


# WHY JAPANESE UNIVERSITY STUDENTS ARE NOT USING TECHNOLOGY FOR LANGUAGE LEARNING: A QUALITATIVE STUDY

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# OVERVIEW

- ▶ Research Question
  - ▶ Background
    - ▶ Japanese Digital Natives
  - ▶ Research methods
  - ▶ Results
  - ▶ Discussion
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▶ Why is it that, with all the digital resources available, Japanese university students are not using technology productively?

## RESEARCH QUESTION


Photo by [Marvin Meyer](#) on [Unsplash](#)

# POSSIBILITIES

Lack of  
awareness

Lack of desire

Aversion to  
productive  
uses of  
technology

- 
- A dark, semi-transparent background image showing several people's hands holding and interacting with smartphones. The phones are lit up, displaying various app icons. The overall tone is dark and modern.
- ▶ What do we know
  - ▶ smartphones
  - ▶ entertainment and social media
  - ▶ not for learning
  - ▶ struggle with computers

# JAPANESE YOUTH AND TECHNOLOGY

A series of white, parallel diagonal lines on the right side of the slide, creating a sense of motion or a modern design element.

▶ Interaction Versus  
engagement

▶ Studying versus  
learning

**TERMS TO PONDER**

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# THE STUDY

TAM (Technology Acceptance Model)

Perceived ease of use

Perceived usefulness

Integrate digital tools into the course

Awareness-----introduce tools

Tasks-----ease of use / usefulness

- ▶ TAM

- ▶ Technology Acceptance Model (Davis, 1989)

- ▶ Educational Revisions

**ANALYTICAL FRAMEWORK**

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<b>Factor</b>	<b>Study</b>	<b>Description</b>
Perceived Ease of Use	Davis, 1989	Degree of effort that is perceived to be required
Computer self-efficacy	Gu, Zhu & Gao, 2013 Lai, Wang & Lei, 2012 Gong, Xu, & Yu, 2004	Perception of a user's own capabilities with computers (technology)
Perceived Usefulness	Davis, 1989	Degree to which using technology enhances performance of a task
Educational Compatibility	Lai, Wang & Lei, 2012 Chen, 2011	Fit between the use of technology and students' learning styles
Task Technology Fit	Gu, Zhu & Gao, 2013	How the technology is perceived to be compatible with completing a task
Enjoyment	Zhang, Zhao & Tan, 2008	Extent that an activity is enjoyable in its own right
Attitude toward technology	Lai, Wang & Lei, 2012	Positive or negative feeling about using technology
Facilitating Conditions	Lai, Wang & Lei, 2012	Perceived availability of support

- ▶ Case study
- ▶ Qualitative
- ▶ Quantitative & qualitative data
- ▶ Real life situation

# METHODS

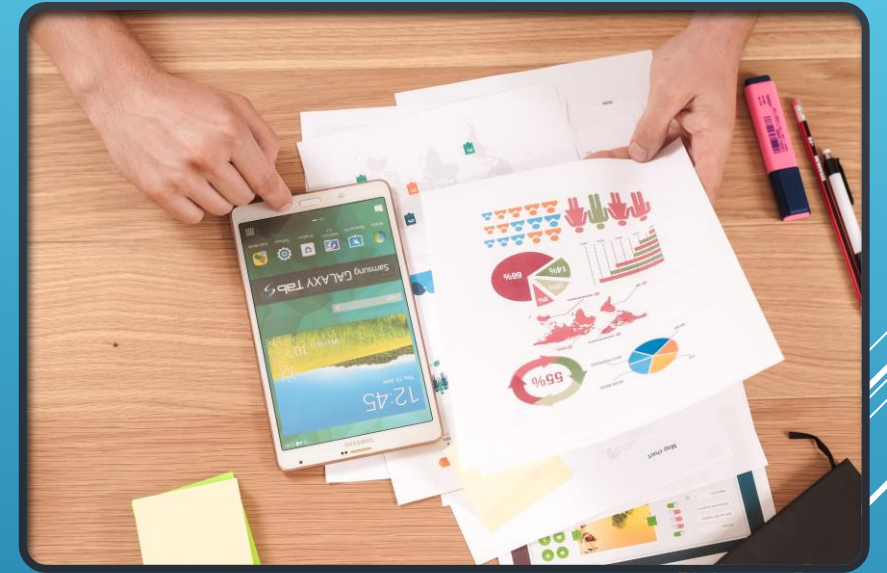
Photo by [Markus Spiske](#) on [Unsplash](#)

- ▶ **Research Question 1:** What are students' experiences of using digital tools for English language learning, and their perceptions prior to instruction?
- ▶ **Research Question 2:** What are students' experiences during the instruction of using digital tools for English language learning?
- ▶ **Research Question 3:** How do students' perceptions of using digital tools for English language learning change following the instruction? Why?

