

Waseda University Presentations

Presentation (1)

Thu 20 November 13:30-14:30

Ono Auditorium

On Demand Lecture Circulation by FOLC and Quality Assurance by ACPA in WASEDA University Group

Takashi Sakamoto

President, Tokyo Future University

Professor Emeritus, Tokyo Institute of Technology

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President, NPO Forum for On Demand Lecture Circulation

President, NPO Accreditation Council for Practical Abilities

President, Japan Association for Promotion of Educational Technology

The trends of higher education have been obvious with mobility beyond borders, as e-Learning has been common, under the influence of globalization and informatization of the society. Although the gap issues of academic achievement and education skills are concerned among universities, the Asian universities market has been the penetration aims for leading universities of advanced countries with the rapidly increasing needs of the acceptor sides.

The background of e-Learning achievement is to utilize accumulation of human wisdom for human resources development. Among other foreign countries, repositories of education courses and educational materials are maintained and are being done mutual exploitation as shared resources for participating institutions. FOLC (NPO Forum for On-demand Lecture Circulation) has been providing the education courses and starting utilizing the education courses among the participating institutions under the academic-industrial collaboration in Japan as well. Also, CCDL (Cross-Cultural Distance Learning) is one of the venture to expand this system to Asian countries and has been developing cross-cultural understanding and global literacy.

It is a significant matter to assure the quality of variant education courses, providing institutions, and achievement evaluations in students. ACPA (NPO Accreditation Council for Practical Abilities) has been working towards the skill standard matrix development of IT, Business, and English based on the research development. The institution has been offering the education courses evaluation, accreditation, and accreditation of the affiliation institutions.

Presentation (2)

Thu 20 November 14:30-15:30

Ono Auditorium

Computer-Assisted Chinese Language Learning Systems at Waseda University

Da Yang, Faculty of Letters, Arts and Sciences, Waseda University

Haruka Murata, Faculty of Letters, Arts and Sciences, Waseda University

Liu Song, Global Information and Telecommunication Institute, Waseda University

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Due largely to China's recent advancement as a leading country for trade, the number of people learning Chinese Language has dramatically increased. At Waseda University, about 30,000 students study Chinese Language as a second foreign language, for example. On the other hand, the rapid development of ICT has made it possible to build a new learning paradigm; CALL (Computer Assisted Language Learning). We here introduce

several activities on developing Chinese Language Learning Systems and lectures based on these CALL systems at Waseda University.

In 2002, the Department of Letters, Arts and Science started a CD-Rom based Chinese Language Learning System (Dig) that focuses on listening drills and shows its effectiveness in large classroom environment.

Based on these experiences, we have developed a web-based (On-Demand) version of Dig, through which students are able to conduct self-learning via the Internet anytime and anywhere. Learning materials for web-based Dig include multimedia such as video, animation, voice and text clip which are synchronized and displayed like TV program through web-browsers. A mark-up Language: LML has newly been developed to easily handle these multimedia-based materials.

Finally, we have developed mobile-based Chinese Language Learning System: mobile-based Dig., considering that mobile phone services with flat charge have been getting so popular among young people in Japan. One of key technologies in this mobile-based Dig is a display method of Chinese Fonts. Another key is a software agent: Virtual Assistant which assists learners to communicate with instructors and give them hints for effective self-learning with keeping high motivation for mastering Chinese Language.

The system has been carefully evaluated from the various points of views and has shown that it's really effective in learning Chinese Language.

Presentation (3)

