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

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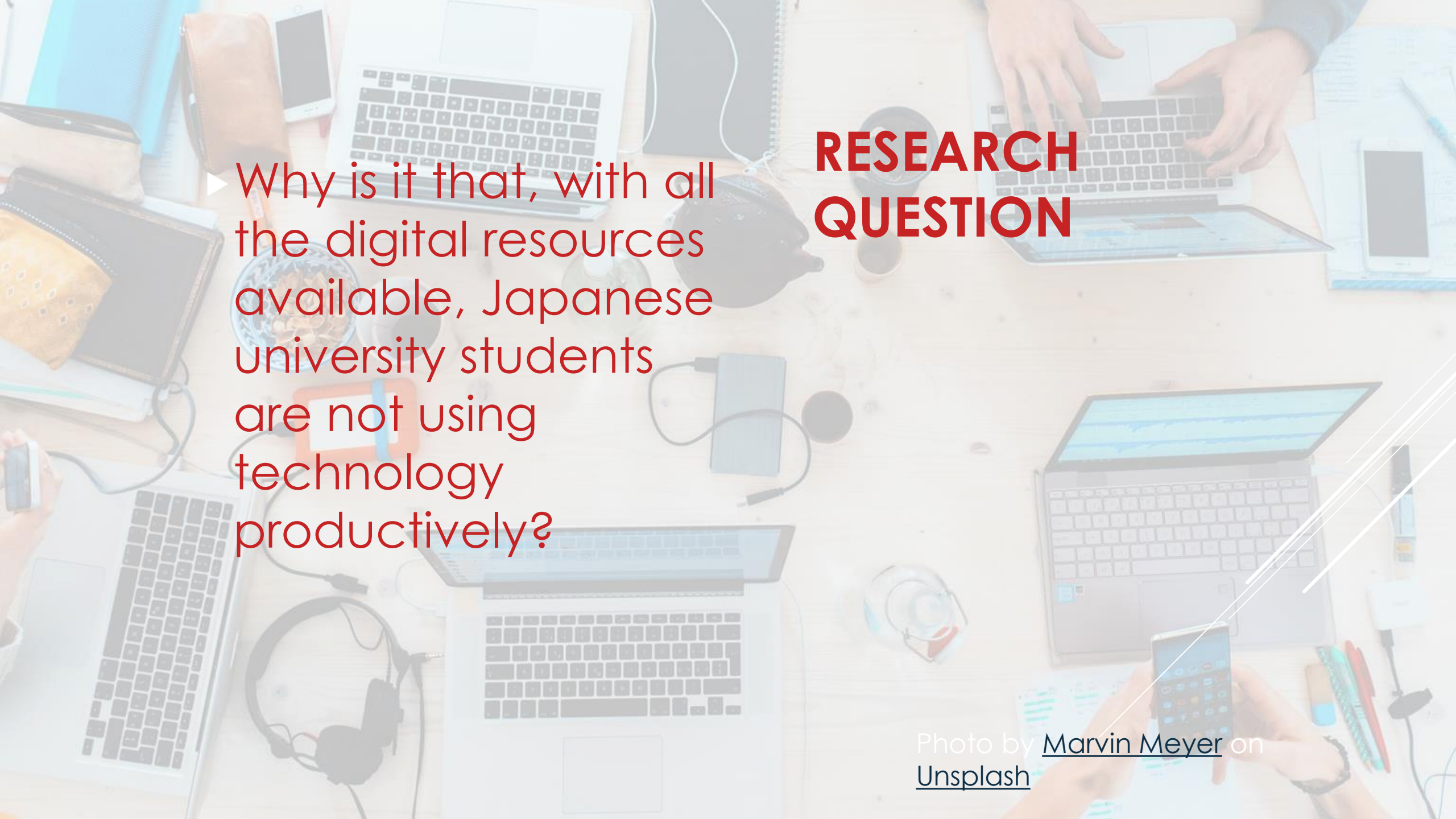
OVERVIEW

- Research Question
- Background
  - Japanese Digital Natives
- Research methods
- Results
- Discussion

RESEARCH QUESTION

- Why is it that, with all the digital resources available, Japanese university students are not using technology productively?



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POSSIBILITIES

- Lack of awareness
- Lack of desire
- Aversion to productive uses of technology

- What do we know
- smartphones
- entertainment and social media
- not for learning
- struggle with computers

JAPANESE YOUTH AND TECHNOLOGY

TERMS TO PONDER

- Interaction Versus engagement
- Studying versus learning

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

ANALYTICAL FRAMEWORK

- TAM
  - Technology Acceptance Model (Davis, 1989)
- Educational Revisions

Factor	Study	Description
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

METHODS

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

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RESEARCH QUESTIONS

- **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?

