

# Student Attitudes on SchMOOze in English Learning: A Case Study

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This paper presents a study on the use of the virtual SchMOOze University, to enhance the learning of intermediate or advanced students of English at university level. After using the SchMOOze website, a questionnaire on student attitudes about language learning in relation to SchMOOze was administered at the end of each semester. The questionnaire contained 11 statements about which students were asked to indicate their opinions using a five-point Likert scale. There were also two open-ended questions. The positive results of the survey indicate that incorporating the virtual SchMOOze University in their English classrooms is well worth the effort for English language teachers.

**Keywords:** [computer-mediated communication/task-based work/Internet-based instruction/컴퓨터매개의사소통/과제중심웁/인터넷기반교수법]

## 1. Introduction

The advent of Internet technologies has prompted foreign language teachers to explore the possibilities offered by the electronic networking tool since the 1980s. Some studies of Internet-based instruction on achievement have also shown that the use of Internet network activities enhances learners' language skills (Beauvois, 1992; Chun, 1994; Kern, 1995; Salaberry, 1996; Warschauer, 1996). Using the Internet as an educational medium offers various innovative ways of engaging students in language acquisition. Students not only can surf reading materials using Web browsers but can also interact with foreign language speakers around the world via online communication such as e-mail exchanges,

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newsgroups, mailing lists, and chatrooms.

The more importantly, the Internet also creates a student-centered learning environment in which students receive input through online readings and produce out via the Computer -Mediated Communication (CMC) in the target language (Lafford & Lafford, 1997; Nunan, 1988). When learners are increasingly exposed to the target language via real-time communication, they get more involved in the learning process (Lee & VanPatten, 1995; Nunan, 1988) and learn the language effectively.

Yet, the use of the Internet in language classroom still presents challenges to many of instructors in the teaching mode. Foreign language teachers are most interested in learning how to integrate the Internet into their teaching to assist students to enhance their language skills. Among the Internet web sites, MOO provides a unique opportunity for students to be aware in linguistic structures and culture simultaneously. SchMOOze University, one of Educational MOOs, can be used in language classroom for students studying English as a foreign/second language.

This article explores the student attitudes on a synchronous, real-time network provided by SchMOOze web site. The following section presents an overview of CMC, especially real-time communication, for foreign language teaching and learning including its theoretical background. The next section describes in detail an integrated method of using SchMOOze to develop students' language skills in an English course at the university level. This section also discusses students' responses from a survey and gives suggestions for future improvement.

This study based on the application of a webpage may provide English language teachers with insights into pursuing practical ways to use the Internet.

## 2. Literature Review

### 2.1 CMC

Recently the use of CMC for foreign language instruction has received more attention as a teaching tool. Some studies suggest that the electronic communication in the foreign language bring about positive results to language learners (Brandl, 2002; Kern, 1995; Lee, 1998). Beauvois (1992) demonstrated improvements in students' language skills as well as a change in their attitude toward language learning in the classroom. The use of computers tends to be regarded as promoting independent learning in the age of the communicative approach.

The communication may be either asynchronous, in the form of email, or synchronous, in the form of electronic discussion, where messages sent by one person are replied to immediately by others who are logged on the network at the same time. This real-time chatrooms have become popular places for communication and exchanges of ideas with native and nonnative speakers. They are theoretically interesting environments to investigate second language interaction, in which it combines the textuality of written communication with the real-time interactivity of face-to-face communication.

Lee (1998) has asserted that the use of on-line chatrooms as a medium for communication provides an individualized, interpersonal, and interactive environment which allows students to gain active learning experiences beyond those of the traditional classroom. Some studies suggest that synchronous communication (a) increase participation from all members of a work group, (b) reduce anxiety which is frequently present in oral conversation, (c) demonstrate a significant reduction of certain grammatical errors over time, which is focus of interest in the second language acquisition literature (Kern, 1995).

A MOO is a text-based virtual environment in which synchronous communication takes place between "players" logged on at the same time. The players may interact with and manipulate the objects, or they may simply "talk" with each other in the spaces. There are some well-established MOOs which

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were created with the language learner in mind and opened new possibilities for foreign language teachers. While textbooks do the important job of providing lists of vocabulary and outlines of grammar, MOO sessions help learners to internalize language structure (Turbee, 1996).