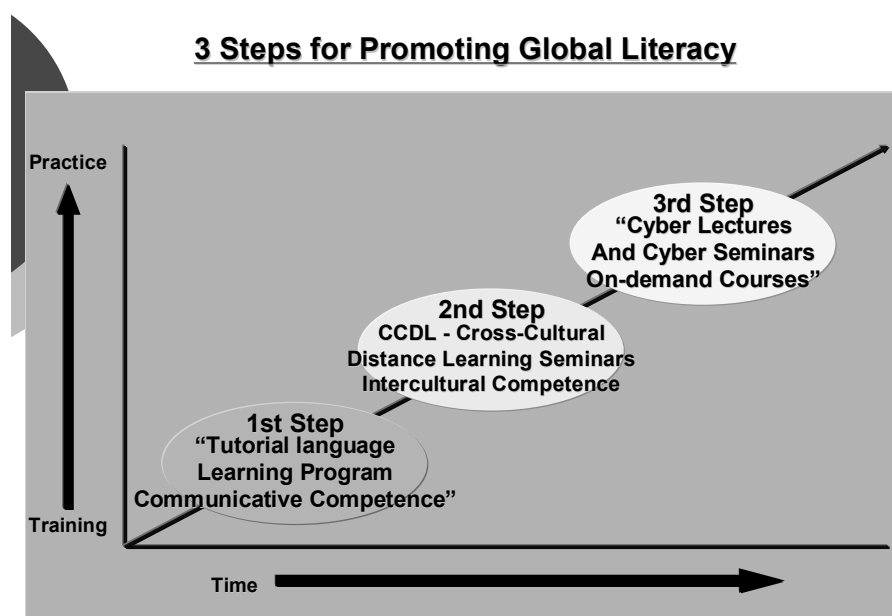
Thu 20 November 14:40-15:50

B104, Okuma Tower

World Englishes and Miscommunications

Michiko Nakano, Director, Distance Learning Center, Waseda University

Waseda University has developed the three-stage English Language Education since 1997, shown in the following diagram. The cyber course, "World Englishes and Miscommunications," is at the third stage of our educational program.



In the first step, by reviewing and stabilizing what they have learned in high schools, their passive knowledge relating to communicative competence is turned into active knowledge so that they can develop oral communicative competence. This first stage adopts a hybrid method of ICT-based instruction, automatic scoring with face-to-face training of oral English. In order to reduce a learner's speech anxiety, one tutor teaches only four students. In the second step, our students are engaged in Cross-Cultural Distance Learning in which they communicate in English with oversea students in Asia. At the third stage, our students are given multi-point cyber sessions. We have run four such courses: World Englishes and Miscommunications, Co-existence in Asia, Free

Trade Agreements, and Possibilities of East Asian Union. These cyber seminars utilize our Learning Management System called CourseN@vi. All the participating professors record their lectures in our studios. Their Power Point slides and lectures are synchronized in our system, along with some supplementary materials.

We can demonstrate how our cyber seminar is carried out in Okuma Tower on the 20th of November, 2008. In this cyber course, the participating professors are asked to lecture each variety of English in Asia in terms of phonological, syntactic, semantic, and pragmatic features. Their lectures are videotaped and implemented as on-demand Internet lectures in which Power Point Slides and streaming videos are synchronized. The highlight of this course is 5 up to 10 live sessions in the second semester, using multi-point video conferencing system. We have 14 universities in Asia participating in the collaborative cyber sessions. Describing and scrutinizing the 9 varieties of English in Asia in terms of mutual intelligibility, comprehensibility, and interpretability, we explore the following five broad questions about the roles of English in our contemporary society:

- 1 Whether basic concepts in World Englishes or Asian Englishes are acceptable and appropriate in view of Standard English.
- 2 Does our localized variety of English impede our communication with native speakers?
- 3 Is a localized variety of English use stigmatized?
- 4 Which do we support, English as an International Language (Smith:1976), English as a Lingua Franca (Jenkins, 2000, & 2005 and Seidlehofer, 2004) or 'Glocal English'(Pakir:1996)?
- 5 Is it possible to standardize Englishes spoken in East Asia or more widely in Asia?

The participating students approach these questions by examining answers to them provided by the following lecturers.

Part 1 Theoretical Background:

| | |
|---------------------|--|
| Prof Michiko Nakano | Introduction |
| Dr Larry Smith | English as an International Language (1) |
| Dr Anne Pakir | Direction for English Language Education |
| Dr Jennifer Jenkins | English as a Lingua Franca |
| Dr David Block | Identity in the second language learning research |
| Dr Claire Kramsch | When you speak a foreign language, are you a different person? |
| Dr Anne Pakir | English as a glocal language |
| Dr Larry Smith | English is an Asian Language |

Part 2 Singapore/Malay/ Philippine English

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|----------------------------------|--------------------|
| Dr Anne Pakir and Dr Low Ee Ling | Singapore English |
| Dr Azirah Hashim | Malay English |
| Dr Danilo T. Dayag | Philippine English |

Part 3 India/Thai English

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|-----------------------------|-------------------|
| Dr Tej K. Bhatia | India English (1) |
| Dr Ravinder Gargesh | India English (2) |
| Dr Sudaporn Luksaneeyanawin | Thai English |

Part 4 China/Hong Kong/ Taiwan English

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|------------------------------------|-------------------|
| Dr Tony T. N. Hung | Hong Kong English |
| Prof Xiong Xueliang | China English |
| Prof Andy Leung and Prof David Dai | Taiwan English |

Part 5 Korea/Japan/Iraqi English

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|--------------------------------------|-------------------|
| Dr Kyung-ja Park and Dr Hikyoung Lee | Korea English |
| Dr Kyutae Jung | Korea English |
| Prof Yoji Tanabe | Japan English (1) |
| Dr Michiko Nakano et al. | Japan English (2) |
| Dr Abdullatif Al-Jumaily | Iraqi English |