

Optimizing the future of language teaching with technology in Japan

Betsy Lavolette, PhD

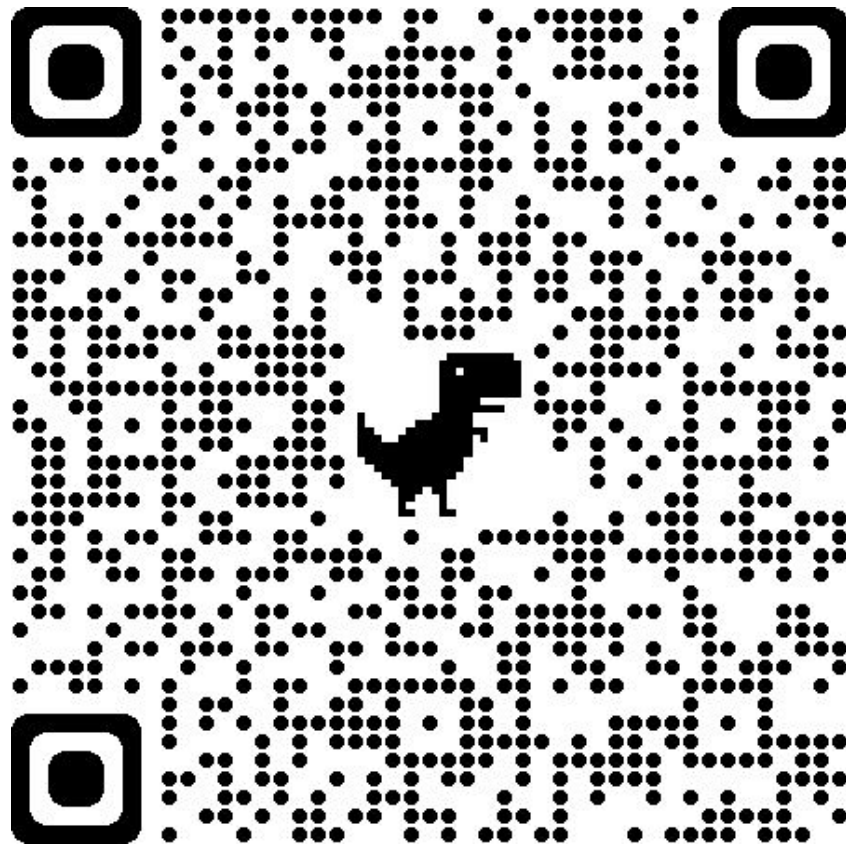
Associate Professor
Faculty of Foreign
Studies



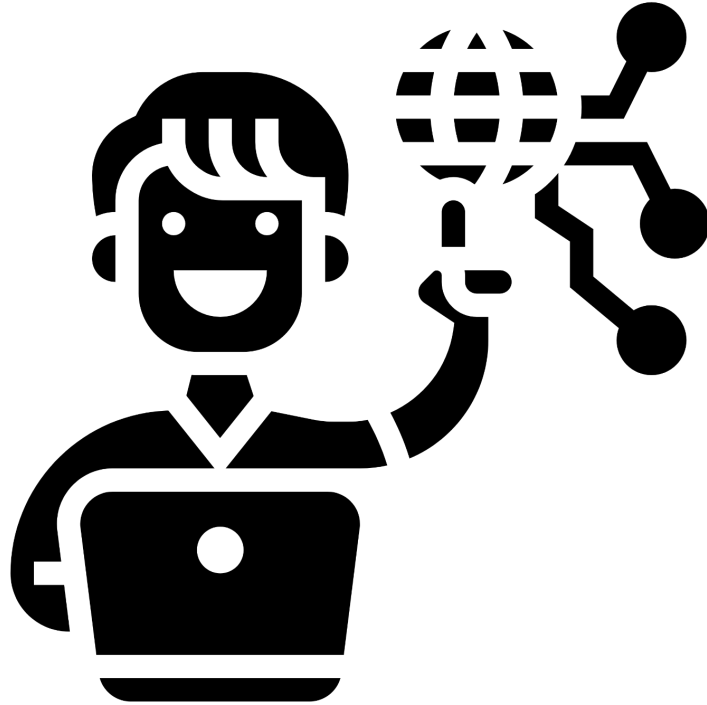
むすんで、うみだす。
京都産業大学
KYOTO SANGYO UNIVERSITY

What are your predictions?