## RESEARCH QUESTIONS

# THE STUDY

- ▶ 15 weeks
- ▶ Academic English Course
- ▶ 4 different classes (N=72)
  - ▶ Reading/writing/listening/speaking
- ▶ All female / 1<sup>st</sup> year
- ▶ Academically successful (Japanese context)
- ▶ Google Classroom



- ▶ Software
- ▶ Hardware
- ▶ Functions
- ▶ Web sites
- ▶ Resources
- ▶ Not necessarily language focused
- ▶ Integrated in the course
- ▶ Used for a task

# DIGITAL TOOLS

Photo by [AJ Garcia](#) on [Unsplash](#)

Type	Tool	Example Tasks
<b>Google Tools</b>	Classroom/ Slides/ Docs/ Translate	Managing class content & assignments Word processing, slideshows, storage etc
<b>Comic creation</b>	Pixton.com /makebeliefscomix.com	Creating comics-demonstrate dialogues
<b>Animation</b>	Plotagon.com	Animation creation to evaluate dialogues
<b>Reading</b>	Flipboard.com/ Newsela.com	Extensive reading and topic research
<b>Listening</b>	Ello.org/ TEDtalk.com	Extensive listening and presentation review
<b>Infographics</b>	Piktochart.com	Creating posters and presentations
<b>Digital notebook</b>	Google Keep/ One note	Creating an online notebook
<b>Video</b>	Web camera/ PowerPoint	Recording presentations to review and practice
<b>Pronunciation</b>	Google Translate online dictionaries YouTube resources	Using the text to speech for pronunciation confirmation
<b>Microskills</b>	apps4efl.com	Various game-like activities to reinforce language skills