THE STUDY

- 15 weeks
- Academic English Course
- 4 different classes (N=72)
  - Reading/writing/listening/speaking
- All female / 1st 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

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

DATA

Computer use survey

Reflective Activity

Interviews

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

PERCEPTIONS PRIOR TO THE STUDY

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

RESULTS

- 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

- 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

EXPERIENCES DURING THE STUDY

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

CHANGES IN PERCEPTION

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

POSSIBLE REASONS FOR CHANGE (EXTERNAL)

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

Table 5: External Factors

Teacher	Action	Effects
0) Awareness of students	Educational background Socio-cultural influence	
1) Hands-on approach	Tools-integrated tasks • volume • variety	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)

POSSIBLE REASONS FOR CHANGE (INTERNAL)

- 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)

CULTURAL DISCOVERY

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

But

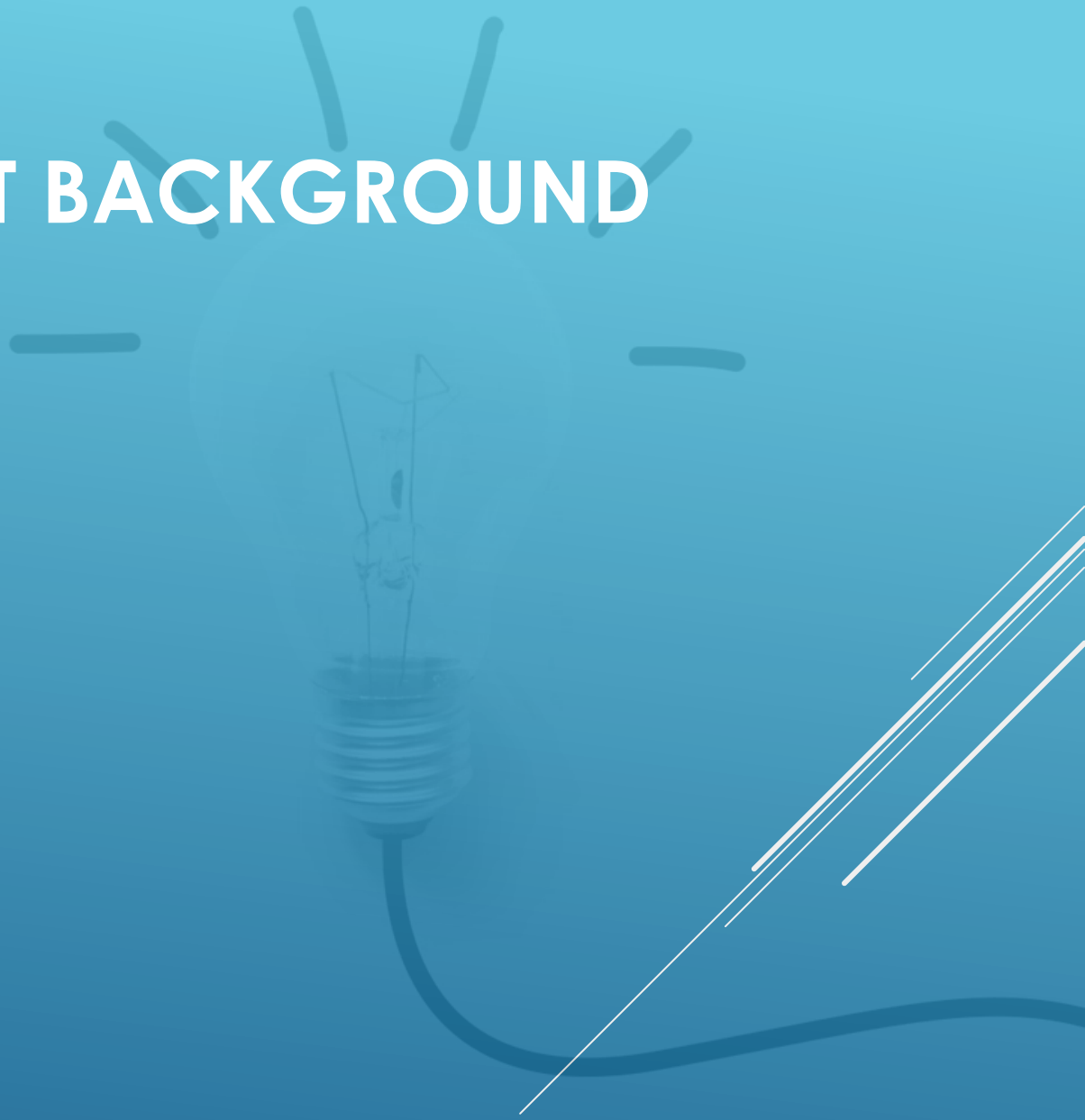
- Students successfully completed the tasks
- Consistent with previous research
  - Not explored

