.

Guidelines for Poster Sessions

Posters are put along the corridor on the 5th floor in front of Room 503 and 504.

Guidelines for the Conference Proceedings

The organizers of the Faculty Senate side of ITUA 2002 have arranged with Chulalongkorn University Press to publish selected papers from the conference.

CONFERENCE   SCHEDULE

WEDNESDAY, APRIL 3, 2002

08:00 – 09: 00	**Registration**

09:00 – 09:30   **Opening Ceremony (Room 503, BRK Bldg. Faculty of Arts)**
- **President of the Faculty Senate reports on the conference.**
- **President of Chulalongkorn University gives welcome address.**
- **H.E. the Minister of University Affairs gives opening speech.**
- **Chairman of CALL Asia 2002 Committee gives a special thanks speech.**

9:30 – 10:30   **Keynote Lecture by Prof. Charas Suwanwela, MD "Information Technologies and the Universities"**

10:30 – 11:00   **Tea Break**

11:00 – 12:00   **Keynote Lecture by Prof. Kjung-Ja Park, Ph.D. "On the KW Cross-Cultural Distance Learning Project and its significance in English Education"**

12:00 – 13:30   **Lunch**

- **13:00 – 13:30   Special Lunchtime Symposium "IT for Empowering the Chulalongkorn Community through Website Directory" Convenor: Charnchai Chaisukkosol Room 601**

13: 30 – 15: 00   **Parallel Sessions 1**

Parallel Sessions 1A   **13: 30 – 15: 00**

THEME: **IT in University Administration**

MODERATOR: Krisana Kitiyadisai   **ROOM: 601**

1A.1	John Betts	ICTs for University Administration
1A.2	Mar Elepano Qussay Salih	The Information Technology Dilemma: The Challenge of Vision 2020 at the Multimedia University (Cyberjaya, Malaysia)
1A.3	Rob Lowe	ICT's, Teaching and Student Communities

Parallel Sessions 1B   13: 30 – 15: 00

THEME: **CALL 1 (Online Courses)**

MODERATOR: Andrew Lian   **ROOM: 503**

1B.1	Chen Swee Heng, Gan Siowck Lee, Wong Bee Eng	Towards SMART learning: Incorporating CALL materials in the learning of English as a Second Language
1B.2	Anil Pathak	Initiating and Establishing on-line Courses: A Case Study
1B.3	Zeng Yongqiang	Corpus-based Adaptive Language Learning

Parallel Sessions 1C   13: 30 – 15: 00

THEME: **CALL 2 (Internet & Literacy)**

MODERATOR: Ian Brown   **ROOM: 504**

1C.1	Christopher Weaver	The Internet and Media Literacy
1C.2	Mohammad Aliakbari	Linguistic Imperialism, Linguistic Democracy and English Language
1C.3	Leila Kajee	Online in South Africa: Tears and Joys

15: 00 – 15: 30   **Tea Break**

15: 30 – 17: 00   **Parallel Sessions 2**

Parallel Sessions 2A   15:30 – 17:00

THEME: **Distance Learning**

MODERATOR: Louis Smogor   **ROOM: 601**

2A.1	Soottiporn Chitmittrapap	The Implication of Information Technology in Distance Education for the Improvement of Higher Education in Closed University

2A.2	Firman Gunawan	ICT in Distance Learning Environment: A Concept Approach
2A.3	Timo Vuori	From Traditional and On-line Delivery of University Education to a Flexible Learning Environment

Parallel Sessions 2B   15: 30 – 17: 00

THEME: CALL 3 (Action Researches-1)

MODERATOR: Monica van Heerden   ROOM: 503

2B.1	Christine Sabieh	An ELT's Solution to Combat Plagiarism: "Birth" of CALL
2B.2	Kshema Jose	Reading Online: A Description of the Reading Process of Hypertext Readers
2B.3	Mardziah Hayati Abdullah	Get Real: Social Presence Cues in Virtual Discussions

Parallel Sessions 2C   15: 30 – 17: 00

THEME: CALL 4 (Online Courses-2)

MODERATOR: Shameen Rafik-Galea   ROOM: 504

2C.1	Andrew Lian	Implementing Technology-Enhanced Language-Learning (TELL) in an increasingly Globalized World
2C.2	Cheng K.W.E, Kwok K.F.	Web-based authentic writing software for the improvement of the engineering students' language and engineering skills
2C.3	Dora Troupiotis, Marion Simmelmann	Making online an everyday thing in the language classroom

17: 00 – 18: 00   CALL Asia Membership Meeting (Room 707)

CONFERENCE   SCHEDULE

THURSDAY, APRIL 4, 2002

8:30 – 09:30	**Keynote Lecture by Prof. Stephen Carey, Ph.D. "Promoting World Peace Through Intercultural Understanding And Language Awareness Via Global ESL Academic Networks"**
09:30 – 10:30	**Keynote Lecture by Prof. Charles Ess, Ph.D. "What Are We Trying to Do? Cross-cultural Considerations of CMC and Distance-Education"**
10:30 – 11:00	**Tea Break**
11:00 – 12:30	**Parallel Sessions 3**

Parallel Sessions 3A   **11:00 – 12:30**

THEME: **IT in Other Areas**

MODERATOR: Tsoi Mun Fie   **ROOM: 601**

3A.1	Tuti Susilowati	Fishery's Actor's Role (Personal and Institutional) for Accurate and Capable Information-Used in the Indonesian Coastal Zone Management
3A.2	K.D.Gunawardana	Quantitative Measurement of Advance Manufacturing Technology Transfer from Foreign Based Companies to Local Companies
3A.3	Timo Vuori, Raj Gururajan	Impact of Copyright Laws on Flexible Delivery of University Education

Parallel Sessions 3B   **11:00 – 12:30**

THEME: **CALL 5 (Teachers' Role)**

MODERATOR: Mardziah Hayati Abdullah ROOM: 503

3B.1	Ian Brown	The Essential Role of the teacher in Achieving Success in CALL
3B.2	Chong Chin Wei	Student's Perception of Multimedia Computer-mediated Learning

3B.3	Fatimah Puteh	The computer is in the learner's hands: Are we preparing our teacher-trainees enough for the Digital Age?

Parallel Sessions 3C   **11:00 – 12:30**

THEME: **IT & Language Education**

MODERATOR: Wong Bee Eng   **ROOM: 504**

3C.1	Monica Ward	CALL for less commonly taught and endangered languages
3C.2	Sui Sang Mok, Robin Yang	Some Characteristics of On-line Tutorial Discussions in Distance Education
3C.3	William Gatton, Peter O'Connor	Action Research Report: Implementing Multimedia at a Japanese University

12:30 – 13:30   **Lunch**

13:30 – 14: 30   **Keynote Lecture by Prof. Susantha Goonatilake, Ph.D.**
"Information Technology And Asian Cultural Inputs"

14 30 – 16:00   **Parallel Sessions 4 (Poster Session Starts)**

Parallel Sessions 4A   **14: 30 – 16:00**

THEME: **IT in Classroom Teaching (1)**

MODERATOR: Duangkamol Chartprasert   **ROOM: 601**

4A.1	Sukunya Prachusilpa	A Formative Evaluation of Web-based Course
4A.2	Robert Exell	A Web Site for Teaching Graduate Science Students in Thailand
4A.3	Krisana Kitiyadisai	Difficulties and Obstacles in Implementing IT in Classroom Teaching in Thailand: A Case Study of the Department of Public Administration, Chulalongkorn University

Parallel Sessions 4B   **14: 30 – 16:00**

THEME: **Technology Enhanced Language Learning**

MODERATOR: Andrew Lian   **ROOM: 503**

4B.1	Grazia Scotellaro	Radio Broadcasting: a Macro-task for ESL and foreign language students
4B.2	Ania Lian	Do Not Ask What Technology Can Do for You....

4B.3	Debbie Dolan	When Is a Classroom Not a Classroom? Spatial Realities in Second Language Learning

Parallel Sessions 4C   **14: 30 – 16:00**

THEME: **CALL 6 (Action Researches-2)**

MODERATOR: Monica Ward   **ROOM: 504**

4C.1	Janpha Thadphoothon	Enhancing Critical Thinking in Learning through Computer-Mediated Collaborative Learning
4C.2	Eun-Pyo Lee	Error Analysis on Medical Students' Writing
4C.3	Ian Brown (Workshop)	Web Site Evaluation; a Multifaceted Lesson Plan to Evaluate Web Content, Build on Critical Thinking and Improve Language Skills.

16:00 – 16.30   **Tea Break**

16:30 – 17:30   **Keynote Lecture by Prof. Larry Chong, Ph.D. "Collaborative Writing on the Internet: Concepts and Practice"**

17:30 – 19:00   **Parallel Sessions 5**

Parallel Sessions 5A   **17:30 – 19:00**

THEME: **IT in Classroom Teaching (2)**

MODERATOR: Timo Vuori   **ROOM: 601**

5A.1	Valerie Pickard	Internet Listening
5A.2	Orasa Tetiwat, Sid Huff	Issues Concerning the Adoption of Web-Based Educational Technology: A Preliminary Study of Thai Institutions
5A.3	Louis Smogor	Computer Conferencing in the University Classroom

Parallel Sessions 5B   **17:30 – 19:00**

THEME: **Multi Media Assisted Language Learning**

MODERATOR: Eric Cheng   **ROOM: 503**

5B.1	Soo-Young Choi	Implementation of a Multimedia English Courseware for Improvement of Communicative English Language Skills of Korean University Students.
5B.2	Nurhayati Yusoff	MultiMedia Learning System

5B.3	Seungwon Park	Using Multimedia to improve Listening Comprehension in the EFL Classroom

Parallel Sessions 5C   **17:30 – 19:00**

THEME: **CALL 7 (Online Courses -3)**

MODERATOR: Eun Pyo Lee   **ROOM: 504**

5C.1	Leo Yu	Adopting an Online Multi Media Assisted Language Learning Package to Support an English for Academic Purposes (EAP) Course
5C.2	Li Baoli, Yu Shiwen	CACS: a Computer Aided Composition System for Controlled Chinese
5C.3	Ambigapathy Pandian	Promoting IT: Whose Responsibility?

**19:00 – 22:00   Conference Reception
Thai musical demonstration led by Dr. Bussakorn
Sumrongthong, Faculty of Fine Arts, Chulalongkorn
University**

CONFERENCE   SCHEDULE

FRIDAY, APRIL 5, 2002

8:30 – 9:00   **Special Videoconference Presentation**
Prof. Michael Churton, Ph.D.
"Quality Assurance in the Design, Development, and Implementation of Distance Learning Programs: Faculty Considerations"

9:00 – 10:00   **Plenary Roundtable I:**
"Distance Learning and Quality: What are the Best Options for Asian Universities?"
                    Moderator: Soraj Hongladarom
Panellists:
Charles Ess, Suchada Kiranandana, Chadamas Thuvasethakul, Susantha Goonatilake

10:00 – 11:00   **Plenary Roundtable II:**
"IT Cultures and Language Education: Policy Considerations"
                    Moderator: Larry Chong
Panellists:
Kyung-Ja Park, Stephen Carey, Soo-Young Choi

11:00 – 11:15   **Tea Break**

11:15 – 12:45   **Parallel Sessions 6**

Parallel Sessions 6A   **11:15 – 12:45**

THEME: **IT in Classroom Teaching (3)**

MODERATOR: Soottiporn Chitmittrapap   **ROOM: 601**

6A.1	Tsoi Mun Fie	A Hybrid Learning Model for Designing Interactive Multimedia
6A.2	Suphat Sukamolson	Computerized Test/Item Banking And Computerized Adaptive Testing for Teachers of Lecturers
6A.3	Thanomporn Laohajaratsang	The Development of High Quality E-Learning Courseware for Students in Higher Education: Empirical Findings from Chiang Mai University

Parallel Sessions 6B **11:00 – 12:30**

THEME: **E-Learning Styles & Strategies**

MODERATOR: Sui Sang Mok **ROOM: 503**

6B.1	Siowck-Lee Gan	Designing a Course to use the Web as a Cognitive tool
6B.2	Byung-Bin Im	A Linguistic Analysis of Tour-Guide Writings Translated into English: Romanization, Grammaticality, Vocabulary, Message, and Style
6B.3	Hyunju Jeung, Sunhyung Park	E-learning on Campus and Strategies to Promote its Environment--with Respect to the Case of Kyongju University

Parallel Sessions 6C **11:00 – 12:30**

THEME: **Collaborative Writings**

MODERATOR: Baoli Li **ROOM: 504**

6C.1	Richard Watson Todd	Student Interaction through Bulletin and Discussion
6C.2	Monica van Heerden	Putting an "Old" Skill to "New" use in an EFL Writing Class
6C.3	Hadina Habil ShameemRafik-Galea	The Dynamics of Electronic Mail as a Communication Medium

12:45 – 14:00 **Lunch**

14:00 – 14:30 **Sessions 7**

THEME: **Contexts of IT Use in Universities**

MODERATOR: Orasa Tetiwat, Kanlaya Krongkaew ROOMS: 503, 504

7A.1 (503)	Nurwati Badarulzaman, A. Ghafar Ahmad, Ahmad Sanusi Hassan (Moderator: Orasa Tetiwat)	Challenges of IT in Teaching and Learning in the Built Environment: Experiences of the School of Housing, Building and Planning, Universiti Sains Malaysia, Penang
7A.2 (504)	Udom Silparcha (Moderator: Kanlaya Krongkaew)	Web-based Tool for Legal Study

14:30 – 15:00	**Tea Break**
15:00 – 15:45	**Wrap Up Session** **"Where do we go from here?"** **Moderator: Soraj Hongladarom and Larry Chong**
15:45 – 16:00	**Closing Ceremony** **• President of Faculty Senate reports the results of the conference.** **• Vice President for Personnel Administration gives closing speech.** **• Chairs of the two organizing committees exchange letters of appreciation.**

Plenary Sessions

April 3, 2002, 10:00 – 11:00

Information Technologies and the Universities

Charas Suwanwela (Chulalongkorn University, Thailand)

The roles and functions of universities as they have evolved through the ages include teaching and learning, research and creativity, academic and professional activities, as well as upholding culture and morality. Beyond these basic functions, universities also serve as a community of scholars and as an agency of the society.

The rapid changes and expanded uses of information and communication technologies post both as threats and as opportunities for higher education. One can now overcome the barriers of location, distance and time which have until recently hindered the spread and use of knowledge, as well as the education and training of human resources. Lower cost and wider choices increase the access and availability which opens the door for more equitable higher education, for life-long learning, and for better competition and empowerment of the people.

On the other hand, information and communication technologies are not evenly distributed, creating a kind of "divide" among individuals, groups and countries. Inequity gaps are widened at an alarming rate; less developed countries which are left on the other side of the "divide" see worsening of their social and economic indicators. Commercialization of sciences and technologies in the globalized world with free trade based upon market forces worsens the inequity. The technologies which decrease the needs for face-to-face interhuman relationship pose as a dehumanizing threat. Besides, a new set of morality and ethics is required for new and emerging problems.

These threats and opportunities have a direct bearing on higher education. The vision, will and capability to cope with them, and to use them to create opportunities and minimize threats is a major challenge for modern universities. Development of infrastructure and hardware for connectivity is needed but costly. The software is complex, diversified and rapidly changing; planning and management remains difficult. The most difficult element is the humanware which requires training or even re-education. New capabilities and mentality must be developed. Knowledge, which is the main commodity of universities, serves as content for the information network. Management of knowledge in this information age becomes complex and dictates the new modes of education, curricular structures, and learning experiences. New ethical and moral issues require clear wisdom.