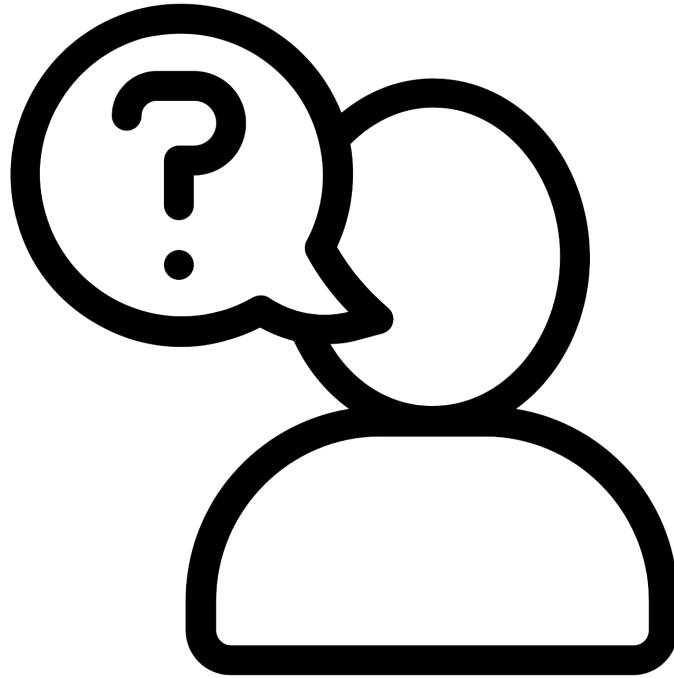
v.gd/jaltcall



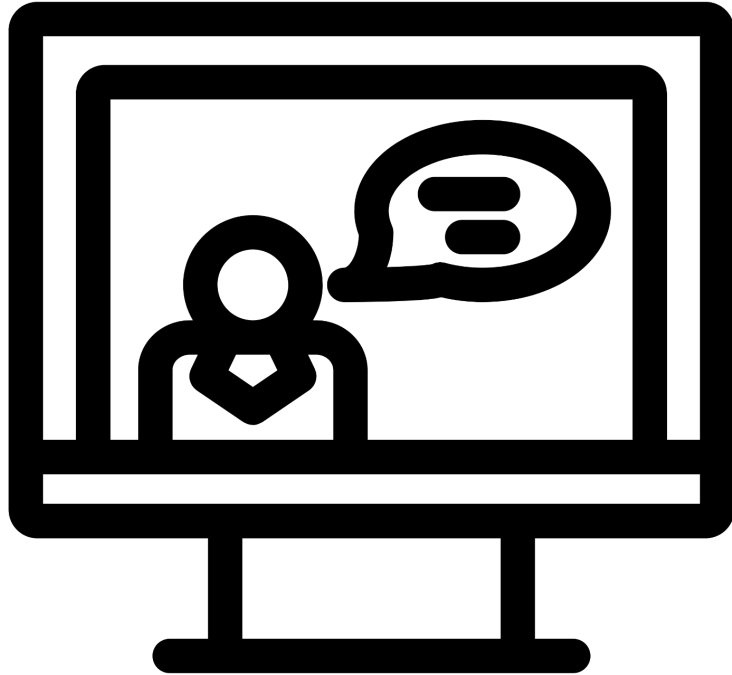
Are you a CALL person?



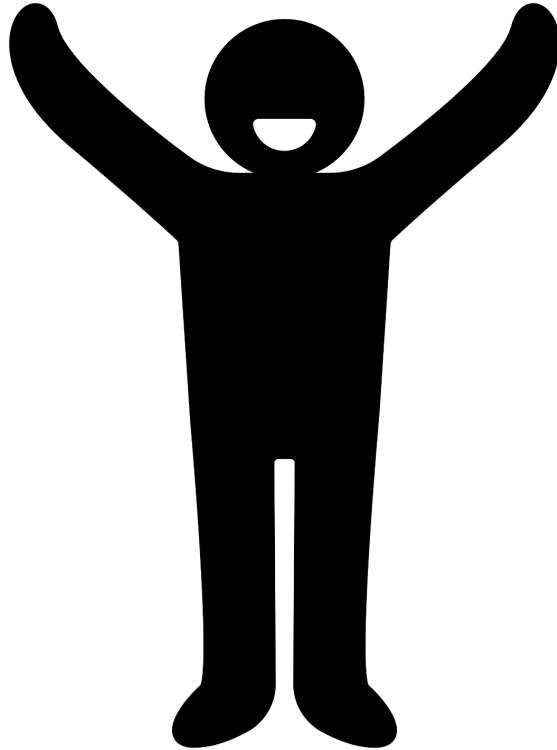
Am I a CALL person?