As a theoretical framework, Internet-based activity lies in constructivist approach to learning. Learners not only interact directly with information to be learned, but also add their own information and construct their own knowledge (Lebow, 1993). Learning is regarded as a process in which the learner is cognitively involved in seeking answers, making generalization, and testing the hypotheses he has generated.

## 2.2 SchMOOze(<http://schmooze.hunter.cuny.edu/>)

The development of network-based language learning environments and educational MOOs in particular has opened new possibilities for foreign language teachers. SchMOOze is one of them for learners of English as a second or foreign language, which creates chatrooms where students and teachers can explore university campus and interact with one another. From a pedagogical perspective, one of the advantages of SchMOOze is the increased participation from all members of a class. If students have their own ID, they can upload their sentences. For example, at POD garden, there are a lot of flowers which are described by others. Using the clue, they can join to "plant" their flowers. Such an activity increases their participation and enriches their understanding of English language naturally. One of the benefits is that students are able to review the "conversation" by scrolling up and down and copy the transcript of each lesson onto their personal spaces, which is not available in face-to-face verbal communication.

Students can "converse" in real-time with anyone logged on the site. The process is neither exactly writing nor speaking, but rather a hybrid of the two. Because of the conversational aspect and rapid movement of synchronous computer conferencing, users refer to the process as "discussion" or even "talking" — but it is electronic talking which is done with a keyboard and therefore can also be called writing (Beauvois, 1996). As Beauvois (1992) has

noted, the synchronous whole-class "discussion" on the computer stimulates students to read, think, and write almost simultaneously as they try to.

The virtual world of SchMOOze offers ESL students a place for maximizing reading in English. When students visit the campus, they must read descriptions to follow direction. Access to programmed text makes it easier for students to acquire lexical items, grammatical structures, and idiomatic expressions of English. The need to express their thought serves as an inspiring force for learning new vocabulary and acceptable sentences.

### **3. The study**

#### **3.1 Task-based Work**

Students are required to interact with each other on-line when they do some activities. They are also encouraged to communicate with native speakers, for example, a wizard at university or the instructor for assistance when they are in trouble or wanted to ask something. To let students to figure out the system and improve their language skills, three task-based assignments were given. The following questions adopted from Backer's article (2001) are some examples of the first assignment:

Task 1. Answer the following questions.

- 1) Order and drink something from MOOrrey's Bar.  
Write how you can order and what you drank.
- 2) Write your group's choice of the best picture in the Art Gallery.  
Why did you choose it?
- 3) Write who was in the swimming pool and what that person was doing.

The assignment is designed to get students used to the technicalities of synchronous communication in the SchMOOze, where they practice the

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syntactical and lexical material at the same time. The exercise can provide some confidence to students who are less comfortable with either English or the technology by structuring their interactions with others. Electronic communication via the chatroom provides students with a rich sociocultural context which encompasses interpersonal interaction, negotiation, and collaboration among learners (Fernandez-Garcia & Martinez-Arbelaz, 2002). One of the great benefits of this type of exercise is the fact that no one person tends to dominate the discussion, not even the teacher. After they finished exercises, each student was required to send their answers to the instructor for their evaluation via e-mail.

#### Task 2. Oral Group Presentation

Some less proficient students expressed their ideas and opinions to others more readily in online interaction than in the in-class oral discussion (Beauvois, 1992). They were much involved in the interactive activities in the online chatroom sessions to prepare oral presentation. The goal of using a chat session was also to provide an opportunity for students to work in collaboration regardless of place and time so that they could clarify, organize or develop ideas together.

The oral presentation topic was on some characteristic of SchMOOze. Group members may choose a place from the list of topics such as the Dormitory, MOOrrey's Bar, the game room etc., or they may choose their own topic related to that chat site.

Students made 15-minute oral presentations about one place in class as a group of three to share their findings with other students. Each member of a group was assigned different aspect about the place. In addition, a five-minute discussion among students reinforced both their listening and speaking skills after each presentation. The task was successful in engaging students and generating their interest in language, culture and technology. Each presentation was scored based on four categories: content, organization, language skills, and preparation. When students were put into teams, the groups' work was graded. Individual's grades were the sum of the individual point and team grades.

### Task 3. Essay Writing

To reinforce their writing skills, students were required to write a one-page personalized essay, in which they express their opinions, including what they found interesting in SchMOOze. This assignment was primarily designed to give students an opportunity to write a coherent, well-argued academic paper about the topic that students chose to explore.