April 3, 2002, 11:00 – 12:00

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

Kyung-Ja Park (Korea University Library, R. O. Korea)

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

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

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

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

(1) create the situations where students of both universities to get to know and understand each other through ISDN(Integrated System Digital Network) and LAN so that they can exchange their ideas and information via English, a powerful communication tool of today.

(2) make the students of both universities to work together through TV systems, Chat systems, e-mail systems or in a joint seminar so that they feel confident

in performing an autonomous self-instruction with the help of their group members and supervisors. As a result they can feel sense of satisfaction and achievement in their English Proficiency.

(3) provide a new style of joint-education of L2 learning and acquisition because there is very few(almost none) research on the use or role of multi-media in L2 learning and teaching. The result from this project will be of great importance for future works in the use of communication systems in L2 learning and teaching.

Results show that having participated in the KWCCDLP, all of the participants showed a significant increase in motivation and responsibility-taking as opposed to the non-participants. In short, the participants became more independent, confident and motivated in the target language learning via the KWCCDLP.

April 4, 2002, 8:30 – 9:30

Promoting World Peace Through Intercultural Understanding And Language Awareness Via Global ESL Academic Networks

Stephen Carey (University of British Columbia, Canada)

This plenary address describes an international website which links second year undergraduate students in universities in Russia, Japan, Mexico and Canada who are enrolled in comparable academic courses in their home universities. The students and instructors communicate via electronic bulletin boards and chat lines with the ESL students in the universities in Canada, Mexico, Japan and Russia. The common courses each involve aspects of intercultural understanding, national identity, international commerce and globalization. Students and instructors engage peers from other countries in topics of their choice concerning issues related to their courses including internationalization, terrorism, cultural stereotypes, UN activities, NAFTA, WTO, and numerous other topics chosen by the students and instructors. Students vary in their ESL proficiency and discussions and interviews and measures are taken as to the effect of this authentic communication on the development of ESL by the students. The hypothesis that higher order thinking and communicating in areas of high affect will enhance ESL acquisition is examined. Interviews are reported on the students ratings on the effectiveness of this global website for promoting ESL, intercultural understanding, academic progress and world peace.

April 4, 2002, 9:30 – 10:30

What Are We Trying to Do? Cross-cultural Considerations of CMC and Distance-Education.

Charles Ess (Drury University, USA)

To assess the strengths and limits of *distance* education, we should first be clear as to what kind(s) of *education* we intend to offer. I thus begin with the question, What kind(s) of education do our students need in order to live humane and productive lives in a "wired world" or an "electronic global village"? I review the practical findings and theoretical arguments from the literature of computer-mediated communication (CMC) that suggest – in contrast with the usual assumption that the *media* of CMC are transparent conduits and neutral tools – these media both embed specific cultural values and communicative preferences, thereby making clear both what *can* and *cannot* be communicated well through these media. In fact, there emerges a deep *conflict* between a humane, liberal arts education – one oriented towards the development of human excellence (whether Aristotle's notion of arete and/or the Confucian notion of *junzi*, the exemplary human being) – and the strong tendency of a commercialized Web and Internet to foster instead a *consumerist* model of using these technologies, one that rests on the practice of *commodifying* all human and cultural capital for consumption. While the "user-as-consumer" model certainly has its place – should this become our *sole* model for what it means to be human and what we are to do in the world, it thereby threatens to eliminate the central models of humane, liberal arts education altogether. Given this threat, I will argue – following the work of Cees Hamelink (*The Ethics of Cyberspace*) and others – that the rise of CMC technologies *increases* the importance of traditional liberal arts education, including the basic skills of literacy and critical thinking, diverse ways of resolving ethical and political problems, and the central emphasis of becoming a virtuous or exemplary human being.

This argument is in fact consistent with a dramatic turn in the U.S. and European approaches to distance application as a form of CMC, based on growing evidence that distance education works best for "non-traditional" students – i.e., those students already possessed of the basic skills, discipline, and motivation that "traditional" University-age students must first acquire. In light of this experience, new models of distance education have emerged – ones that seek to *complement* rather than *replace* the traditional face-to-face classroom. I will hazard a guess that in the cultural contexts of Asia, where *non-verbal* communication is more significant than in the U.S. and European contexts, it may well be that distance education – at least in its current forms – may be even more restricted as to what kind of *information* and *education* it can effectively offer (i.e., because the usual *media* of distance education may not carry the non-verbal components well or at all).   But <u>if</u> these lessons may be learned from the U.S. and European experience – it may well be that Asian universities will develop distinctive approaches to distance education, ones that hopefully keep in the foreground the traditional *values* of seeking wisdom and humane excellence (*ren*). In doing so, Asian universities will thereby develop models from which their Western counterparts will have much to learn.

April 4, 2002, 13:30 – 14:30

Information Technology And Asian Cultural Inputs

Susantha Goonatilake (Vidyartha Center, Sri Lanka)

Information technology, whether it is hardware, software or its contents is a continuous process of transferring aspects of human culture, namely contents of minds, into artifacts. Culture is thus transferred into non human entities, to be further worked upon and further transformed. The IT output once imbibed by humans is new cultural material, new contents for human minds. The present IT industry is heir to the history it grew up in, which was through particular cultural developments in the West especially of the last fifty years. Some of the existing IT contains cultural elements transferred earlier from Asia, say aspects of mathematics. It also contains some aspects of Asian cultural practices that unconsciously go into the design and manufacture of hardware as in Japan, or the design of software by Asian programmers in Silicon Valley or say in Bangalore. With the increasing shift to Asia of the production and consumption of IT combined with the increasing ability to transfer far greater contents of culture into IT, the possible inputs of Asian cultural elements would increase in the coming years. There are vast store houses of culture, and problem solving techniques including possibly even computational techniques that are unique to the various Asian regions, that could enrich IT. This is a vast store of cultural capital for IT, which possibly could prove as great as large investments for a chip factory or a "production line" of programmers.

April 4, 2002, 16:30 – 17:30

Collaborative Writing on the Internet: Concepts and Practice

Larry D. Chong (Kyongju University, R.O.Korea)

Today we live in a world of electronic text. The language learners we teach do most of their writing on an electronic screen. One of the most compelling areas of exploration for Information and Communication Technology (I&CT) use is in the field of foreign language writing. With the advantage of computers (i.e., word processor), writing classes have drastically changed, making innovational texts possible with a few keystrokes.

In the past decades, teachers alone read and commented on papers students had written without the benefit of feedback on a rough draft, to a collaborative process approach, where students work in an individual or small groups of peers for ideas and suggestions for multiple drafts, subsequently revising their papers before finally posting them on the website and handing them in to the teacher. In foreign language education as well, collaborative writing process has been becoming the accepted approach not only because it has been shown to improve students' writing significantly,

but also in part because it offers verbal communication opportunities among learners on an authentic base, thus articulating well with communicative goals of the foreign language classroom.

Despite the strong push to use IT skills in the foreign language curriculum, we still need to investigate better approaches to improve writing class tools.

This is why the plenary address shows one model field project in detail, co-directed by the teachers from Poland, Ukraine, Switzerland, Kuwait, Taiwan, Korea.

April 5, 2002, 8:30 – 9:00

Quality Assurance in the Design, Development, and Implementation of Distance Learning Programs: Faculty Considerations

Michael Churton (University of South Florida, USA)

Traditionally, open and distance learning has meant providing instruction in which learners and their instructors are assisted to overcome the communication barriers of location and/or time (Churton, 2000; Juge, Hartman, Sorg, & Truman, 1997). At its most basic level, distance education takes place when a teacher and student(s) are separated by physical distance and technology is used to bridge the instructional divide (Churton & Rejniak, 2001). Due to developments and transformation in education, technology, and instructional design, the element of communicating in real time is now a realty. The use of the term "distance" has therefore moved from referring to the barrier of location alone to include the consideration of time elements as well. Tam (1998) suggested that distance learning has transcended various chronological landmarks and transformation in nomenclature, format, style, and delivery application. This rapid and diverse expansion of open and distance learning has led some to question the qualitative implications of such programs (Churton, 2001).

As the global marketplace promotes the acceleration of open and distance educational opportunities, international linkages, overseas campuses, collaborative partnerships with multiple universities and other transnational relations, instructional quality and integrity remain keys to effectiveness and sustainability. For reasons of infrastructure, custom, educational regulations, languages, or real costs, the challenges in providing a quality and comprehensive education can be quite difficult. The over-riding premise of this presentation/paper lies in the responsibility of faculty and policy makers to identify and apply appropriate curricula design, development, support, and evaluation measures to ensure that their distance learners experience an effective transition to a distance learning environment. Benchmarks for quality assurance need to be considered to ensure the effectiveness and continuation of the program. The following benchmark support systems will be discussed;

- Faculty Support Structure

- Pedagogical Considerations

- Course Structure

- Student support systems

- Administration Support

- Evaluation and Assessment Standards

To ensure a standard of quality, programs must incorporate criteria, which are evaluated through a formative and summative system. Access and inclusion should be the principle values encouraging the use of new technologies to deliver or enhance instruction. The pursuit of technology, for the sake of technology itself, can become a deterrent for developing human and fiscal resources and can impede the mission of institutions and their capacity to meet the needs of all students. Universities should aim to strike a balance between traditional and technology-based delivery and be prepared to alter the balance over time as the expectations, socio-economic levels and needs of faculty and students change.

Parallel Sessions

Wednesday, April 3, 2002

Parallel Sessions 1A:	13: 30 – 15: 00
THEME:	IT in University Administration
MODERATOR:	Krisana Kitiyadisai
ROOM:	601

1A.1 ICTs for University Administration

John Betts (University of the West of England, UK)

Universities have increased in size over the last ten years to unprecedented levels. This development in turn, has brought problems associated with information systems and communications. Existing systems were largely home grown and frequently produced by individuals and met local needs. It soon became apparent that generalised solutions to problems had to be produced and systems that might have worked at a departmental level were normally no longer appropriate.

The main focus of this paper is on a modern information system whose main function is to record allocation of tasks to academics and to make the information available to all. In this way the workloads are visible and fairness in work allocation can easily be monitored.

The system is a relational data base with most of the tables located in an Oracle environment. Both data and processing have been distributed. Initially this was for the sake of expedience but it has proved to be an excellent learning vehicle for both staff and students alike and has been used extensively as an example of good practice in the teaching of systems development at both an undergraduate and postgraduate level.

Although the main tables are based in Oracle the system has a Microsoft Access front end together with a web interface that has been developed in "Perl". Further enhancements for the internet are in the process of being built in pl/sql using the Oracle web application developer.

The paper will cover most aspects of the systems development cycle including requirements analysis, user reaction and user resistance.

1A.2 The Information Technology Dilemma: The Challenge of Vision 2020 at the Multimedia University (Cyberjaya, Malaysia)

Mar Elepano and Qussay Salih (The Multimedia University, Malaysia)

This paper will attempt to examine the realities and challenges of Information Technology education at the MultiMedia University, Cyberjaya, Malaysia. Education in Malaysia in this field has been greatly influenced by the national agenda to turn Malaysia into a developed country by 2020. It will discuss this initiative which carries complex issues within the nation's economic and educational policies. Another area of investigation will be the dynamic cultural aspect of Malaysian life that provides the foundation for any type of academic experience in this multi-racial society. There are the important issues of ethnicity, language and language proficiency, social practices and attitudes that affect academic life. The final area of investigation will be the vitality and quality of academic life itself.

The general methodology to be used will be interviews and discussions with the the students, faculty and staff. The areas to be covered will be performance of lecturers and students and how it is evaluated, curriculum effectiveness, standards of excellence, management of facilities, campus life, outreach, and internships (also known as "industrial training"). The period of this study will cover the Third Trimester December 2001 – April 2002.

The goal of the paper is to assess how close the academic life of MMU is to the national vision for development. We would also like to determine if the university is providing a powerful learning environment to its constituency in information technology. How is it responding to the IT dilemma - is it succeeding in nurturing the intellectual and human development of the individual in a complex society that is now relying on the promise of information technology for its national development?

1A.3 ICTs, Teaching and Student Communities

Rob Lowe (University of Durham, UK)

Within universities, ICT's have not only impacted on the processes of research; they have also become a resource for innovative teaching strategies. At the same time, student engagement with Information Technologies has modified within Campus communities the nature of personal and social interactions. However, whilst researchers have enthusiastically embraced the new technologies, and the opportunities offered for fresh forms of collaborative enquiry; and lecturers have often used IT facilities

imaginatively to support and structure a diversity of learning programmes; what has yet to be explored in any depth is the extent to which the Internet and E-mail could be used, both locally and globally, to promote in a modern competitive world the traditional conception of a university as "a community of scholars". Taking as a case study The University of Durham, Stockton Campus, which was establishes in 1992 as a shared innovation by the Universities of Teesside and Durham as the Joint University College on Teesside, the contents of this paper examine some of the ways through which the presence of new technologies has been employed to build a radical model for University life in the twenty first century. In teaching and learning, it has extended the range of subject provision and encouraged innovations in pedagogy through an extended use of computer-aided learning and multimedia techniques (there is a high ratio of on-site terminals to student numbers). In the research area, it has facilitated links with local partners, both from the public and private sectors, and made possible products of immediate relevance to the region and its community. It has also offered improved access to education for many non-traditional candidates, and a more comprehensive and co-ordinated provision of lifetime learning across the educational spectrum. Most significantly, opportunities for part-time study in Information Technology, offered by the Department of Computer Science, have brought into Higher Education (via this vocational route) many individuals who would not otherwise have considered themselves suitable, or capable of benefitting. The link between these initiatives and students'informal use of the Internet is also explored, the tentative conclusion being drawn that, within the University, ICT promotes a more integrated staff-student community; and, similarly, Internet Technology reduces the extent to which the "student experience" may occur in isolation from everyday living in the wider society. These claims are in some degree supported by survey data.

Parallel Sessions 1B   13: 30 – 15: 00

THEME: CALL 1 (Online Courses)
MODERATOR: Andrew Lian
ROOM: 503

1B.1 Towards SMART learning: Incorporating CALL materials in the learning of English as a Second Language

Chen Swee Heng, Gan Siowck Lee, Wong Bee Eng (Universiti Putra Malaysia, Malaysia)

The Malaysian Education Philosophy aims to maximally develop the potential of individuals to obtain a pool of citizens who are knowledgeable and competent for the betterment of the society and the nation at large. As an

education emphasis, individuals in their formative years are expected to have contact with ICT skills together with the inculcation of thinking skills, learning how to learn and the activation of multiple intelligences. An on-going effort is the promotion of SMART learning which is an experimentation on developing learners who are self-paced, self-directed and have self assess materials, be it on hardcopy or from CD Roms, for effective student-centred learning.

The thinking operations would emphasise the ability to think critically and creatively as well as to make decisions and to solve problems. Towards this end of meeting one of the education emphases, a project was carried out in Universiti Putra Malaysia to incorporate a software developed by S.L. Gan to enable ESL learners to practice the four English language skills. The package was developed with environmental issues as the chosen core focus. Such issues need community participation and education in order to arrest problems of universal concern. The package includes eight lessons covering the four language skills with the use of the software that stimulates a variety of tasks to meet specific learning outcomes.