AMAE VERSUS GAMBARU

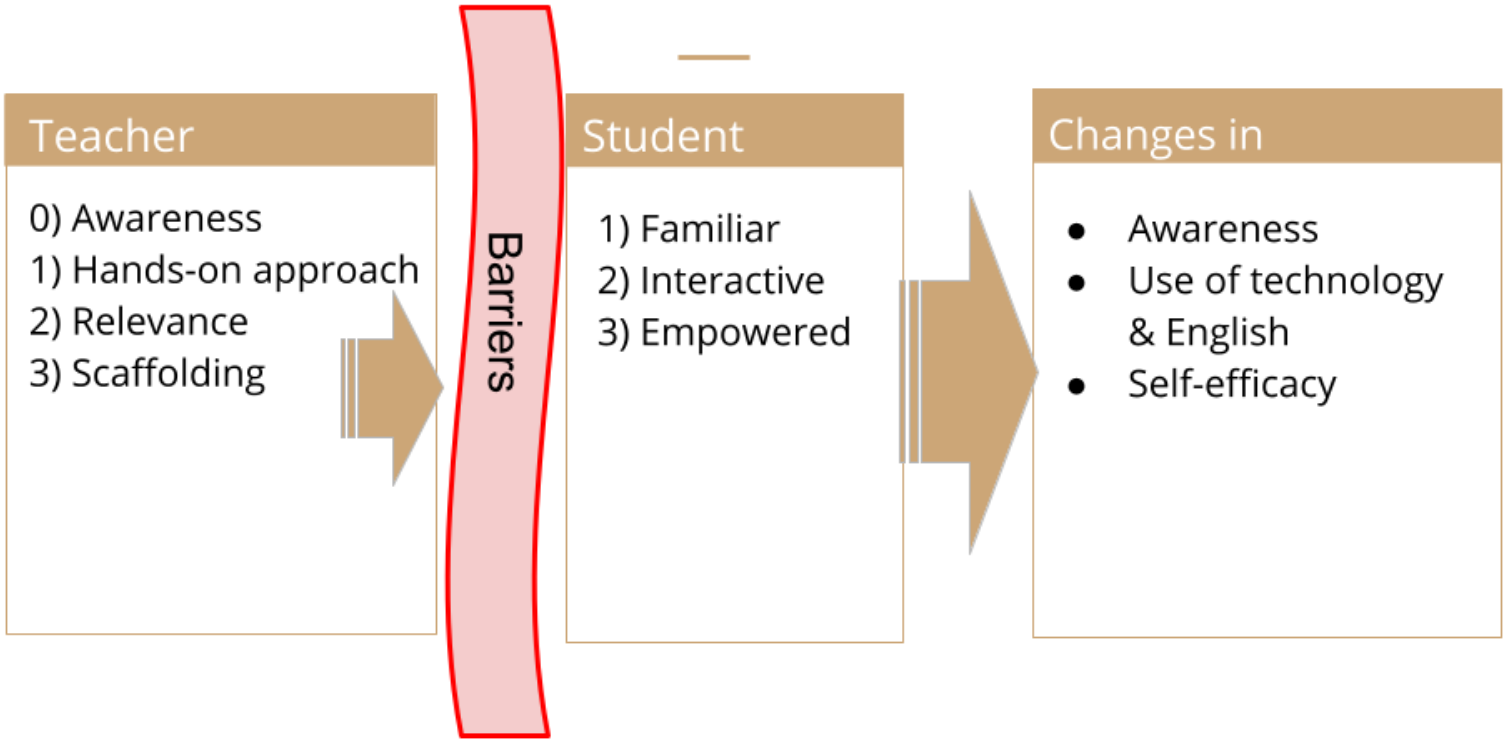
- Leverage the seeking of indulgence (Doi, 1971)
  - Scaffolding
  - *"I am not good with computers"*
  - *"Since some students are good at English, the teacher should provide more explanations in Japanese."*
- Require students to push through (Cowie, 2007; McVeigh, 2015)
  - Relevant required tasks

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



REMOTE CLASSES

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

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THANKS FOR LISTENING