Their essays suggested that the use of synchronous online discussion created a less stressful environment for English language learning than in-class discussions. Lowering the students' anxiety had positive effect on quality of their communication as well as their degree of motivation (Beauvois,1993; Lee, 1998). Like other work, students were required to send their essays to the instructor via e-mail for evaluation.

### 3.2 Subjects and Context

The subjects of the study were 45 college students enrolled in the Applied Internet English class as an elective course in the spring and fall semesters of 2005, most of whom majored in variety of fields. The majority of the students were rated between high intermediate and advanced level of English proficiency based on a TOEIC test. In general, the students were well motivated and had a positive attitude toward English learning.

The objectives of the course are (a) to improve accuracy and fluency in all four language skills in English, using computer technology as a means, and (b) to enable students to use the Internet and CMC as a language learning tool which they can continue to use for their own independent study after the course.

The students received face-to-face instruction three hours a week in the multimedia classroom, where each student got accessed to the computer. They were instructed in English to utilize the Webpages to complete some activities in which they are expected to discuss online and offline. In this study, only SchMOOze work, which lasted four weeks, was treated.

### 3.3 Survey with SchMOOze

The researcher designed a questionnaire, "Survey of Your Experience with SchMOOze," to examine students' attitudes toward using SchMOOze on the Internet. The survey consisted of two parts: (a) 11 questions using a five-point Likert Scale, and (b) two open-ended questions. At the end of semester, students were asked to respond to the survey's statements, indicating their level of agreement on a scale. A space for open-ended questions was also provided.

### 3.4 Results and Discussion

The results of the study were drawn from the "Survey of Your Experience with SchMOOze. The total of 45 students completed the survey in the AIE class out of 46 enrolled students.

#### 3.4.1 Statements on a Scale

In the first part, students are asked to respond to indicate their level of agreement with the statement below by ranking their responses on a scale from 1 (strongly agree) to 5 (strongly disagree). Table 1 shows a summary of students' responses to the 11 survey items.

**Table 1**  
**Results of the "Survey of Your Experience with SchMOOze" (N=45)**

Question	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
1. I think I am an experienced computer user.	8(18%)	34(75%)	3(7%)		
2. I know how to use the Internet in English learning.		3(7%)	10(22%)	29(64%)	3(7%)
3. I used MOO program.		1(2%)	2(4%)	5(11%)	37(82%)
4. I think it is helpful to use the Internet to enhance English skills.	3(7%)	32(71%)	8(18%)	2(4%)	
5. I had experience with SchMOOze.			1(2%)		44(98%)



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6. I am comfortable using SchMOOze now.	3(7%)	36(80%)	4(9%)	2(4%)	
7. I think SchMOOze is useful to learn English.	2(4%)	30(67%)	11(25%)	2(4%)	
8. I enjoyed task-based work at SchMOOze.	1(2%)	32(71%)	9(20%)	3(7%)	
9. SchMOOze activities helped me improve my English skills.		35(78%)	6(13%)	4(9%)	
10. Online chatting encouraged me to participate more frequently than in classroom discussion.		39(87%)	4(9%)	2(4%)	
11. I would like to use SchMOOze for my English learning in the future.		30(67%)	7(15%)	8(18%)	

In the survey, 93% of the students considered themselves experienced computer user(Q1), but the majority(71%) of them answered that they did not know how to use the Internet in their language learning(Q2) and had little experience with MOO(Q3). However, students responded positively to using the Internet to improve English skills. 78% of students agreed or strongly agreed that it was helpful to use the Internet to enhance English skills(Q4).

Except for one, all reported that they had no experience with SchMOOze(Q5). The majority (87%) of the students asserted that they were comfortable using SchMOOze after the course(Q6). A few students expressed great confidence in their ability to function in the SchMOOze environment(1 on the five-point scale). Two students stated that they were not confident in using SchMOOze. In other words, most students quite well learned the skills necessary for functioning in a learning environment in technology.

When asked if they felt they had fun while doing the task-based work, more than 70% of the students indicated that the site was interesting(Q8). Students' responses showed that most(78%) found the activities utilizing the SchMOOze helpful in enhancing their development of English language skills(Q9). The fact (87% of the subjects) that online communication encouraged everyone to participate in the discussions (Q10) supports that students can indeed benefit

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more from online chatroom sessions than from the limited communicative opportunities in the conventional classroom (Kern, 1995; Warschauer, 1996).