This paper describes how the package is developed with the CALL software as the gravitating force. It then provides sample lessons to illustrate how pedagogical instances can be enhanced through an experiential immersion that involves meaningful collaborative activities. Underlying the activities is the use of De Bono's CoRT-1 thinking skills that form the principles of design to achieve the intended aim of the experience.

1B.2 Initiating and establishing on-line courses: A case study

Anil Pathak (Nanyang Technological University, Singapore)

At NTU (Nanyang Technological University, Singapore), we recently started supplementing face-to-face- instruction with online course-sites. We use 'Blackboard' platform for development and delivery and have customized it at the institutional level. This paper discusses issues related to institutional culture that need to be addressed for successful development and delivery of new courses.

In 2001, we launched our core course in Communication Skills in School of Computer Engineering though Blackboard. The initial challenge was to get the students to visit the course-site regularly. This was achieved through regular on-line quizzes which became considerably popular with the students. Other features that were used to 'market' the site by making it more useful were streaming videos and discussion boards. At the next level, we eliminated paper-based delivery of course materials. The final challenge was to sustain the student interest in the course-site and make them participate in the site activity. The project has completed its first cycle with about 560 student participants. The next cycle will be implemented with a smaller group. Tracking of the student visits to the course site was immensely helpful

in developing the strategies for site development. The students visited only the content areas initially. With some changes in strategies, they began to visit communication areas, thus increasing meaningful interaction. The paper discusses the following issues in the context of the project:

> Levels of objectives: At the lowest level, the 'success' can be defined in terms of the number of accesses to the site. At the highest level, we need to measure the level of participation and interaction among students.

> Ways to achieve various levels of objectives

> Contextual and cultural issues: Being sensitive to contextual and cultural factors decreases the speed of development, but provides for a more permanent change.

> Using feedback tools for site development.: Setting parameters for measuring accesses: using metaphors/models from face-to-face situation

As the project continues, the following tentative conclusions are reached:

> On-line instruction can not only supplement, but enrich face-to-face instruction.

> Student tracking is a very useful tool for the development of course-sites.

Institutional culture gets more conducive with a patient and progressive approach to on-line course development.

1B.3 Corpus-based Adaptive Language Learning

Zeng Yongqiang (Guangdong University of Foreign Studies, P.R.China)

I.   Introduction

The most successful language teaching is characterized by individualization and adaptation, which is difficult to achieve in the classroom context. Computer-aided language teaching has now become a useful tool to promote a learner-centred approach and enable the learning process to be adaptive. The author proposed Corpus-based Adaptive Language Learning model (CBALL), which aims to customize the learning tasks to the individual's need and motivation through the construction of an open-ended corpus to provide a wide range of materials to meet the needs of learners with different abilities. The key idea underlying CBALL is that in the learning process the input and the instructional design must be adaptive to the learner's needs, or, what to learn and how to learn depend upon who is learning.

II.   Basic Framework of CBALL

Adaptive learning is a process in which the learners receive the learning materials (or language input) tailored to their language proficiency and the materials should be organized and presented in a way adaptive to the learner's cognitive strategies. The realization of an adaptive learning process must therefore meet the following three essential conditions:

(1) there must be a rich resource of learning materials adaptive to the learners with different needs;

(2) there must be a bank of training models to meet the learners with different cognitive strategies, or learning strategies;

(3) there must be a scientific evaluation system able to supply an objective and comprehensive diagnosis analysis of the learner's learning process.

How to meet the three conditions mentioned above is the key to design the adaptive learning model. The corpus-based adaptive learning model employs the basic principles of adaptive language testing (CAT) and the research findings from such fields as second language acquisition (SLA) and corpus linguistics. The main idea of the adaptive learning model is that the learning materials are selected on the basis of the learner's needs and current proficiency level from the corpus and then organized and presented in a way adaptive to the learner's cognitive-psychological strategies. The learner's outcomes in the learning process are all saved to construct the learner's individual corpus, which will be further analyzed to understand the characteristics of the learner's language development. The result of the analysis is employed as the guideline of the learner's next learning stage. CBALL is diagrammatically shown as follows:

Fig. 1. Flowchart of Corpus-based Adaptive Language Learning
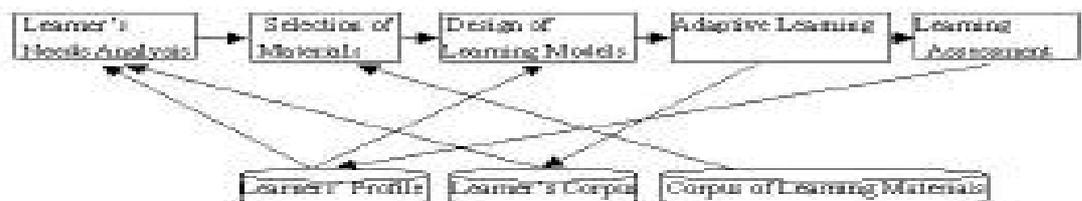
As shown in figure 1, CBALL consists of five basic components: Learner's Needs Analysis, Selection of Materials, Design of Learning Models, Adaptive Learning and Learning Assessment.

III.   Design of CBALL

To design a corpus-based adaptive learning model, we must take into the considerations the following issues:

(1) how to acquire the learner's needs and analyze them;

(2) how to select materials adaptive to the learner's needs

(3) how to design the learning tasks

(4) how to evaluate the learner's performance

Parallel Sessions 1C   13: 30 – 15: 00

THEME: CALL 1 (Online Courses)
MODERATOR: Ian Brown
ROOM: 504

1C.1 The Internet and Media Literacy

Christopher Weaver (Tokyo University of Agriculture & Technology, Japan)

The Internet provides learners with numerous sources and perspectives on current events in a second language. This rich source of information, however, is often inaccessible because many news sites are designed and written for native speakers. This obstacle can be surpassed with a series of Internet-based activities looking at the different focal points where decisions are made about how to report a breaking news story. The first point involves the image(s) selected to capture what has happened. An analysis of the image's framing, composition and symbolism can help learners build needed vocabulary about a news story's main actors, their relationships and actions while understanding how these features combine together to create a compelling visual message. The headline is the secondfocal point. An examination of word choice, syntax and punctuation reveals how these features influence what a headline says and implies. How the main actors and actions are sequenced in the lead paragraph of the news story, known as the abstract (Bell, 1998), is the final consideration. Comparing the actual sequence of events with the abstract's account reveals underlying assumptions and biases in the media. As a result, learners understand the powerful influence sequencing has in English narrative discourse. Taken together these activities not only facilitate language development, but also help learners become more critical readers of the news on the Internet.

1C.2 Linguistic Imperialism, Linguistic Democracy and English Language

Mohammad Aliakbari (Griffith University, Australia)

In response to the assumptions of linguistic imperialism and cultural homogeneity, especially argued in Phillipson (1992), the present article raises ten contradictory arguments, which put the native speakers' hegemony in international uses of English under question. Advocating cultural awareness, and developing intercultural competence, this article calls for the interlocutors' mutual appreciation and cooperation of cultures to strengthen international relationships. Finally through an attempt to specify the problems with the 'native speakers' dependency' view, the article proposes linguistic democracy as the alternative paradigm and elaborates on appreciation of cultural diversity in ELT.

Key words: linguistic imperialism, linguistic democracy, biculturalism, and language culture relationship.

1C.3 Online in South Africa: Tears and Joys

Leila Kajee (ML SULTAN TECHNIKON, South Africa)

South African educators sometimes question the use of technology in educational institutions when the majority of South African learners live in rural areas, where even electricity is a luxury. Despite the severe lack of resources, the use of computers can enhance the teaching-learning experience. Computer-supported teaching and learning is also increasingly being considered as a way of addressing large student numbers, as well as creating an autonomous learning environment. It may be used to aid and supplement face-to-face meetings, with tutors placing material online, organising discussion threads and establishing e-mail contact between students and themselves, as well as among students. The situation is not without challenges such as technical frustrations, technophobia, miscommunication and information overload. However, the joys are too well-documented to ignore.

This paper is presented from the perspective of Lave and Wenger's (1998) situated learning and communities of practice theory. The theory, in summary, highlights learning as a shared, purposeful activity, which support the idea that learners participate in communities of practice, and with increasing skill, move towards full participation in the sociocultural practices of a community. The paper looks at attempts made by the writer to harness non-threatening (to the learner and the teacher!)online learning experiences in the classroom and highlights efforts such as e-journals and e-pals. The paper also documents challenges encountered.

Parallel Sessions 2A   15: 30 – 17: 30

THEME: Distance Learning
MODERATOR: Louis Smogor
ROOM: 601

2A.1 The Implication of Information Technology in Distance Education for the Improvement of Higher Education in Closed University

Soottiporn Chittmittrapap (Chulalongkorn University, Thailand)

The next century will pass into the history of education as a period of extraordinary expansion and qualitative transformations in higher education. It is expected to be composed of a wide range of types of universities or institutions where teaching, learning and training at higher level, the conduct of research and academic services to society are principal tasks and activities. This will be the confirmation of the important task of sustainable human development.

Despite progress in many areas of human endeavor, the challenges of the world at present are paramount. An overview of the main global trends shows a series of concurrent, sometimes contradictory, processes of globalization, regionalization polarization, marginalization and fragmentation. These trends have a bearing on the development of higher education and call for adequate responses on its part. In Thailand, equally important are the shifting imperatives of economic, sciences and technology development.

To meet the needs of the agenda for sustainable human development and strengthening of the sciences and technology, higher education institutions must adapt their study programmes, adopt and finally develop new ones. The knowledge explosion has resulted in a considerable increase in the contents characterized by the interdependence of various scientific disciplines. There is general consensus to enhance the interdisciplinary and multidisciplinary contents of studies and also to increase the effectiveness of methods of delivery as well as to build the learners' potential of life-long self studying and improvement .

The implication of Information Technology (IT) for the improvement of higher education in closed university is therefore interesting and worth studying. This research was carried on in the type of survey quality research to study 5 main factors : 1)The prompt of the IT infrastructures in the university 2)The understanding of the changing concept of education in the IT era 3)The potential of instructors 4)The potential of learners 5)The management system for IT in education.

The author hypothesized that there is the possibility for implication of IT in Distant education to improve the quality of higher education in the closed university. The data was then collected in 6 groups : 1)the worldwide data of

IT in education 2)the data of IT in education in Thailand and especially among Thai Universities 3)the data concerning the attitude and IT ability of universities' teaching staffs 4)the data concerning the attitude and IT ability of universities' students 5)the data about the vision' attitude and strategic plan for IT in education of the universities' administrators 6)the IT and education experts' opinions.

The study revealed that there are much progress of the teaching-learning when the IT is launched in the United States of America, Australia and other European countries. The set up of objectives, goals and good plan are major and important catalysts.

In Thailand, the basic IT infrastructures had been laid and are able to serve the education in distant education. All 23 government Universities are connected via the UNINET network system which are prompt for both synchronous and asynchronous type of distant education. The teaching staffs are highly potential in using the IT for the improvement of their teaching but they still need a lot of support in hardware and technology training. The students are also enthusiam in using this high technology for their learning . The teaching and learning process still need a lot of changes to match the new concept of teaching-learning for the human resource development. The study revealed that the management system of using the IT in education is the major defects and need many strategies and good plan for the most effective and efficient results.

In summary, The implication of Information Technology in Distant Education is possible for the Thai closed universities to improve their role in providing higher education but there are still many problems to be solved to achieve such goals.

2A.2 ICT in Distance Learning Environment: A Concept Approach

Firman Gunawan (Teleeducation Laboratory, Indonesia)

So many people said that E-learning is the next killer application. Is that true? Do you agree with this? How to make this killer application help or support us but not to "kill" us? The answer is we have to identify several factors which will affect the success of e-learning such as: Infratructure(Network or Technology, Human Resources, Content) Readiness, Culture, Define Well Structured Concept, Management commitment, etc.

At first this paper will explore about E-learning terminologies, E-learning concept, the road map of distance learning. Then this paper will explore how University could Implement ICT to Support Learning Process. We try to divide the architecture concept into two sub Concept: U to U and Intra-U.U to U will tell you about how ICT could help university could share the knowledge one to another. Intra-U concept will tell you about how ICT could be used as a support system in one University.

In services level we try to divide the application into three concept: University Administration Online, Learning Process online, and Supporting System (Virtual Library)

For ICT Implementation we have to know the characteristic of each University according to their ICT infrastructre. This paper also try to reveal the classification.

Correlate it with effectiveness, this paper will explore the time, place, cost effectiveness from Both side(University and Student) for special case in Indonesia. Is that really cost ,time, and place effective for our Environment? And what we could do to make it effective.

How about the culture? Does the teacher ready for this? Does the student ready? Is the content ready to be exchanged? How about the policies? If all are not ready, What should we do? If ready we will come with another question, Does it works? If not works, why and how? We answer all the questions in the paper.

Then we go to the implementation of ICT for University . Finally I try to explain to you about how to use simple ICT Implementation using Yahoo's facility like Yahoogroups and YahooMessenger and concept about Virtual Library.

At the last section I try to reveal Infrastructure Readiness from the Telecommunication Infrastructure Provider's point of View.

Keyword: E-learning, Effectifity, Virtual Library, Infrastructure, Culture, Content

2A.3 From Traditional and On-line Delivery of University Education to a Flexible Learning Environment

Timo Vuori (Murdoch University, Australia)

Teaching and learning in academia is under a significant pressure to integrate the use of Information and Communication Technologies (ICT) in every day delivery of university education. This pressure originates from multiple sources including financial pressures, student demand, the need to follow the industry trend and so on. Today, universities are expected to deliver programmes in multi-modal, multi-locational and time-staggered modes. As a consequence the student base has broadened geographically and the increasing emphasis is on lifelong and flexible learning. Students now expect to be able to learn from anywhere, at anytime and in the most suitable way to support their needs. Over the past decade the learning environment has significantly changed. In addition to traditional delivery formats, on-line delivery of educational units is now common. In some cases full degrees are

offered on-line. Support is now needed for the traditional semester, trimester, short course and intensive course delivery with commencement dates to suit the individual. This can not be achieved by relying solely on the methods and resources of the past. Technology must be properly harnessed to support this required flexibility. The danger is, that support for flexible learning may become technology driven rather than be designed to meet the flexible needs of tomorrow's academia. Added to this often there is a perception that the use of technology reduces operating expenses. This is not necessarily true. Planning for the optimum utilisation of our limited resources whether spent on technology or not, is even more essential than in the past. This paper describes the latest developments in the utilisation of ICT in distance education in the Murdoch University Graduate Business programmes to provide a flexible learning environment as an alternative for a traditional and on-line education delivery. The paper will focus on identifying the appropriate resources required to support flexible learning and the changes needed in the university policies to better foster the use of ICT in education delivery. The discussion will build upon past experiences, what works and what does not, of on-line course delivery as experienced by authors during the last decade. One of the major difficulties identified to date for flexible delivery is the additional burden on lecturing staff. This paper provides a model to simplify the everyday content management in flexible learning environment. To support the model practical examples are provided of simple everyday management requirements of flexible delivery material.