Computer use survey

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graph TD; A[Computer use survey] --> B[Reflective Activity]; B --> C[Interviews];
```

Reflective Activity

Interviews

**DATA**

Use tech for  
pleasure

Not used for  
academic  
purposes

Receptive to  
learning “in  
class”

Little exposure in  
high school

Believe it is  
important “for  
their future”

Expect teacher  
instruction

- Language support
- Task support

## BACKGROUND: COMPUTER USE SURVEY




- ▶ Little skill / knowledge
- ▶ Use tech for entertainment / social media
- ▶ Want to learn “for their future”
- ▶ Expect the teacher to teach them

## PERCEPTIONS PRIOR TO THE STUDY

- ▶ 3 groups emerged
- ▶ Group 1 – a small outlying group of responses that were enthusiastic in nature, analytic and expansive
  - ▶ Saw the possibilities technology afforded
- ▶ Group 2 – the majority of responses that were receptive rather than resistant
- ▶ Group 3 – another small outlying group of responses that appeared resistant to using technology
  - ▶ Focussed on the physical inconvenience of technology

## RESULTS

- 
- ▶ student approaches to technology (and learning)
  - ▶ perceptions of instructions
  - ▶ lack of confidence
  - ▶ changes in perceptions (especially in regard to ease of use and usefulness of the tools)
  - ▶ the influence of culture).

## RESULTS

- ▶ Difficulty / anxiety
  - ▶ Eased through familiarity
- ▶ Usefulness
  - ▶ Produce content-not just busywork
  - ▶ Students addressed their own weaknesses
  - ▶ Found their own level
- ▶ Fun and enjoyment

## EXPERIENCES DURING THE STUDY

- ▶ Awareness
  - ▶ Volume
  - ▶ Variety
  - ▶ Relevance
- ▶ Use of English & technology
  - ▶ Not difficult
  - ▶ accessible
- ▶ Self efficacy
  - ▶ Try new tools
  - ▶ Adapt tools to their needs

# CHANGES IN PERCEPTION

- ▶ Hands-on approach (integration)
- ▶ Practicality (relevance)
- ▶ Scaffolding
  - ▶ Text / slideshows / screencasts

POSSIBLE REASONS FOR CHANGE  
(EXTERNAL)

**Table 5: External Factors**

Teacher	Action	Effects
0) Awareness of students	Educational background Socio-cultural influence	
1) Hands-on approach	Tools-integrated tasks <ul style="list-style-type: none"><li>● volume</li><li>● variety</li></ul>	Exposure Familiarity
2) Relevance	Usefulness Practicality Purpose	Engagement Familiarity Consciousness-raising
3) Scaffolding	Make support accessible Use familiar tools	Mitigating a sense of difficulty and anxiety A sense of fun

- ▶ Familiarity
- ▶ Interaction
- ▶ Empowerment

POSSIBLE REASONS FOR CHANGE  
(INTERNAL)

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- ▶ familiarity
- ▶ Interaction
- ▶ Empowerment

Student (become.....)	Effects
1) Familiar	Increased awareness Perceived ease of use
2) Interactive (with tools)	Perceived usefulness
3) Empowered	Increased view of own ability (self-efficacy)

## POSSIBLE REASONS FOR CHANGE (INTERNAL)

# CULTURAL DISCOVERY

- ▶ Common request for
  - ▶ More support
  - ▶ Japanese support
  - ▶ Teacher explanation

## **But**

- ▶ Students successfully completed the tasks
- ▶ Consistent with previous research
  - ▶ Not explored

- ▶ Leverage the seeking of indulgence (Doi, 1971)
  - ▶ Scaffolding
    - ▶ *“I am not good with computers”*
    - ▶ *“Since some students are good at English, the teacher should provide more explanations in Japanese.”*
- ▶ Require students to push through (Cowie, 2007; McVeigh, 2015)
  - ▶ Relevant required tasks

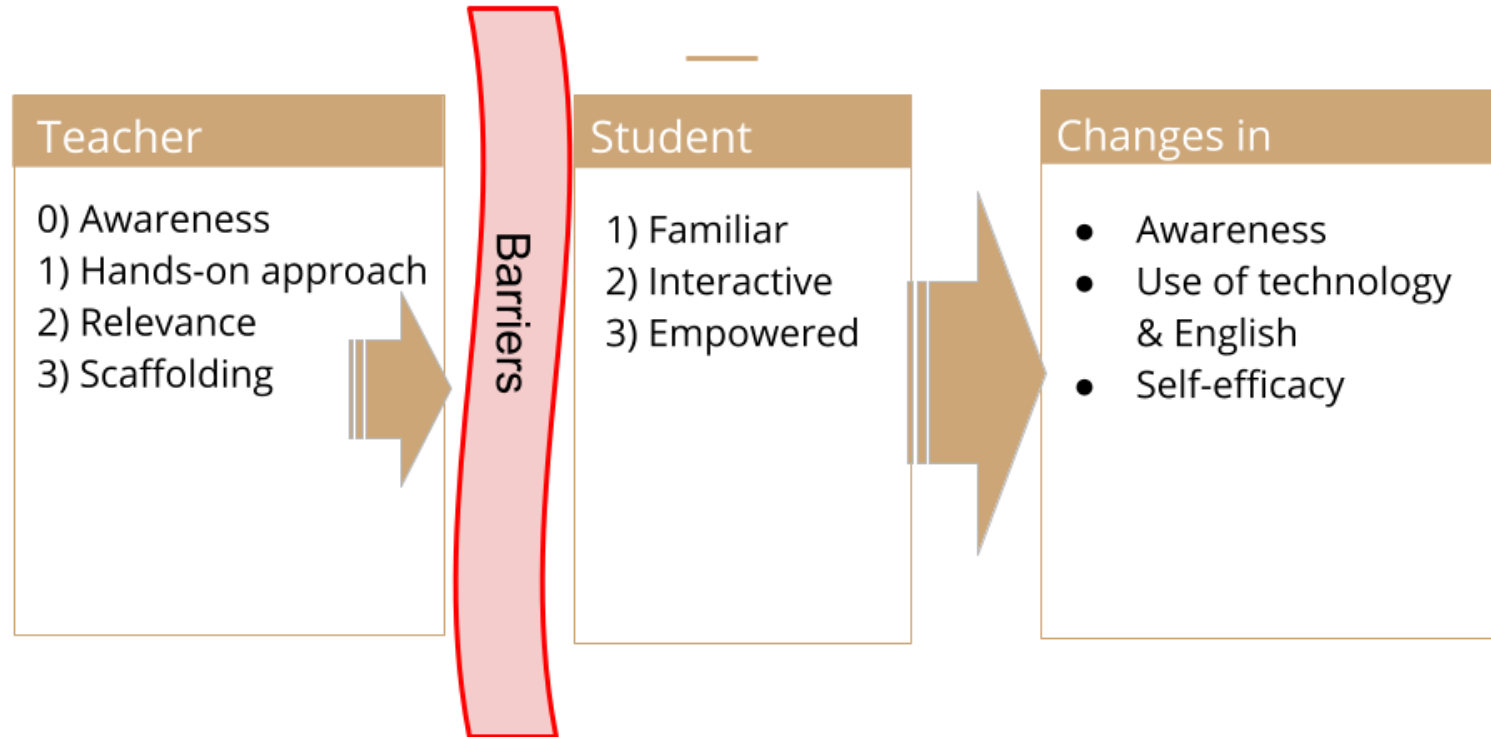
## AMAE VERSUS GAMBARU

# AWARENESS OF STUDENT BACKGROUND (BARRIERS)



- ▶ Perceived difficulty
- ▶ Few positive examples
- ▶ Associated with “future”
- ▶ Teacher-centered instruction
- ▶ Exam oriented instruction
- ▶ AMAE & GAMBARU

# Technology Integration Model for Japanese Digital Natives



- ▶ Awareness
- ▶ Scaffolding (support)
  - ▶ Screencasts
- ▶ Relevance
  - ▶ Produce content
- ▶ Familiarity

## REMOTE CLASSES

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- A 3D cartoon character of a man with glasses giving a thumbs up. The character is smiling and has a friendly appearance. The background is a solid dark grey color.
- ▶ Robert COCHRANE
  - ▶ [cochrane@nanzan-u.ac.jp](mailto:cochrane@nanzan-u.ac.jp)
  - ▶ [cochraneensei.com](http://cochraneensei.com)

THANKS FOR LISTENING