### 3.4.2 the Analysis of Open-ended Questions

As mentioned above, two open-ended questions were conducted to collect additional data on their attitudes and reactions toward using SchMOOze.

In response to the open-ended questions "From your point of view and experience what do you consider are the advantages of using SchMOOze for English learning?" and "What are the biggest disadvantages of using SchMOOze and in what way could it be improved?" students' responses showed that most found SchMOOze University webpage useful in enhancing their development of language skills as shown by following categories even though they pointed out that some features need to be improved to inspire English language learners.

#### (1) Commands

Almost half of students complained about Commands which are necessary to explore SchMOOze.

"Is it worth spending our time to figure out the complicated commands? If administrator amends them easier, many beginners maybe don't stop their trial to do some activities."

-Heesun-

"While I surfed the cyber world of SchMOOze, I was frustrated with a lack of instruction that wasn't explained 'how to do' in detail."

-Karam-

Some students indicated that three hours of instruction to learn SchMOOze in class was not enough to figure out the SchMOOze system and complained about the amount of time and energy needed for using SchMOOze. They suggested that students should receive more instruction on how to access the site effectively.

#### (2) Text-based Description without Image and Sound Effect

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Reading description by text makes students aware of English sentences and improve their reading strategies in English. Though text-only aspect also provides students with valuable information which facilitates their writing and speaking skills. Some students thought it was too boring and old-fashioned when they encountered Text-only format of the site.

"We can't expect real thing, just we have to imagine. I couldn't see pictures or hear music. SchMOOze didn't make me feel attractive and interesting." - Taeyeop-

"There were many things to look around and all the things were text in English. it was not realistic nor interesting." -Sukyung-

However, they understood why it is text-based and began to think it positively.

"Thus non-graphic environment does not mean inefficiency. Rather, the text-only SchMOOze site can be more effective for the ESL students. SchMOOze is all built and worked by written English. It was some uneasy factor but that's why it can be a great English learning tool." -Bumsu-

"The reason minimum-graphics or no sound which is still being used by language teachers is that 'if a picture is worth a thousand words,' those thousand words are never processed in the target language by the students." -Sungwhan-

"Text allows users full use of their imaginations while focusing them on a written language form." -Hyosun-

They also suggested that some changes for design and sound effect be required for better SchMOOze.

"I thought it would be great if there was some sound effect or real music. Unfortunately I couldn't listen to the sound of

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coming spring in POD garden." -Minho-

"Monotonous color and too simple design also couldn't get visitors' attention or interest." -Jihyun-

"When using the graffiti room in the students union building, I couldn't feel like I was really writing graffiti. If it has some features that allow to change sizes of each letter or use different colors for different letters, it will seem to be much more realistic." -Jina-

A great deal of research exists that supports the use of images in a variety of ways because they help to build background knowledge pertinent to the target text and facilitate the contextualization of what is being read (Omaggio, 1979). The inclusion of visual files and sound effect may be desirable because they can foster positive attitudes about language learning.

### (3) On-line Chatting with Users

SchMOOze's strong point is synchronous function that makes users to communicate and share their experiences and information. Turbee (1996) argues that chatting with native speakers and building personal spaces are a motivating factor for students to return to the MOO to learn the target language.

"I could meet many people and talk with them. Once I've met a teacher of the other university and we talked about 'SchMOOze is good or not to learn English.' She taught me many things and I was very excited about her. It was quite good conversation and marvelous experience." -Saerom-

"While I talked with some users good at English, I felt I had to improve my English and I could learn good English from them. This was very good stimulation for me to study English more." -Jaeyeol-

"What I can't forget is that I met the SchMOOze master one day. He was so friendly to my group members, with his help, I became familiar with SchMOOze. I hope I will meet him

again."

-Kyongwon-

While some users may not be native speakers, the possibility of encountering other speakers provides them with the chance to practice English. Co-learners are often the best resource for solutions to problems encountered in MOO experiences. Students asserted that interaction with them was very beneficial.

"At first, I didn't know how to deal with SchMOOze, but with friends' help, I could do some work in SchMOOze. -Mina-

"During the preparation of SchMOOze presentation we had to communicate using computer, so I think we could develop our presentation skill and English skills." -Hyosun-

However, there is one weak point that they cannot meet various people.

"When there are not many users in SchMOOze, it was hard to meet some new foreign friends." -Karam-

#### (4) Less Stressed Environment

The real-time communicative situations with their peers allowed them to express themselves freely, to clarify ideas, and to ask and answer questions (Lee, 1998). As Beauvois (1996) stated, they were able to express their own ideas at their own pace without pressure of the whole class watching them. Some of students didn't get as nervous as in face-to-face discussion.