Parallel Sessions 2B   15: 30 – 17: 00

THEME: CALL 3 (Action Researches-1)
MODERATOR: Monica van Heerden
ROOM: 503

2B.1 An Elt's Solution To Combat Plagiarism: "Birth" Of Call

Christine Sabieh (Notre Dame University, USA)

Attempting to combat plagiarism remains a nightmare to many ELT. Sabieh's solution is to fight plagiarism through CAL. She succeeded in getting 50% of her class of 30 to write documented research papers, plagiarism-free. Although all the learners claimed to know how to avoid plagiarizing, 35% presented the work with minor traces of plagiarism. The remaining 15%, frustrated and overwhelmed by the assignment, presented incomplete papers. The purpose of this paper is to show that the key to combating plagiarism is to provide learners with a challenging assignment using the computer as the medium and giving them autonomy to design the site. In accordance with course objectives, the learners learnt the basic research steps needed to create an APA research paper. However, Sabieh acknowledges that

many learners tend to take the easy way out. The solution was to find a way to keep the learners' on-task, interested and involved in their work. Sabieh advocates doing this by having learners follow a five-step plan: provide a challenging assignment; provide clear steps to follow; minimize fear of computer and creating the web page; ensure understanding of research steps; and ensure plagiarism awareness. This resulted in clear role definitions for the learners, the educator and the computer. Sabieh concludes that the educator in creating a challenging assignment uses the technology as a partner to create plagiarism awareness and the learners use the technology as an aid to consciously eliminate plagiarism in the language learning process.

2B.2 Reading Online: A Description of the Reading Process of Hypertext Readers

Kshema Jose (Central Institute of English & Foreign Languages, India)

This paper is the report of an attempt to study how people read hypertexts in a second language (English). Of special interest are questions like what features are built into these texts by the online writer with the intention of facilitating online reading comprehension, are these textual features accessed by the readers, how do they make use of these, what are the strategies employed, and ultimately, what type of learners learn best in multimedia environments. These research issues are of special significance to the ELT researcher since they provide insights into who can learn best in multi media environments, and more significantly, how best to provide multi media assisted language instruction to ESL learners. For purposes of this paper, it is hypothesized, first, that proficient readers utilize both bottom-up and top-down processing, and that successful comprehension is the result of an interaction between these two types of processing, and second, that the process of text comprehension is an active process of constructing mental representations of the text information. In the course of this study, we looked at four types of aids for text comprehension that are built into any hypertext: (a) aids for selecting information, which in terms of Ausubel (1968) allow for progressive differentiation; (b) aids for building internal connections which assist in integrative reconciliation; (c) aids for building external connections which act as advance organizers and (d) multimodal aids that complement or supplement the written text which can be either visual, (still pictures or animations), auditory, or a combination of both. Fifteen readers were picked randomly for this study. First, the reading intention of each reader, and their level of language (verbal and analytic ability) were determined. They were then allowed to choose and read any texts they found useful. Based on the observations of the researcher as well as on the inputs received from think alouds performed by the readers, an attempt was made to understand how and why each of these aids were used, or not used by the readers. It was evident that for most of the readers, online reading is definitely not easier than the traditional reading process. Results of this study also reveal that L2 readers found hyperlinks either distracting or confusing, they found local redundancy within the same text more helpful for comprehension than

hyperlinks. This leads us to the question for whom is multimedia instruction effective. The study conducted seems to argue that etexting requires a new set of strategies, reading orientation, and a deep reading intention. There might also be a threshold level of language required to perform eprocessing in that language successfully since an analysis of reader responses indicate that reading demands a high verbal and analytic ability. This would definitely have implications on the construction of CALL materials in ESL situations.

2B.3 Get Real: Social Presence Cues in Virtual Discussions

Mardziah Hayati Abdullah (UPM, Malaysia)

Online conferences are increasingly being utilized as a means of constructing learning communities among geographically distanced learners who would otherwise be pursuing courses in almost total isolation from coursemates. Collaborative problem-based learning, to which argument and discussion are central, is a beneficial learning activity enabled and supported by online conferencing. It has been hypothesized that for discussion and collaboration to take place effectively and successfully in an environment absent of face-to-face interaction, distance learners must perceive each other's Social Presence, a concept originally proposed by Short, Williams, and Christie (1976) that takes on new meaning in the context of online communication. It is further hypothesized that Social Presence in text-based online conferencing is established through verbal communicative acts or cues. This study identifies cues that online learners perceive to be important in conveying the Social Presence of online interactors. Identified from literature as well as text-based online discussions, these cues are ranked by online learners themselves. The findings of this study may thus be important in helping online instructors and learners function effectively in collaborative activities that involve argument and discussion.

Parallel Sessions 2C   15: 30 – 17: 00

THEME: CALL 4 (Online Courses-2)
MODERATOR: Shameen Rafik-Galea
ROOM: 504

2C.1 Implementing Technology-Enhanced Language-Learning (TELL) in an increasingly Globalized World

Andrew Lian (University of Canberra, Australia)

The phenomenon of globalisation is placing increasing pressure on people throughout the world to develop enhanced understandings of each other through high levels of proficiency in language and culture. This is creating special needs in the language-learning and teaching areas, a situation which is especially relevant in the case of English which is establishing itself as the major language of communication for people throughout the world. In particular, Asian countries, with their large populations, are gearing up to meet this demand and are experiencing huge pressures to introduce the learning of English from an early age. They are, however, faced with considerable problems due in part to a lack of proficient speakers of English and in part to a lack of trained teachers of English. Yet these countries need to proceed quickly with the implementation of English language programs if they are to function effectively in a globalised English-speaking world. While governments have responded to this challenge by rapidly implementing English learning and teaching programs, it will still take a very long time for these measures to become effective because the English language market is so huge and resources are actually very limited. One of the possible ways of trying to help with this problem is to make use of modern technology to substitute for some functions of teachers of English, to enhance the learning process and to meet more effectively the individual needs of learners in a large and diverse society. But technology presents at least seven problems in this context: (a) A lack of suitable methodology for facilitating the learning of languages at a functional level. The current linguistics-based paradigms are theoretically problematic and therefore new paradigms need to be developed. (b) A lack of properly-constructed Technology-Enhanced Language-Learning (TELL) systems on the market. (c) A lack of appropriately-educated persons (both locally and internationally) capable of developing appropriate TELL systems (d) A lack of funding for capital investment (this varies from country to country). (e) More importantly, while funding for capital investment is possible in some contexts, there is lack of funding to employ suitable locally-based faculty to educate prospective local TELL developers. In particular, it is very expensive to employ expatriate faculty. (f) Even where funding may be available, there actually remains a critical shortage of appropriately-educated faculty with both the pedagogic and technical skills to educate prospective developers in their country of origin. (g) The alternative to (f) above, which is to send prospective TELL development personnel to study off-shore, is both very expensive and inefficient as only a small number of persons can be trained in this way. This presentation will address each of the above points and will propose a model whereby a small number of well-qualified, highly-experienced academic educators, research consultants and developers working in close collaboration with local universities and other educational institutions may be able to solve the problems identified above at a reasonable cost and without sacrificing quality.

2C.2 Web-based Authentic Writing Software for the Improvement of the Engineering Students' Language and Engineering Skills

Eric Cheng, Kwok K.F. (Hong Kong Polytechic U, Hong Kong S.A.R.)

Students' feedback has shown that they like this kind of web-page rather than the classical method of pure text web-page. This software is better than an electronic dictionary because it can link directly with the lecture material in the web-page. The explanation can also be entered by the teachers. The software has been proved to be very suitable for university learning and teaching

Engineering students in Far-East have always faced a language problem because they have to learn the lecture in English however their mother toque is not. The grammar, sentence structure and the culture between the English and their local languages usually have a big difference. The following is the common problem they usually have:

- Do not understand long or complicated structures with a few conjunctions

- Unable to follow the vocabulary or engineering jargon

- Reading speech is slow

- The article is not interactive or too boring

A web-based authentic writing software is developed in order to help students the above problems. The software is written by java and html. It allows an article or lecture notes to be input by the teachers. Each of the word, phases or sentence that requires further explanations can be entered into a database by the teachers. The explanation can be entered in English or Chinese or any language. In our case, both Chinese and English have be entered. When students are reading the web-page, they can highlight any word/terms that he wants further clarification, the explanation that linked with the database will be prompted out in a new window when the mouse is used to highlight the text. Also pronunciation of the word is also available from our audio synthesizer.

2C.3 Making Online an Everyday Thing in the Language Classroom

Dora Troupiotis, Marion Simmelmann (Adult Multicultural Education Services, Australia)

This workshop will introduce to an online service used in Australia to make online CALL an everyday experience for an increasing number of ELT teachers. It focuses on two services available at the Virtual Independent learning Centre (www.virtualilc.com). The first, Realweb, is a database of hundreds of learning tasks linked to authentic web pages, on dozens of topics, for Australia's leading ELT curriculums. The tasks are created by teachers around Australia and overseas. Realweb has been developed as an entry-point for teachers wanting to get online. It is accompanied by

accredited professional development designed to help teachers integrate it into their teaching and to begin to create online learning resources. The second service, Easynews, is a collection of hundreds of learning tasks based on a weekly news service specially created for the Virtual Indepenent Learning Centre by professional staff at Australia's Special Broadcasting Service, and specialist ESL teachers. There are items at three levels, on both Australian and World topics. Users can listen and read, listen and do activities, or all three. The services are backed by AMES (Adult Multicultural Education Services) Victoria, Australia's largest specialist provider of education and employment services for people from diverse language backgrounds. It is used by over 150 schools, colleges and universities through Australia and Asia.

Thursday, April 4, 2002

Parallel Sessions 3A   15: 30 – 17: 00

THEME: IT in Other Areas
MODERATOR: Tsoi Mun Fie
ROOM: 601

3A.1 Fishery's Actor's Role (Personal and Institutional) for Accurate and Capable Information-Used in the Indonesian Coastal Zone Management

Tuti Susilowati (Bojonegara Instalation for Research and Assessment Agricultural Technology, Indonesia)

The coastal area and its surroundings,in Indonesian waters may faced serious environmental problems: coastline abrasion , lans-used changes, destruction of most of mangrove ecosystem, coral-reef digging, poison-used for coral fishes captured. Those have resulted decreased of coastal marine fishes resources. In the meantime, the Indonesian government has planned fishery

resources sustainability and poverty alleviation. In order to reduce the important of unsatisfied activities above it was being developed community economic empowerment through shorterm project. Clearerness of existed responsibled actor's related provided the data about each institution's activities was considered as an important tool of integrated Coastal Zone Management (ICZM)

3A.2 Quantitative Measurement of Advance Manufacturing Technology Transfer from Foreign Based Companies to Local Companies

Kennedy Gunawardana (Assumption University, Thailand)

The literature on Foreign Direct Investment (FDI) has recently analyzed the nature of the firm's entry mode choice in a foreign market, particularly the choice between a joint venture and a wholly owned subsidiary. Foreign-based companies are defined as having one or more overseas manufacturing subsidiaries or joint venture relationship. Foreign-based companies can be divided into following three groups in descending order: multinational, transnational and ventures. Most of these companies are using Advanced Manufacturing Technologies (AMT) in manufacturing operations conducted in host country. Therefore type of industry, mode of entry, country of origin, and location of the host country and number of employees are variables of AMT for conducting this research. This paper aims at providing further

empirical evidences on the influence of some key variables in explaining issues related to transfer of AMT.

Advanced Manufacturing Technologies are integral part of the production process. It is important to understand the factors that are associated with differences in technology use at the plant level. This paper examines the relationship between the use of AMT at the plant level and the characteristics of these plants. Information on technology use is derived from a literature that investigates the use of 22 Advanced Manufacturing Technologies. These 22 technologies can be divided in to following 5 functional groups: design and engineering: fabrication and assembly: automated material handling: communications and inspection, manufacturing information systems: and integration and control of manufacturing system of the organization.

The researchers hold that there is a significant link between the use of AMT and subsequent success of user-companies. This makes it important to highlight differences between companies using or not using AMT from the viewpoint of their success. This research will further attempt to investigate the number of AMTs (out of 22) used by various companies included in the sample.

The present research has used multiple regressions model and artificial neural network model for determining the incidence of using AMT by foreign-based companies in manufacturing processes in developing countries. Information has been collected from companies operating business in Sri Lanka-a developing country. The proposed model of AMT use shows the structure of Artificial Neural Network (ANN) instead of regression model.

The researchers have analyzed information collected from 1026 foreign-based companies operating business in Sri Lanka and developed two models-Regression-based model and Artificial Neural Network based model. It was found that the ANN Model guides prediction of AMT use by foreign-based companies more effectively when compared with regression model.

3A.3 Impact of Copyright Laws on Flexible Delivery of University Education

Timo Vuori and Raj Gururajan (Murdoch University, Australia)

The digital age has greatly increased the way in which information is accessed. While the way in which information is accessed has changed in the tertiary sector in the past decade, concerns about ownership, access, and control of copyrighted information is also growing. At the same time, students are making contradictory demands for more flexibility and access to university resources from where ever students are located. To provide a truly flexible learning environment, an alternative access to library and other study related material should be appropriately supported according to the current legislative environment. As substantial users and creators of copyrighted

information, colleges and universities continuously strive to develop mechanisms that effectively manage this information. Protective technologies are being developed to ensure appropriate control mechanisms, some times with the peril of substantially limited access to information. Recently introduced guidelines for electronic copying and communication in Australia attempt to provide a framework for proper use of copyrighted material in online and electronic environments. This discussion paper will explore the myriad of issues involved in managing copyrights in higher education. The discussion involves addressing the Australian Copyright Laws and their impact on flexible education delivery. The need to educate all parties involved, especially the content creators and unit coordinators about the impact of Copyright legislation on practical issues relating to every day management and storage of Copyrighted material. As copyright legislation is not globally uniform, issues relating to how to cope with inconsistent legislative environment must be considered in flexible education delivery. The main aim of this paper is to provide a comprehensive understanding of the significance of the copyright requirements for anyone involved in flexible delivery of university education. Keywords: Copyright, flexible delivery, electronic copying.

Parallel Sessions 3B   11: 00 – 12: 30

THEME: CALL 5 (Teachers' Role)
MODERATOR: Mardziah Hayati Abdullah
ROOM: 503

3B.1 The Essential Role of the teacher in Achieving Success in CALL

Ian Brown (Science House, Australia)

The use of computers and the Internet is rapidly expanding in universities all over Asia and the World and there is strong interest in the application and promise of these technologies for language learning. Expenditure by universities on technology, combined with marketing concerns, strong student expectations, yet a lack of training often put teachers into the position of being obliged to use CALL even though they are not familiar with or confident in its use, resulting in its full potential not always being achieved. Consideration to the role of the teacher in the use of CALL is often neglected, however current literature and research on CALL unanimously points to the role of the teacher, as being an absolutely vital requirement for effective and successful use of CALL. This paper, based on the current literature on the topic as well as the presenter's experience and expertise in the field as a full time CALL practitioner, will look at what is the role for the successful CALL teacher. Teachers need not only to be competent with the technology and programs being used, but also to be aware of the pedagogical and curricular

reasons for using them, with integration to the students' whole learning program a central feature of any CALL use. As well as providing a theoretic underpinning, practical suggestions, examples and guidelines to 'good' CALL teaching will be discussed. In addition the paper will look at methods of CALL teacher training, which is an essential ingredient to providing the teacher with the building blocks to become a competent CALL teacher. The promise and successful realization of the use of technology in language learning can be achieved, justifying the interest and expenditure in the field, but the often forgotten role of the teacher in achieving this success needs to be recognized and supported.

3B.2 Students' Perception of Multimedia Computer-mediated Learning

Chong Chin Wei (Multimedia University, Malaysia)

Computer based learning materials are reshaping universities worldwide. Most universities today are gearing towards incorporating new technologies for teaching purposes. There appears to be a transfer of the mode of instructions, i.e. from the structured and formal classroom instructions to more flexible, more casual and less conventional learning, which is student-directed and self-paced. Extensive research has been conducted to identify critical success factors in online learning. Various researches report that critical success factors in online delivery are technology, the instructor, the previous use of technology from a student's perspective (Volery & Lord, 2000), instructors' characteristics and students' characteristics (Dillon & Gunawardena, 1995; Leidner & Jarvenpaa, 1993). Since students perception towards online learning appears to be equally important, this study seeks to examine the students' perspective of the contents and system used in the multimedia computer-mediated learning.

3B.3 The computer is in the learner's hands: Are we preparing our teacher-trainees enough for the Digital Age?

Fatimah Puteh (Universiti Teknologi Malaysia, Malaysia)

Over the past 30 years, language teachers have witnessed dramatic changes in the ways that languages are taught and learned. Nowadays, language learners can use Multimedia CD-ROM and laserdiscs to learn a language, access foreign language documents on the World Wide Web, communicate with their teachers, fellow classmates and native speakers by electronic mail, submit their assignments through web pages and many more. Language teaching and learning may have become more exciting with the university of activities available to the teachers and learners, but it has become considerably more complex because access to a microcomputer and the Web is likely to lead to new perceptions of the classroom and a shift in the teacher's role. The question is, "Are we preparing the teacher-trainees enough

to utilize and maximize the technology to enhance meaningful learning?" It is important to recognize that a wide range of needs for computer-related skills and knowledge is required within the teaching profession in order that ICT can fully be utilized and maximized in a language-learning classroom. This paper addresses the above issue and aims to report on the measures taken by the Faculty of Education, Universiti Teknologi Malaysia in preparing the teacher-trainees to be well-equipped to tap the technology through ICT, so as to foster meaningful learning amongst the learners.

Parallel Sessions 3C   11: 00 – 12: 30

THEME: IT and Language Education
MODERATOR: Wong Bee Eng
ROOM: 504

3C.1 CALL for less commonly taught and endangered languages

Monica Ward (Dublin City University, Ireland)

Computer Assisted Language Learning materials have been developed for the world's Most Commonly Taught Languages (MCTLs). However, there are fewer materials available for the Less Commonly Taught Languages (LCTLs) and almost none for Endangered Languages. Universities in Asia are best placed to develop material for the LCTL and ELs of Asia. The development of CALL materials for LCTLs and ELs can be a symbiotic one for the universities and the language communities. CALL is a multidisciplinary field that involves many fields including linguistics, pedagogy and (computer) technology. The development of CALL materials for LCTLs and ELs can offer new opportunities for Asian universities. Computer science departments will be interested in the challenge of representing new character sets, while international business studies departments in other universities (including those outside Asia) may be interested in using the CALL material to study a given LCTL.

Speakers of LCTLs should find it easier to use their language on a computer (if their character set has not been defined previously) and also have CALL material available for their children, just like for the MCTLs. In the case of ELs, the challenges and rewards for both parties are greater. The majority of the world's 6000+ languages are endangered. In the case of Asia, languages from Siberia to Indonesia are threatened. Asian universities can gain access to new linguistic material, which will be of interest of linguists, computational linguistics, anthropologists and sociologists nationally and internationally. In fact, universities may be the only resource available to EL communities to document their language and preserve their cultural heritage. The technology required for CALL (computers, sound recording equipment, programming skills etc) is often not available to EL communities

who tend to be socially and economically deprived. EL communities can gain also from the production of CALL materials in their language. Apart from the obvious benefit of having language teaching material avail, presenting their language in a positive and modern way can help raise the social perception of the language. It can demonstrate to the EL community and the wider community that the language is not linguistically or culturally impoverished.

There are people who may question the rational for attempting to preserve ELs, let alone develop CALL materials for them - "EL communities don't have computers, why develop CALL materials for them?". However, developing CALL materials for ELs helps to reconcile two often conflicting goals of linguists and EL communities. Linguists want to document the language while EL communities would like to develop language teaching material to help pass on the language to their children. Developing CALL materials enables linguists to record both written forms of the language, while at the same time providing language learning material to the community. The author has developed a language independent software template for the development of CALL materials for ELs. The software was used to produce CALL materials for Nawat, an EL of Central America and can be used for other languages. Both online and printed materials were easily produced using the software.

3C.2 Some Characteristics of On-line Tutorial Discussions in Distance Education

Sui Sang Mok, Robin Yang (Open University of Hong Kong, Hong Kong S.A.R.)

As face-to-face teaching is limited in distance education, teacher-student exchanges may also be held via computer and telephone. This research looks into the discourse mode of tutorials conducted via on-line discussion boards. We collected 50 related samples from two open-university courses, one about education management and the other learning Chinese. In this type of on-line learning support, discussion is typically initiated by a student posting a question on the discussion board for other participants in the same class. Based on our textual analysis of the data, we propose that this mode of discourse is characterized by certain features or patterns which are atypical of face-to-face tutorials. From the instructional perspective, the most significant features of the on-line discourse we have identified are the ample use of conditional statements, and that tutors construct their own questions and corresponding answers in the course of presenting their ideas and explanations. We argue that these prominent features are a kind of 'compensation' strategies due to the lack of on-the-spot negotiation and nonverbal cues between tutors and students. On-the-spot negotiations in the conventional classroom are usually realized as turn-taking conversations between a teacher and students, the phenomenon being an important topic in sociolinguistic studies. The absence of on-the-spot negotiation compels tutors to rely on conditional statements to make explicit the important assumptions

underlying the points they make. In this connection, tutors' strong inclination of using question-answer units for explication purpose can also be treated as an intention to model on the turn-taking process in the conventional classroom, the difference being that tutors in the on-line mode need to anticipate, infer and spell out responses that students are likely to make. Other prominent features of this type of on-line tutorial are that its structure is problem-solution based. It uses punctuations and interjection markers to convey nonverbal cues. It is abound with performative (speech-act) verbs to signal agreement, disagreement, suggestions and conjectures. Our final attempt is to compare our research with some established analyses of conventional tutorials. In this way, we will be able to understand better and hence to improve the conduct of on-line tutorials in distance education.

3C.3 Action Research Report: Implementing Multimedia at a Japanese University

William Gatton, Peter O'Connor (DynEd Japan, USA)

Results of a four year on-going project implementing multimedia English language education at a Japanese university are considered. Topics include: detailed analysis of data sets; orienting and training teachers new to technology; student reaction and motivation. A web site for this project can be accessed at: http://www.dyned.com/project/actintro.htm .

Each term at Musashino Womens' University approximately 300 students have undertaken an intensive course of study in the computer lab using networked courseware. The project has involved both students and teachers very new to technology. One key aspect of the project has been the process of identifying and coming to grips with the demands this technology makes upon teachers. The requirements placed upon students to successfully demonstrate language acquisition and demands placed upon developers to ensure that the learning materials are supported by appropriate and useful system elements are also considered.

The presenters give their views on the project results, including details of student usage, teacher implementation and developer adaptation. Extensive data sets total over 20,000 log-ons for each term and includes detailed portraits of student usage on a per unit or per lesson basis. Usage data extends tot he button-click level, allowing for group and individual analysis of study patterns. The data demonstrate overall improvement during the short bursts of the intensive.

A web site for this project can be accessed at:
http://www.dyned.com/project/actintro.htm.

The project concluded during the summer of 2001.

Parallel Sessions 4A   14: 30 – 16: 00

THEME: IT in Classroom Teaching (1)
MODERATOR: Duangkamol Chartprasert
ROOM: 601

4A.1 A Formative Evaluation of Web-Based Course

Sukunya Prachusilpa (Chulalongkorn University, Thailand)

The purpose of this presentation is to describe the design and implementation of web-based course, to examine the feasibility of using web to deliver classroom activity, and to implement a formative evaluation to the features of the web-based course.

The participants in this course were 30 graduate-nursing students who enrolled in Nursing Informatics course at the Faculty of Nursing, Chulalongkorn University on second semester 2001. The web site presents all kinds of information (announcements), the course syllabus, the course documents, pre-test, post-test, and other assignments. A course content tool was used by the instructor including e-mail, and web board (asynchronous communication for students and instructor).

The result from the evaluation questionnaire showed the strong positive opinions toward active learning from the using of web-based course. These communications in web-based course encouraged students to share experience, to pose questions, and to debate. They had to create use of information technology for their projects in order to present in the end of this course. Most of students commented that learning in the web-based course was interesting, convenient, informative and enjoyable learning experience. This presentation is an example of self-directed learning activities and a wider application of online learning.

4A.2 A Web Site for Teaching Graduate Science Students in Thailand

Robert Exell (King Monkul University of Technology, Thonburi, Thailand)

This paper will describe a web site designed mainly to provide lecture notes for graduate students in the subjects which are currently being taught, or have previously been taught, by the author. The web site contains other information such as course outlines, a working model for solar radiation calculations, and the author's timetable for scheduling appointments. The philosophy on which the web site is based, the methods used to create it, and further implications for the general use of teaching web sites in Thailand, and elsewhere, will be discussed. The web site is in English which is rather

carefully controlled to make it easy for Thai students to read, but no relaxation of the rigour has been allowed in the general contents. The web site contains a lot of mathematics, but only simple html code has been used so that no special browser features are needed. The files in the site have been designed for fast down loading.

4A.3 Difficulties and Obstacles in Implementing IT in Classroom Teaching in Thailand: A Case Study of the Department of Public Administration, Chulalongkorn University

Krisana Kitiyadisai (Chulalongkorn University, Thailand)

The Department of Public Administration can be considered the most progressive department in the Faculty of Political Science at Chulalongkorn University, in terms of modernised classrooms with computer facilities for teaching. The Faculty itself has been spending large amount of money for upgrading its computer center and conducting computer courses for lecturersincluding giving personal computers to lecturers who have completed the training courses. However, the majority of classroom teaching is carreid out by conventional tols of overhead projectors and blackboards. Although the use of presentation software such as PowerPoint is occasionally employed, the use of sophisticated Computer Aided Instruction (CAI) and the implementation of la learning center still remain a distant possibility.

In a bureaucratic system in developing countries, the common obstacles to an implementation of a computer project is the lack of budget, skills personnel and inadequate support from the organisational hierarchy. However, at the university, there seems to be a technological divide among the lecturers of various faculties. On the one hand, the Faculty of Medicine seems to be quite advanced in using IT in teaching. On the other hand, the social science subject domaain seems to be lagging behind considerably. This paper outlines the difficulties and obstacles affecting the development and implementation of IT in classroom teaching within the context of the situation. Som equestions and investigation on the relevance of IT in classroom teaching for social science subject will be raised and suggestions on the appropriate application of IT in teaching will be made with regards to the cultural and organisational context.

Parallel Sessions 4B   14: 30 – 16: 00

THEME: Enhanced Language Learning
MODERATOR: Andrew Lian
ROOM: 503

4B.1 Radio Broadcasting: a Macro-task for ESL and foreign language students

Grazia Scotellaro (University of Canberra, Australia)

In the last few years Information Technology has created opportunities for second language students to come into contact with the reality of communicating in the target language and has increased the availability of "real materials" for the purpose of second language learning. However, how can these "real materials" be used? What purpose do we have in mind in choosing anything we offer our students? How important is the purpose of any "language activity" or task? This paper will explain how to break away from the traditional classroom-based, lesson-based approach by following the macrosimulation model in Lian & Mestre, 1985. It will describe an experiment conducted in 2001 at the University of Canberra which uses a real radio broadcast as its focus. The paper will also demonstrate how students' potential for negotiating their personal understandings of the target language was increased as modern technology offered them the possibility to "take control" of their own learning. The presentation will include an interesting overview of materials readily available on the Internet and will show how these resources can be easily utilized to provide students with ways of catering to their learning needs.

4B.2 Do Not Ask What Technology Can Do For You....

Ania Lian (University of Canberra, Australia)

In the context of second language teaching, as well as in other fields of education, the opportunity to use technology had proven to be challenging in more ways than one. Thus, for instance, questions regarding the use of technology have been an occasion for reflecting upon the ends to which it is applied and the kinds of social and intellectual paradigms that these help reinforce. Typically, technology has been seen as a chance to break away from the rigidity of the traditional teaching programs and to enable a teaching methodology where learners' potential for negotiating their own understanding of the target language should increase. But has technology fulfilled this promise? Furthermore, have our teaching institutions been able to cope with the demands that a concern with individualized and asynchronous learning presents? It is the aim of this presentation to explore how our own prejudices, rather than technology itself or our limited technological skills, are an obstacle on the path toward teaching environments that nurture critical, creative and exploratory learning.

4B.3 When is a Classroom Not a Classroom? Spatial Realities in Second Language Learning

Debbie Dolan (University of Canberra, Australia)

As institutions of learning move more towards the implementation of virtual campuses (offshore education) and technology in general, the traditional notion of the 'classroom' or formal learning environment has come into question. It has also come under fire from researchers in the area of critical pedagogy and literacy due to perceived constraints that this traditional notion imposes upon learners and the learning process. It could perhaps be argued that many pedagogues are attempting to emulate the traditional classroom environment on-line and perhaps have not addressed how such a transfer will affect the learning process. This paper will take a brief look at this often taken-for-granted on-line learning environment in order to determine what implications it may have upon second language pedagogy, social perceptions of learning and the learning process. A brief look at both past and present publications in this field demonstrate the assumption of the 'classroom' as a given factor in the majority of teaching methodology. However it can be further noted that the 'classroom' discourse contained within such research does not normally relate directly to the influence of the environment itself but rather the pedagogic environment (i.e. the teaching framework). Other fields of education seem to be stepping out of the 'classroom' notion due to the influence of the Internet and other such technologies, however it could beargued that these new attempts to change the classroom identity to 'learning communities' (C.f. Palloff & Pratt,1999) have not in fact strayed far from the traditional concept. This paper demonstrates the needfor the field of language education to evaluate current on-line learning environments and discusses whether technology-based approaches have actually broken free from the traditional mould or whether they are amodernised version of an entrenched idea.

Reference
Palloff, R.M. & Pratt, K. 1999. *Building Learning Communities in Cyberspace : Effective Strategies for the Online Classroom* (**The Jossey-Bass Higher and Adult Education Series**).

Parallel Sessions 4C   14: 30 – 16: 00

THEME: CALL 6 (Action Researches-2)
MODERATOR: Monica Ward
ROOM: 504

4C.1 Enhancing Critical Thinking in Learning through Computer-Mediated Collaborative Learning

Janpha Thadphoothon (University of Canberra, Australia)

As language teachers we are concerned with the use of the Internet to enhance language learning. We have used many of its features and functions to foster collaborative learning. Many studies have reported such a learning to be desirable. Obviously, the Internet provides ample opportunities for learners to engage reality by using English with people from other countries around the world. More importantly, several contemporary concepts such as Vygotsky Zone of Proximal Development, Krashen input hypothesis, Bandura social learning theory support the notion of collaborative learning in many respects. Computer-mediated collaborative learning has been found to have positive effects on language learners. It has empowered them. Though there is some evidence supporting that collaborative learning enhances critical thinking and problem-solving, little research in ELT has been carried out to find the relationships between computer-mediated collaborative learning and critical thinking in language learning. This paper proposes an intellectual framework for computer-mediated collaborative learning, based mainly on the notions of awareness, autonomy, and achievement posited by Lian (Lian, 1993). Central to its argument are two assertions. Firstly, computer-mediated collaborative learning requires autonomy in learners. Secondly, critical thinking in language learning occurs in learners when they have become aware of the critical elements or ?things that matter? in language learning. Hence, the more they are aware of such elements, the more they develop critical thinking in language learning. This paper argues against the idea of grouping learners so as to make them work together using a common means toward a common goal. An alternative model of computer-mediated collaborative learning is the model where learners have more control over their own learning. Their needs will arise when they engage reality. The paper also suggests positive roles that teachers should play in this framework.