"I could communicate more freely in the less stressful on-line situation."

-Minjo-

"Without looking at each other I could reduce stress that I had in regular classroom discussion." -Somi-

#### (5) General Comments

SchMOOze offers an enjoyable experience in second language acquisition through communication with people from around the world as stated in most students' feedback.

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"It is a powerful and great place to learn English, I was deeply impressed by SchMOOze activity." -Jinwhan-

"This site has given people a chance to learn better English without having to go abroad." -Saerom-

"The ideas SchMOOze university provides for students are very effective and well organized in terms of English learning tool. It provides almost everything that we can experience in real world." -Jiyoung-

In addition to the reported advantages of synchronous CMC, some students have called attention to some potential drawbacks to SchMOOze.

"Some process such as getting ID, password and getting a dormitory room is a bit annoying because we should wait administrator's reply for some time." -Jun-

"I may copy incorrect forms from another student's message." -Jiyoan-

"There isn't enough time to really think about what the answer might be." -Jongsik-

Although they faced some challenges, a large majority of the students found SchMOOze helpful for learning English. Students' feedback demonstrated that communicating in English at SchMOOze not only helped them write better but also enable them to speak more fluently. It seems to confirm the hypothesis of transferring writing skills to oral skills through the use of synchronous written interaction (Lee, 1998).

#### 4. Conclusion

Foreign language researchers have tried to validate their computer assisted interaction as an effective teaching/learning aspect in the language classroom. One of the important reasons for employing it is to provide increased

opportunities to practice and to use the target language in communicative situation beyond the classroom. Sending messages via online chat sessions involved thinking skills and created a community in which students use English outside the classroom. Real-time CMC may encourage increased participation from all members of a work group when learners are required to use English as Kelm (1992) pointed out.

SchMOOze is indeed useful for learning English. Students found that the process of immersion in a virtual environment which is quite similar to real university campus facilitated their acquisition of English. They not only read texts and created composition, also interacted in real time using English as the means of communication. Data collected also suggested that the use of synchronous online chatroom sessions created a less stressful environment for English language learning than in-class discussions. Lowering the students' anxiety had the effect of improving the quality of their communication as well as their degree of motivation (Beauvois, 1993; Lee, 1998).

Students' responses showed that they had a positive attitude toward SchMOOze and were interested in using it to learn English if functional system were improved as shown above. Through some Improvement, SchMOOze will become a more reliable site for both ESL/EFL students and teacher in learning and teaching English. It also indicated that the site is worth a try to enhance students' language skills, as well as a excellent mode to increase learner-centeredness, motivation, and so on. More than 80 percent of the students agreed that SchMOOze helped them promote their English skills and that they would like to continue using the site in the future.

The Internet not only provides a powerful pedagogical tool but also supports an interactive methodology that truly engages students' imagination and ingenuity as they communicate with others in the real world. However, some researchers argued that while students who were involved in CMC produced more language than their conventional interactions, they tend to pay less attention to grammatical accuracy and misspelled words (Kern, 1995; Kung, 2004). In spite of the negative points commented by students, SchMOOze provided students with a potential to make an impact on language learning. The joy of real communication seems to be reward enough.

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### Appendix

You are asked to respond to indicate your level of agreement with the statements below by ranking your responses on a scale from 1 (strongly agree) to 5 (strongly disagree) and write your opinions in open-ended questions.

Survey of your experience with SchMOOze

Major \_\_\_\_\_ year \_\_\_\_\_ Gender (M/F)

1. I think I am an experienced computer user.
2. I know how to use the Internet in English learning.
3. I used MOO program.
4. I think it is helpful to use the Internet to enhance English skills.
5. I had experience with SchMOOze.
6. I am comfortable using SchMOOze now.
7. I think SchMOOze is useful to learn English.
8. I enjoyed task-based work at SchMOOze.
9. SchMOOze activities helped me improve my English skills.
10. Online Chatting encouraged me to participate more frequently than in classroom discussion.
11. I would like to use SchMOOze for my English learning in the future.

Open-ended Questions

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1. From your point of view and experience what do you consider are the advantages of using SchMOOze for English learning?
2. What are the biggest disadvantages of using SchMOOze and in what way could it be improved?

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