4C.2 Error Analysis on Medical Students' Writing

Eun-Pyo Lee (Eulji University, R.O. Korea)

This study was to identify and classify errors by analyzing medical students' writing, especially on their formal and informal letters. Twenty five sophomore medical students out of a class of 35 were the subjects of the study. These students were considered intermediate to advanced level based on their TOEIC score, for all of them scored higher than the national average of Korean college students. The study was also analyzed to see if the subjects of high scores of TOEIC produced longer writing with less errors. The results were to be compared with the study done on the low level learners at other university. Many subjects referred to their Korean/English dictionary when they wrote and heavily relied on it. Some of them actually wrote a Korean version of composition and then translated into English. Such phenomenon caused them to come up with awkward expressions on their writing. They took for granted that whatever, written in the dictionary, was absolutely appropriate and correct. The study revealed that the majority of errors of these subjects resulted from L1 transfer. Other major errors involved in word

order, prepositions and articles. Results and implications of the findings were further to be discussed.

4C.3 Web Site Evaluation; a Multifaceted Lesson Plan to Evaluate Web Content, Build on Critical Thinking and Improve Language Skills.

Ian Brown (Science House, Australia)

This workshop will go through procedures for a lesson plan for university students, of all levels, that not only involves improving their language skills but practices, and increases their awareness concerning, the evaluation of web pages and resources found on the Internet. The WWW is fast becoming a key source of reference for university students in all fields of study and care is needed in evaluating these resources. In addition to learning about evaluation techniques the aims of this lesson include harnessing and improving the students' skills in Critical Thinking as well as using the WWW as a tool for improving students reading skills. Additionally the lesson takes a communicative language teaching framework to achieve further language learning benefits, by the lesson being conducted with students working in pairs around one computer. The workshop will look at all aspects of this multifaceted lesson and how to achieve its aims, including providing pre and post computer lesson activities. The different stages of the lessons will be demonstrated along with pointers to making the lesson successful, including how to deal with any common problems that could arise. After the workshop participants will be confident and able to try out and expand on this lesson with their own classes.

Parallel Sessions 5A   17: 30 – 19: 00

THEME: IT in Classroom Teaching (2)
MODERATOR: Timo Vuori
ROOM: 601

5A.1 Internet Listening

Valerie Pickard (University of Hong Kong, Hong Kong S.A.R.)

This paper presents the results of an investigation into what is available for language learning, specifically listening, on the WWW, and what Asian students do with what is available. The first part of the paper consists of a critical over-view of the local and international listening resources of the Internet. These include authentic materials, for example music and news sites; as well as sites designed for language learners. Criteria for evaluating

the sites will be provided. These include technical considerations, for example sound quality and loading time, and pedagogical considerations, for example the grading of content, availability of transcripts and cultural bias. Based on the above criteria, a listening links web page was designed to help students to locate useful sites.

The second part of the paper reports the findings of a survey and in-depth interviews of twenty Asian tertiary level students who have worked independently to improve their listening skills. The survey reports the students' reactions to the different types of resources, the learning strategies they employ (for example how and when they use transcripts), and their perceived gains from using the resources.

Finally, a case will be made that listening on the web can expose students to accents of all kinds and provide students with the extra practise they need in listening which can otherwise be a time-consuming classroom acitivity.

5A.2 Issues Concerning the Adoption of Web-Based Educational Technology: A Preliminary Study of Thai Institutions

Orasa Tetiwat, Sid Huff (Victoria University of Wellington, New Zealand)

Since the early 1990s, web-based educational delivery has become progressive more widely adopted and used in many universities, especially in North America and Europe. However, it is in an earlier stage of adoption in developing countries such as Thailand, and many institutions in such countries are still unsure whether or not to use web-based educational technology (WBET). This is due in part to different teaching and learning cultures, and the concerns that faculties have regarding the adoption of WBET approaches. Thus, there is a need for research to examine what these concerns are so that the university management and administrators are aware of them and then can address them when they are promoting the adoption of web-based educational technology in their institutions.

A qualitative approach involving in-depth interviews of 20 key informant Thai faculty members in 9 institutions was employed to examine the teaching and learning cultures in Thai tertiary institutions, how they use web-based technology for their teaching, and the concerns evident in these faculties. The study's findings reveal four main groups of issues faced by faculties deciding whether to adopt web-based instruction. The first group is technology factors, which include technology infrastructures, quality of technology, and cost of information technology. The second group of issues involve institutional limitations, including insufficient time available for developing web-based courses, promotion and rewards, fear of replacement of the traditional classroom, knowledge of computer technology, typing skills and English language barriers. The next group of issues concerns students, including equity for all students, costs of computer technology and Internet access, computer skills, typing skills, and language barriers. The final group of issues

relates to institutional management, centering on institutional policy and institutional leadership. The paper concludes with recommendations for further research on web-based educational technology.

5A.3 Computer Conferencing in the University Classroom

Louis Smogor (DePauw University, USA)

As Asian universities prepare to transform themselves for their changing roles in today's connected world, it is fitting to consider the roles that even simple technologies like computer conferencing can play in this effort. Given the increasing importance of computer-mediated communication, significant inclusion of computer conferencing experiences in university science and mathematics classes provides a cheap, powerful, and substantive opportunity to enhance students' education.

This presentation will include an overview of kinds of conferencing systems that are available, their characteristics and potential uses, and an analysis of desirable and essential features of such software intended for classroom use. In addition, based on the author's experiences with using computer conferencing in classes (primarily in mathematics) over the last 13 years, a concrete system for meaningfully including conferencing into courses in a variety of disciplines will be presented. Also considered is an evaluation of the potential value of computer conferencing in university education in Asia as well as possible modifications of the described plan in light of cultural conditions specific to Asia, where, among other factors, the roles of teacher and student are more structured and rigorously defined than in the United States, where the author has implemented this scheme.

The presentation will prepare attendees with the knowledge needed to begin serious thought about implementing a scheme similar to that described. Enough practical suggestions will be given to aid significantly in the actual modification of an existing course to include a nontrivial computer conferencing component.

Parallel Sessions 5B   17: 30 – 19: 00

THEME: Multi Media Assisted Language
                                        Learning
MODERATOR: Eric Cheng
ROOM: 503

5B.1 Implementation of a Multimedia English Courseware for Improvement

of Communicative English Language Skills of Korean University Students.

Soo-Young Choi (Korea National University of Education, R.O. Korea)

Well-developed interactive multimedia courseware has a great potential in helping Korean students to improve communicative language skills. This study surveyed a network version English courseware which has been well-developed and experimented with it at Korea National University of Education for a semester in two classes. The courseware is experimented in two classes: One for the 30 English education major freshmen and the other class is 19 English education minor or double major students. The course is English Listening and Speaking II with two credits. The courseware is used in conjunction with *American Streamline Connections* and *New Interchange II*. The students are supposed to study the courseware two hours a week and in the class they are asked to present a certain portion of the contents briefly. The students have been excited about using the multimedia courseware, and serious of the study because of presenting a certain portion of the contents in front of the class. The students responded that the use of courseware has helped them to study listening and speaking more effectively than they have studied from other classes that the native speakers of English have taught. This study proposes how to implement the courseware effectively for college level students to improve the communicative language skills of Korean students and how to establish a multimedia language lab in each school in order to teach English more effectively. In addition, this study proposes to train teachers of English on impact of multimedia on English education and to provide in-service training for such teachers on its effectiveness and how to use the courseware effectively with other curricular materials.

5B.2 MultiMedia Learning System

Nurhayati Yusoff (Multimedia University, Malaysia)

The use of multimedia in teaching and learning presents challenges to institutions of higher learning. Multimedia refers to any computer-mediated software or interactive application that integrates text, color, graphical images, animation, audio sound, and full-motion video in a single application (Hall, 1996; McKerlie & Preece, 1993; Northrup, 1995). Multimedia learning systems consist of animation and narration, which offer a potentially venue for improving student understanding (Mayer & Moreno, 2000). According to Candy et al (1994), computer based education allows students to become active learners rather than mere passive recipients of teaching. Aimed to complement and supplement the teaching process and leaning materials, Multimedia University (MMU) has spearhead the initiative towards a multimedia learning environment by developing a new interactive teaching tool, i.e. the MultiMedia Learning System (MMLS).

This paper briefly discusses the developmental stages of the on-line learning systems at MMU, starting with the predominately On-line Notes. The first

prototype on-line system, which suggests self-paced learning among the undergraduates, was realized in 1997. Next, the MMLS, which was designed to complement and supplement the teaching processes, will be presented. Seven subjects at the Alpha Level (Foundation Level), which were put on the MMLS was piloted in the second trimester of the session 2001/2002. The difference between these two systems used in MMU will be highlighted. Strengths and shortcomings of each system are also outlined.

5B.3 Using Multimedia to improve Listening Comprehension in the EFL Classroom

Seungwon Park (Baptist Theological University, R.O.Korea)

Four different skills of language are basically required for effective communication. Today the spoken language skills like listening and speaking are emphasized rather than the competence of written language. It is simply because the communicative competence of spoken language is more needed than the accurate knowledge of language. For this reason, the listening comprehension for communicative language acquisition can be effectively taught in the following strategies: First, the sound discrimination of language should be made through the unit of vocabulary and syntax to convey the comprehensive meaning of language with the combination of all the internal and external factors. Second, familiarity and practice of English words for better listening comprehension are absolutely necessary. Third, the understanding of language structure is effectively recognized by the meaningful use of language sentence. Finally, the appropriate use of multimedia courseware is more helpful in improving better listening comprehension of language than that of the existing audio, video, cassette player and so on.

As a learner uses multimedia courseware, he is able to control the lesson of the amount to his own liking. Using multimedia courseware takes little time to repeat what the lesson has taught. It also gives a learner lively pictures with the native speaker's voices. Therefore this study proposes to use multimedia to build up the communicative listening comprehension of language and to create great confidence in listening proficiency.

Parallel Sessions 5C   14: 30 – 16: 00

THEME: CALL 6 (Online Courses 3)
MODERATOR: Eun Pyo Lee
ROOM: 504

5C.1 Adopting an Online Multi Media Assisted Language Learning Package to Support an English for Academic Purposes (EAP) Course

Leo Yu (Hong Kong Baptist University, Hong Kong S.A.R.)

Computer Assisted Language Learning (CALL) has been used widely in language teaching since the 1980s. As shown by Davies (1991), about 20% of lecturers in tertiary education adopt CALL in classroom teaching. Traditionally, as revealed from previous research, CALL was mainly used in facilitating integrated language learning (Heap, 1993; Bayliss, 1995 and Coleman, 1996) or in teaching one particular language skill, for example, writing (Pennington & Brock, 1992). However, little research can be found on teaching oral presentation skill, which is also an essential component in an EAP course. This two-year research examines the feasibility of incorporating an online Multi Media Assisted Language Learning package called Delivering Effective Presentation, which is available on the University's Library network, into the EAP course designed for the first-year Arts and Social Sciences students at Hong Kong Baptist University (HKBU).

In the first year of this research (i.e. in 2000), a class of 12 students took part in the pilot study. Students were required to complete a questionnaire to evaluate the package based on those criteria proposed by Hubbard's framework for CALL courseware development (1992), Towndrow (1996), Peterson (1999) and Barlow et. al (2000) with some modifications to suit the unique nature of the package. The evaluation covers the following five aspects: (i) Pre-assessment and Post-assessment Exam, (ii) Content of the Course, (iii) Technicality and Accessibility, (iv) Overall Impression of the course and (v) Suitability.

In the second year of the research (i.e. in 2001), there were 17 students in the study. In addition to the questionnaire to solicit responses from students, classroom observations were carried out. Students were asked to conduct an oral presentation before and after using the package. Their presentations were video recorded. Comparisons were made between the two presentations of each student to find out if their oral presentation skills had improved.

Most students reported that the materials in the package were interesting, relevant to their needs and appropriate to their level. Apart from that, students were able to learn in their own pace, ability and time. This self-access learning mode is somehow related to the emerging pedagogy proposed by Voogt and Odenthal (1997) and Wijnen et al. (1999) and to the characteristics in the new trend of Education in the Information Superhighway suggested by Bates (2000). Other benefits and constraints on using the package will also be discussed so that other university language teachers are able to get a full view of the package if they want to use it in their courses.

5C.2 CACS: a Computer Aided Composition System for Controlled Chinese

Li Baoli, Yu Shiwen (Peking University, P.R.China)

Based on comprehensive investigation on contemporary Chinese, we put forward a Controlled Chinese specification, which consists of a lexicon, a set of rules, and a standardizing sentence base. As a subset of Chinese, Controlled Chinese has less ambiguity than natural Chinese. Computer could easily process texts written in such language. And the widespread of Controlled Chinese will be beneficial to Chinese standardization. In addition, Controlled Chinese could also be used in second language education. To help user learn and use the controlled Chinese, we have developed an authoring system, which is named Computer Aided Composition System for Controlled Chinese. CACS system could be regarded as a pre-edit system for a natural language processing system like Machine Translation. When user finishes inserting or modifying a sentence, a series of language processing procedures will be invoked. Firstly, the sentence is segmented and tagged with part of speech. A user-friendly interface is provided to facilitate user to confirm the processing result. Then, the system begins to disambiguate word sense for words with multi-senses, which is executed by interaction at present. In fact, the above tagging tasks are optional. When the system used in second language education, they should be prohibited. After these tagging, CACS system parses the sentence to check whether it is conformed to Controlled Chinese specification. If the parsing fails, the system will prompt one or several example sentences similar or related to the input sentence. User could then correct errors according to the examples. The results of processing are stored in XML-like files and contain all information collected during processing, such as part of speech, word sense, syntactic structure, and so on. Therefore, the texts processed by CACS system could be easily translated to other languages. And CACS system becomes a useful tool to bridge different languages for common Chinese. On the other hand, CACS system can also be used to assist foreigners to study Chinese. The lexicon and the standardizing sentence base are especially useful for learning Chinese.

Keywords: Natural Language Processing, Controlled Language, Controlled Chinese, Computer Aided Authoring

5C.3 Promoting IT: Whose Responsibility?

Ambigapathy Pandian (Universiti Sains Malaysia, Malaysia)

Educators all over the world are grappling with the challenges thrown up by a new wave of globalisation propelled by new information and communication technologies. Acquiring IT literacy knowledge and skills in today's sophisticated and globally dependent technological environments necessitates a paradigm shift in one's perception about the changing nature of educational services, work and daily living requirements. Globalisation and information technologies are transforming educational settings in Malaysia

too. Aiming to be a major player in the global sphere, Malaysia is currently advancing numerous action strategies that will develop a knowledge-based and IT society. Malaysia's IT Master Plan, Multimedia SuperCorridor (MSC) has identified Smart Schools as a major project for the education sector. This project brings various possibilities to enhance teaching and learning.

This paper highlights the major IT policies drawn by the Malaysian government and reports the findings of recent studies (2001) by the author that examine the IT practices among school and college students. Among the variables discussed in this paper include the students use of IT for academic, political and religious purposes, the role of school, as well as the home in promoting IT. The paper also highlights the role of universities in the education sector and building of collaborative activities and the formations of partnerships for promoting IT usage.

Friday, April 5, 2002

Parallel Sessions 6A   11:00 – 12:30

THEME: IT in Classroom Teaching (3)
MODERATOR: Soottiporn Chitmittrapap
ROOM: 601

6A.1 A Hybrid Learning Model for Designing Interactive Multimedia

Tsoi Mun Fie (Nanyang Technological University, Singapore)

The use of information and communication technologies in education can offer learners rich, diverse learning experiences especially in a learning environment that is hypermedia in nature. As such, it is essential that the process of methodological design and development of course materials whether they are to be delivered in form of a CD-ROM or the World Wide Web for promoting multimedia learning be guided by educational theory. This paper provides insights on a theoretical hybrid learning model for interactive multimedia design derived from the Piagetian learning cycle model and the Kolb's experiential learning model. The inquiry-based pupil-centred learning cycle represents an inductive application of information processing models of teaching and learning. Indeed, results from cognitive studies have revealed that the model that is closest to the way we learn is that of this learning cycle. For the experiential learning model, the central idea is that learning requires both a grasp or figurative representation of experiences and some transformation of that representation. Research studies on multimedia design have found this experiential learning model to be a useful framework for organizing interactive multimedia learning activities to address learning styles. Hence, an application of the pedagogical principles of the hybrid learning model in the form of instructional storyboarding and its implications for multimedia learning are illustrated and discussed.

Key-words: Multimedia learning, interactive multimedia design, learning cycle model, experiential learning model

6A.2 Computerized Test/Item Banking And Computerized Adaptive Testing for Teachers of Lecturers

Suphat Sukamolson (Chulalongkorn University, Thailand)

The main purposes of this paper are to overview the importance, principles and practices of computerized test and item banking and computerized

adaptive testing for any school teachers and university lecturers in the information technology age, and to give them some advice on how to use some computer programs for such purposes. The advantages, disadvantages, and possible solutions of both computerized test/item banking and computerized adaptive testing will be discussed. In addition, some useful and practical suggestions on how to establish a computerized test/item bank and a computerized adaptive testing system will be provided. Some computer programs written by the author namely ITB Pro, ITB Editor Pro and CCAT Pro will be demonstrated on how to set up, maintain and make use of a personal computerized test/item bank for teaching and testing purposes. The programs can install, edit, erase, and modify various types of tests and items of different subjects, and can, as well, generate new test forms automatically basing on a set of criteria given. To show the practicality and user-friendliness of the programs, some audiences will be invited to participate in the presentation. At the end of the talk, there will be a question and answer session for those who may want to share their ideas on the topics or any related issues.

6A.3 The Development of High Quality E-learning Courseware for Students in Higher Education: Empirical Findings from Chiang Mai University

Thanomporn Laohajaratsang (Chiang Mai University, Thailand)

In order to make the best use of e-Learning's power for learning, we need to address the barriers that frustrate learning in this new environment. One of the key areas identified in the report of the Web-Based Education Commission, (December 2000), as the basis for a set of actions was the development of high quality online educational content that meets the standards of educational excellence.

A great deal of attention has been focused recently on the use of Information and Communications Technology (ICT) in learning. In the last three years, the term e-Learning has really emerged and is being used to cover almost any technology-supported, learning initiative ranging from a text-based facilitated discussion to an interactive simulation exercise. This term is also used to refer to the delivery of content via electronic media including the Internet, intranet, extranets, sattelite broadcast, interactive TV, and CD-ROM. In this research paper, the scope of e-Learning will be limited to Internet-enabled learning in which information or content is designed using multimedia and interactive technology and delivered electronically over the Web through a university's intranet, or via CD-ROM.

Chiang Mai University's Systematic Approach Model (CMU-SAM) was used in the development of e-Learning courseware. Prior to the development of CMU-SAM model, several methods for developing e-Learning courseware were analyzed. The findings of this study led to the conclusion that the CMU-SAM development model is an efficient model for developing educationally stimulating, high quality, online content.

Parallel Sessions 6B   11: 00 – 12: 30

THEME: E-Learning Styles & Strategies
MODERATOR: Sui Sang Mok
ROOM: 503

6B.1 Designing a Course to use the Web as a Cognitive Tool

Siowck-Lee Gan (Internationai College Malaysia, Malaysia)

This paper reports the findings of a study that examines how the content of an undergraduate course was designed and developed with the view of using the Web as a cognitive tool rather than just a delivery medium. Compared with the traditional mode of teaching and learning which is teacher-focused, the Web-based approach adopted in this course is more learner-centered, a paradigm shift in the teaching-learning process. The development of the course content will be discussed, with specific reference to relevant aspects of staff training in Web-based instruction. The various features incorporated in the design of the course and the pedagogical approaches adopted to use the Web as a cognitive tool will be highlighted. Data collected from the tracking of students? performance and their evaluation of the course content and instruction will be reported and discussed to support the proposed model of using the Web as a cognitive tool rather than a mere delivery medium.

6B.2 A Linguistic Analysis of Tour-Guide Writings Translated into English : Romanization, Grammaticality, Vocabulary, Message, and Style.

Byung-Bin Im (Kongju National University, R. O. Korea)

This study is to suggest a new perspective of observing tour-guide writings translated into English over the nationwide cultural properties. The present tour-guide writings seem to have maintained a lot of linguistic mistakes and errors. So it is necessary for us to investigate the current realities of tour-guide writings.

In this paper six writings, randomly sampled from the Paekche cultural properties, are analyzed by the linguistic criteria: romanization; grammaticality; orthography; punctuation; style and vocabulary; etc. The results of the analysis indicate that trivial or sometimes grave errors have frequently appeared in those writings. Thus a systematic planning and

administration should be executed to correct erroneous expressions as well as misguided representations in those English translations.

6B.3 E-learning on campus and strategies to promote its environment-with respect to the case of Kyongju University

Hyunju Jeung, Sunhyung Park (Kyongju University, R.O.Korea)

Internet is spreading fast in our lives. It seems a mirror image of the current educational environment. Internet may be characterized by its potential power such as 'individualization' and 'globalization'. These characteristics may bring about our approach to 'information management' and 'knowledge management', which are regarded as a best solution for this knowledge-based society. The current research aims to better understanding of e-learning and its reality on campus and so find solutions to improve its environement, focusing on the case of Kyongju university. To do this, the concept of e-learning has been clarified with respect to the knowledge management. Its practicality, then, has been examined through the review of home pages of Kyongju university and related web-sites on the campus and a survey on the use of Internet to the undergraduate students. The results indicate that e-learning on the campus is adopted at the preliminary document storage level of knowledge management. A number of suggestions are made to innovate on the current approach to e-learning on campus.

Parallel Sessions 6C	11:00 – 12:30

THEME:	Collaborative Writings
MODERATOR:	Baoli Li
ROOM:	504

6C.1 Student Interaction through Bulletin and Discussion

Richard Watson Todd (King Mongkut's University of Technology, Thailand)

This paper reports on a project in which students from universities in Australia, China, Japan and Thailand communicated through bulletin boards and e-mail discussion lists. In total, 76 students from 5 classes participated. At the start of the project, it was intuitively felt that some kind of progression of difficulty existed in these two communication media, with bulletin boards being easier to use than discussion lists. This paper examines the discourse produced by students in both media to investigate whether these intuitive feelings were true, and to analyze the extent and types of interaction in the media. The students' contributions in each medium were collected and

provide the data for the analysis. Although 76 students contributed to the bulletin boards, the numbers dropped off for the discussion lists as term times in the four countries involved did not coincide. Because of this, I will restrict the data analysis to those students who contributed at least twice in each medium. The data analysis examines the length of contributions, syntactic complexity of contributions, and cohesion and coherence links between messages. It was found that, in terms of total number of words per student and number of words in each message, there was a progression from bulletin boards to discussion lists. There was also a similar though less marked progression in syntactic complexity. Regarding cohesion between messages, students tended to link to the initial teacher messages very strongly in their contributions to the bulletin boards and less strongly in their messages to the discussion lists. A similar pattern was also found for propositional coherence. Both media produced a one-to-many pattern of interaction whereby most student messages replied directly to the initial teacher messages and there was little student-to-student interaction. The general lack of student-to-student direct communication in both media is a cause for concern, since it resulted in low levels of student initiation and few links following on from student contributions. Suggestions for how to solve this problem are given.

6C.2 Putting an "Old" Skill to "New" use in an EFL Writing Class

Monica van Heerden (Da Yeh University, Taiwan)

Leading a meaningful life – accepting challenges in the vast spectrum of our world means we have to continuously reinvent ourselves (Taylor 1985). This also means we have to rethink and reinvent the use of existing skills and knowledge. "Old" skills have to be put to new use. Consequently, it has become necessary to reconsider the purpose of writing as well. The main aim of writing has always been to communicate. Even the writers in Mesopotamia wanted to send a message via the tokens on their clay tablets when the first form of writing originated in 3300 BC. Not every person then knew how to decipher the tokens and interpret meanings. It was a skill that had to be learnt. Writing continues to be a skill to be learnt; however, writers and readers now have to become familiar with many different genres in order to create and interpret text in meaningful ways (Farrell 2001, Miller, Larsen and Gaitens 1996).

In this paper it will be argued that the basic function of writing remains that of being a tool and the basic purpose of writing remains to be communication. On the other hand, the challenges created by new communication media force writers to reinvent the use of the existing "old" skill of writing. Writers need to know how to manipulate words "and other textual signs, like computer icons," (Castells 1996), in order to construct texts. It will also be pointed out that in communication situations writers should not only be skilled in using communication technologies, but also need to control the language practices called for in handling the subtleties of social technologies

(Farrell 2001). The paper will also reflect on the significance of the reading/writing encounter enabling writers to turn into successful readers and vice versa, in order to create meaning.

Various questions confront educators if they want to facilitate meaningful teaching and learning in a writing classroom, and guide students to become independent thinkers and actors. At least three of these questions are: what is the task of the writing teacher in a 21st century writing classroom? What is the role of writing as a tool of communication in an increasingly IT dominated world in different fields of knowledge? And, finally, how can writers become sufficiently skilled to cope with the composing demands of the day?

The writer will show how writing as a meaning-making process was approached in a writing class for Mechanical Engineering graduate students in an EFL environment in Taiwan, to raise their awareness of the links between writing and reading and by inference, creating meaning. The paper will also refer to the value of the use of Internet models to enhance students' composing skills, and finally, attempt to indicate what measure of success was achieved.

6C.3 The dynamics of electronic mail as a communication medium

Hadina Habil, Shameem Rafik-Galea (UPM, Malaysia)

Written e-mail communication carries a notion that it represents written medium. As such, there are those who expect e-mail communication to follow writing conventions. However, with the increased use of computer-mediated communication (CMC), e-mail written communication has now assumed a new role in that it resembles the spoken discourse and informality in writing is more accepted. At the same time computer technology has given the composing process a new dimension because writing is made easier and faster but with e-mail communication formal writing conventions flies out of the window! On the other hand people are encouraged to write using "correct language" and convention. The composed e-mail messages convey different meanings and evokes a variety of emotions depending on who the writer is and the perception of the receiver through the spoken-written mode. Thus any e-mail message could be confusing.

This paper presents findings of an ongoing research on electronic mail communication in organizations. It will discuss instances of the email messages being 'formal' or 'conversational', what are the factors that differentiate them, how and when are they used and implied meanings attached to them. An awareness of the factors that determine the choice of language style would enable email users to make informed choices of the spoken or written medium when writing email. Implications for classroom instruction will also be discussed.

Parallel Sessions 7A   14:00 – 15:30

THEME: Contexts of IT Use in Universities
MODERATOR: Orasa Tetiwat
ROOM: 503

7A.1 Challenges of IT in Teaching and Learning in the Built Environment: Experiences of the School of Housing, Building and Planning,Universiti Sains Malaysia, Penang

Nurwati Badarulzaman, A. Ghafar Ahmad, Ahmad Sanusi Hassan

The initial phases of Information Technology (IT) utilization in teaching and learning in the built environment at the School of Housing, Building and Planning, Universiti Sains Malaysia, Penang had begun in the late 1970s where students were required to be proficient in computer programming using Fortran, word-processing and computer-aided design (CAD). Two decades later the level of IT utilization amongst lecturers and students of the School has shown a significant progress with IT being used widely in the teaching and learning of courses in the built environment including architecture, building technology, urban planning, interior design, project management and quantity survey. With the advent of Information Technology and the support from the University, the School managed to acquire its own server and introduced user-friendly web-based learning in 1998. This has subsequently led to the School being honored with the Quality Awards by the University in 1999. Each lecturer at the School had been given the opportunity to create, publish and maintain his/her own websites for the dissemination of knowledge, whilst at the same time receiving students_ assignments, projects and reports submitted through the respective websites. Apart from the web-based learning, IT is also integrated into teaching and learning through the use of databases, GIS (Geographic Information System), electronic spreadsheets, CAD and building animation, graphic and statistical software packages in selected courses including studio-based projects. Despite the steady progress of IT in teaching and learning in the built environment, the School faces several challenges, particularly in terms of upgrading info-structure and computer facilities for the students, restructuring course syllabus in tune with the IT requirements, incorporating the latest computer applications in students' projects and assignments, as well as maintaining the level of IT interests and computing skills amongst lecturers, technicians and students. This paper discusses several key issues and challenges faced by the School of Housing, Building and Planning, Universiti Sains Malaysia in utilizing IT in the teaching and learning in the built environment. The paper also highlights the School's visions and aspirations regarding the level of IT utilization in the near future. Students' perceptions and expectations of IT utilization are also solicited from a recent survey conducted by the authors in order to capture an overall view of IT

utilization at the School. Findings from the survey would serve as an important input towards supporting and strengthening the level of IT utilization at the School.

Keywords: **IT utilization, teaching, learning, built environment**

Parallel Sessions 7A   14:00 – 15:30

THEME: Contexts of IT Use in Universities
MODERATOR: Kanlaya Krongkaew
ROOM: 504

7A.2 Web-based Tool for Legal Study

Udom Silparcha (Pathumwan Institute of Technology, Thailand)

There are two main legal systems, civil law and common law. The main difference between the two legal systems is that civil law system relies mainly on written codes and legislation, while common law system does not. Examples of countries that practice common law are most commonwealth countries and the United States of America. On the other hand, examples of countries that use the civil law system include Thailand, Japan, and Germany.

In general, Law students learn their ropes by reading various Codes, legislations, and countless number of cases. However, success will not be achieved through only the readings. The process of making a good lawyer from a law student, apart from typical study works as in other disciplines, requires constant practices in analyzing legal cases. Forming up a peer group, picking up an interesting legal case, and practicing legal arguments are commonly done among law students. Such practices allow them to apply various elements in the Codes and legislations that they have read to different cases.

The methods of legal studies are slightly different between the two legal systems. Common law students intend to extract legal reasons from the courts' decisions on past cases that have been brought into the courts, then practice legal arguments on other cases by applying such reasons. On the other hand, civil law students read not only the pre-written Codes and legislation, but also the past cases brought to the courts, especially the Supreme Court (or Thailand's Dika Court). They practice legal arguments by decomposing each case into a number of points to concern. Then apply the appropriate codes to each concern. It is also common that law students often look at the past cases in the Supreme Court, re-analyze the cases, and finalize their conclusions which sometimes are different from what had been decided by the Supreme court.

Internet and its services, especially the WWW, allows long distance communications with relatively low expenses. The use of Internet technology in legal education adds a very interesting flavor to it. This alternative allows students to easily work together over the Internet. By forming up appropriate tools, students can practice legal arguments without any geographical barrier.

This paper reviews the attempts that have been done to use the Internet in legal study. We also propose a model that utilizes the Internet in civil law system legal study in Thailand.

The proposed model involves the use of the WWW as the means for communication among students. In this primary study, textual messages are entered by the students who are arguing on the provided case. Embedded in the given study case are hidden tags used for determining the scores for which arguments each students state. At the end of the process, the case is concluded with the majority agreement and the overall group scores are calculated based on the preset criteria. Each student is reported individual scores earned during the process. The study finds that this technique will encourage law students to utilize the knowledge obtain from reading the Codes, legislations, and court decisions, which will prepare them to become a good lawyer, attorney, or judge.

Poster Sessions

P1. Interactive Web-based Exercises With The Problem-based Learning For Chinese Engineering Students Using English As Teaching Medium

Cheng K.W.E, Cheung S.C. (Hong Kong University of Polytechnic, Hong Kong S.A.R.)

Problem-based learning (PBL) is now a popular method for learning and teaching. The merit of this approach is that students can learn by a set of the procedures or mechanism together with their hard work to research for information and trial. This method is especially useful as the information is so easily to be assessed through the Internet. In Hong Kong, Chinese students have to learn engineering subjects using English as a medium. It therefore results in many problems because of the language restriction. An interactive web-based exercise software is developed for helping the students in this respect. The software is written by JSP. Users do not need to have experience in html. All the questions can be input to a database (Assess) which can be transformed into web-based exercise automatically. Problem-based information can also made available in the software for students for read. The explanation of each question can also be added to help students to understand the answer.

The exercise can be output into multiple choices, true-and false and fill-in-the blank. The exercise software allows teachers to have full-control on what the format of the explanation or answer to be displayed that can also force students to try harder before an answer is shown. For example, the answer/explanation can only displayed when the students answer it correctly. The exercise can also be used as a web-based quiz. The score that the students obtained can be automatically calculated and entered into a database. Security check on the students' ID can also be implemented with the software. The software is now being used in the university and the survey found that the software is very useful for both learning and teaching.

P2. Development Of A Multilingual Web-based Teaching And Learning Software For Engineering Students

Cheng K.W.E, Cheung T.K. (Hong Kong University of Polytechnic, Hong Kong S.A.R.)

A software package is developed especially for engineering students. The software aims to improve the language skill of the students who are Chinese

origin but the learning medium is English. The paper first discusses the common English mistakes for the students and how the new software package can help them. The software developed consists of many functions to help both students and teachers. The software provides basic web-based lecture materials and animations. It also provides a scan-dictionary. Its function is much better than web-based dictionary. It can give pronunciation in English and Mandarin and Cantonese; explanation in English and Chinese. The database consists over 50,0000 words which cover general English and Engineering jargons. The software also provides chat room, diary, student monitoring system and engineering graphic tools. It also consists of search engine, html generator and spell-checking and oral form of lectures. htnl generates is very useful for converting some text into html for the posting in a web-page in a customized format. The student monitoring system is especially useful to look at the diary of the students and understand their learning progress, so that the teacher can offer help to some weak students.

The software is written by a number of computing languages. It is initially used for electrical engineering in the universities. The software can also be used in many other disciplines because they format is very general and user friendly. The questionnaires collected from the students also say that the developed software is very useful for the teaching and learning. This software is now being used in the Hong Kong Polytechnic University. The web-site is http://eelearning.polyu.edu.hk

P3. Examination of a Converter from Word2000 to HTML 4.0 for Engineering Teaching

Cheng K.W.E, Wu G. (Hong Kong University of Polytechnic, Hong Kong S.A.R.)

This paper analyses the format of the word-processing methods of Word 2000 and HTML4.0. Based on this analysis, a converter is proposed for the conversion of Word 2000 to HTML4.0 formats. The background of this work is that many documents in many institutions based on a comparison of these formats for delivering lectures in traditional classes since 1995, whereas HTML is a standard multimedia presentation format of the WWW. Nowadays, the use of Internet in teaching is getting popular and always becomes part of the duty of many professors. Although there are many differences between the two formats, expectations of extending traditional classes by use of Internet are getting higher. The conversion from Word-to-html although is a built-in functions of the word 20000. However, it suffer from a lot of problems including the format has been changed significantly from the word format and the pictures are misplaced. If the lecture notes are generated from different professors, the transformed format will all be different and it makes the web site becomes very unorganized. Also, the engineering requirement of the web-based lecture is not that simple for the conversion directly from Word to html. The purpose of this study is to examine the format of these two methods. A converter is developed to tackle this problem. The resultant html can therefore become unified and tidy. A

style file/macro can also be used to describe the required html format and supersedes the original Word 2000 format. The conversion from MS word to HTML is briefly described as follows: First, MS word document contents are taken apart to some paragraphs. The paragraphs are corresponding to the word objects, such as, Heading, List, and body text etc. In the conversion mechanism, all paragraphs are categorized and based on MS word object hierarchy, for example, a paragraph named 'body text' could consist of character objects, hyperlink objects, bookmark objects etc. Second, each mono-media paragraph, like picture or program, is converted to HTML, CSS and JavaScript. For special paragraph layouts, the pointed CSS features should be set in CSS in order to get united output layout in HTML. Third, text paragraphs are divided into words. Each word is taken apart to characters further, and each character is converted to character that can be identified by HTML. Meanwhile each word style is converted to CSS name. And then, all converted contents are bound as an HTML file. The rules to convert each object from word to HTML will be described in the full paper. The proposed converter has been found very useful in the engineering teaching. It means existing lectures with word format can be edited and reused more conveniently in WWW.

P4. Development Of A Distance Ma Degree In Teaching English As A Second Language

Mary Albanese (TESOL DEGREE, England)

As English becomes more and more accepted as a global language, increasing numbers of people are learning English as a Second Language (ESL). More and more businesses globally are conducting their transactions in English, while teachers in the English speaking world are finding that the numbers of ESL students in their classrooms are increasing, and at all age levels. Grabe and Kaplan (1996) note that the number of people globally who are studying English as a second language probably now exceeds the number of people studying English as a first language, while Leki (1992) estimates that there are 1.4 billion people world-wide learning English as a second language. Such a massive growth in the use of English as a Second Language demands an increasingly greater number of teachers with ESL training. However, professional obligations may make it difficult for those who require such training to attend conventional classes. To address the educational needs of ESL professionals and prospective ESL professionals, I have developed a TESL (Teaching English as a Second Language) master's program through correspondence study in conjunction with Columbia Commonwealth University (www.ccwu.edu). This program is designed for motivated, mature individuals who already posses teaching experience but wish to acquire specialized training in ESL. Participants in the program complete course work (through e-mail correspondence or regular mail correspondence) in ESL topics such as second language acquisition theory, English grammar for the ESL professional, classroom dynamics, professional procedures in TESL, and the various skills (listening, speaking, reading, and writing) involved with

language learning and teaching. Participants also participate in laboratory courses which include curriculum design, teaching observation, supervised student teaching, and case study research on the needs of ESL student populations. A thesis option is also available for student who already have extensive ESL teaching experience but are more interested in research. Thus, through correspondence study, participants can gain mastery of the specialist's knowledge of TESL, as well as gain practical working experience to guide and inform their careers and teaching practices.

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Leki, I., 1992. *Understanding ESL Writers.* Boynton/Cook Publishers, Heinemann Press, Portsmouth, New Hampshire.

P5. From Easynews to Cybermall - Using a Range of Online and Multimedia Resources in the English Language Classroom

Marion Simmelmann (Adult Multicultural Education Services, Australia)

This session demonstrates Easynews, an online weekly collection of specially prepared news items and language learning tasks based on Australia's Special Broadcasting Service. Content is divided into Easynews Australia and Easynews World, each with three levels of difficulty. Users can combine listening, reading and doing a task as required, with opportunities to share their opinions as well.

Easynews addresses these issues. It is based on news items specially prepared by professional news staff from Australia's Special Broadcasting Service, who work with language teachers to create a collection of weekly learning tasks. Some tasks focus on Australia, other on world news. Users can choose to read the transcript of the news items, which are read by professional newsreaders Sound files are specially prepared to make downloading easier, and users can choose to store files locally if they wish.

Cybermall

It is intended that the activities on the CD Rom and the worksheets be used as a resource to support broader training programs as well for the development of literacy, language and communication skills. It is instructional and interactive. It's scenarios place the learner in a customer service role in a retail music store, a café or an auto store.

P6. "GO EAST": An ICT Initiative Aiming for Increased Cooperation within the Field of East and Southeast Asian Studies at Swedish Universities

Johan Lagerkvist (Lund University, Sweden)

This talk will elaborate on the issues regarding the use of ICT in stimulating research, education and knowledge within a certain field of research in one particular country: East and Southeast Asian studies in Sweden. By presenting the points of departure of a new Swedish nationwide academic website called GO EAST, now being developed at Lund University, and describing the background and motives for the launching of this website project, the author wishes to contribute to a discussion on the positive use of ICT in universities.

THE "GO EAST" WEBSITE

This website is to a certain extent aligned with the ideas presented regarding "Asian Studies" education and research in Sweden's 1999 government policy document "Our future with Asia: Proposal for a Swedish Asia strategy". One exception is that GO EAST will specifically focus on the social and human sciences. The points of departure and purpose of the Centre's launching of the website can broadly be defined as: stimulate and increase cooperation among Swedish universities and institutes of higher learning within the field of East Asian Studies, (and in the process jointly develop contacts between Swedish universities and Asian universities); facilitating closer contacts between the humanities and social sciences and different sectors of Swedish society; be the virtual guide to today's and tomorrow's research on East and Southeast Asia in Sweden. Thereby targeting researchers, students and to some extent businesses interested in the countries and societies of East and Southeast Asia.

BREAKING DOWN BARRIERS BETWEEN AND WITHIN UNIVERSITIES

By creating a virtual network of contact persons at various universities, all contributing with news, texts and comments on a range of issues, the GO EAST
website opens up for a new way of "virtual" university-to-university administration and cooperation. This will facilitate increased cooperation between different universities and meetings also in the physical world. But one of the most rewarding results may come from the breaking down of barriers between different academic disciplines, thereby facilitating a in many ways needed multi-disciplinary approach to scientific endeavours.

COOPERATION ACROSS CULTURAL BORDERS

In a future where education and research will be even more internationalized than today, one of the most important tasks for universities is to increase cooperation and contacts between universities belonging to different cultures. It is easy to envisage a future in which the most successfull research teams will be global and local in their outlook, and consisting of members from many countries. But such a process will be much dependent on national government policies as well as the capacity and will of national university

administrations to work across cultural borders. Thus, positively and sincerely addressing the issue of intercultural relations is becoming more urgent day by day.

P7. Using a Web-Based Collaborative Tool in the Teaching of a Multi-Institutional Computer Ethics Course

Joe Griffin (University of Limerick, Ireland)

This paper will focus on the use of a commercially available collaborative learning management tool (CLMT), Blackboard and how it has been used to enhance the teaching of professional issues at the University of Limerick in Ireland, a senior ethics course given at Sacred Heart University in the USA and a course on professional context at De Montfort University in England.

The Blackboard system comprises an integrated set of tools: publishing tools that allow the course instructor to publish teaching materials, communication tools such as discussion boards, chat rooms and whiteboards to allow for asynchronous or synchronous student/student & instructor/student communication and statistical tools to gather data on student activity in the different functional areas of the CLMT.

Professional Issues in Software Engineering (PISE) is a final year undergraduate module for computer science students that focuses on the legal, ethical and social aspects of computing. Computer Ethics: Society and Technology (CEST) was developed to teach students about the social forces that influence the design and use of computer and information systems. The Professional Context of ICT seek to enable students to articulate the role of the ICT professional from a social, ethical, political, economic and organisational perspective.

This paper gives details of the various different facilities offered by Blackboard, some of the ways in which the tools are used to enhance learning and critical thinking and some reflections on the strengths and weaknesses of the tool. A prospective design and implementation of an international collaboration between the three classes will be explained along with the objectives and outcomes reached using this tool. Proposals for further multi-cultural collaborative project between universities teaching from a western philosophical tradition and those from the Asian traditions will be put forward.

P8. Cross Cultural Patterns of Internet Use: Developing a Comparative Methodology

Brian Shoesmith and Mark Balnaves

The Internet is a complex system that is widely and popularly used increasingly in Asian universities. There is an assumption that large sums of money must be spent in order to keep the burgeoning Asian university system. However, there appears to be little accurate, *predictive*, information about why students choose to access the Internet, how they use it and to what ends. By contrast there is a plethora of anecdotal and *descriptive* material. The purpose of this paper is to outline the methodological steps taken to address the lack of baseline and predictive information.

The methodology we are developing has as its base sampling of key informants from:

> • government (eg cyberlaw practitioners);
>
> • education (a small probability sample of prospective and 3rd year students);
>
> • employees (a small probability sample of employees from an IBM, replicating Hofstede's sampling and review processes).

This ethnographic approach is augmented by (i) complex cross and intercultural communication theory that is integrated with (ii) complex geo-demographic software and analysis that takes into account social and cultural characteristics and which generates easy to use profiles that can assist with decision-making on the uptake of the internet (and where grouping for creative or business activities are likely to develop in specific geographic and demographic locations). The application of the methodology has wide repercussions for university decision makers who can use the data in planning the provision of new media services in education. Finally, the material also contributes to the formation of a communication census that when complete will provide users with comprehensive data on communication patterns including networks, take-up, roll-out and consumption that allows the educational dimension to be placed in the broader context.

Special Lunchtime Symposium

April 3, 2002, 13:00 – 13:30, Room 601

IT for Empowering the Chulalongkorn Community through Website Directory

Chanchai Chaisukkosol (Chulalongkorn University, Thailand)

This article aims at proposing an application of information technology to be an option in empowering a process of the Chulalongkorn community building. Chulalongkorn, presently, can be characterized as the institute which has no power, no friend, and no direction. A major problem of this problematic situation is the insufficient communication in linking the complex picture of Chulalongkorn both among people in the community and the public. Generally, the existing panel in communicating within the university comprises only, 1) the seminar forum; 2) the internal printed matters; and 3) through other kinds of media. These mechanisms are not enough for developing the mutual understanding among people in Chulalongkorn community because people cannot access them conveniently with status of "mass source." Moreover, we should not perceive people related with Chulalongkorn as a homogenous group since they are in fact heterogeneous. They are different both in term of attitude and life style. Thus, in order to understand the complex picture of Chulalongkorn, these difference must be taken into consideration.

In order to propose an alternative solution to these problems, two functions need to be considered: 1) enhancing the "open-space" for the diversity among members of Chulalongkorn to reveal itself; 2) developing the "space" of two-way communication which can be accessed easily. This article proposes to use "website" and "webboard" in promoting both spaces. Using these paths to create "the Chulalongkorn Community Website Directory", can be used as the initial stage in searching for any topic concerning Chulalongkorn. This directory encourages the different characteristic of Chulalongkorn community in form of the linking junction of the various types of websites created by Chulalongkorn's people. The crucial point of the linking junction concerns the website category which should be issue-based classification, not faculty's structure-based criteria. Furthermore, in this directory, there are spaces which can be defined as the way to promote the community building processes, both among the people within Chulalongkorn and between them and the public.

Keyword: Chulalongkorn, common, community, communication, space, diversity, website, webboard.

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