Emergency remote teaching



I AM a CALL person!

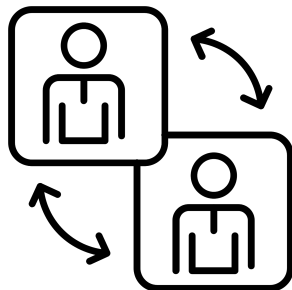


CALL predictions



CALL predictions

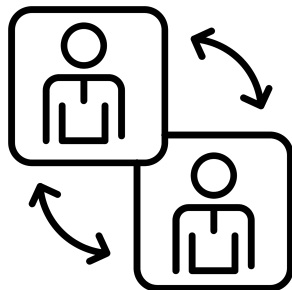
“...while computers will not replace teachers, teachers who use computers will eventually replace teachers who don't.”



Clifford, 1987, p. 13

CALL predictions

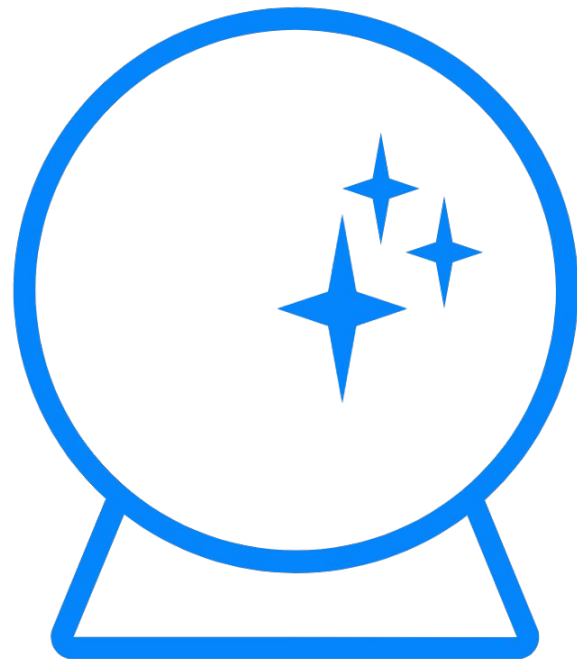
“Language teachers are not being replaced by teachers who use technology, but we are gradually (or not so gradually) becoming those very teachers.”



Smith, 2021

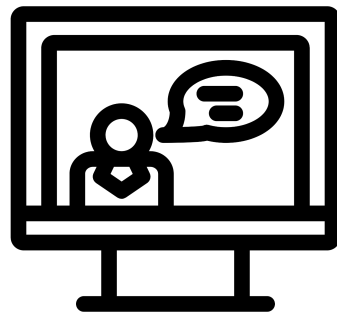
Future of language teaching with technology

- Predictions:
 - Online instruction $\downarrow \rightarrow \uparrow$
 - BYOD \uparrow
 - Universal design \uparrow
 - Disaster preparedness \uparrow
- Professional development



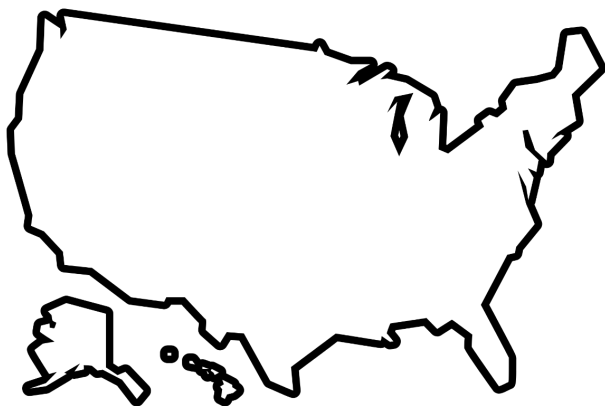
Online instruction

- What do YOU think will happen with online teaching & learning in Japan?
 - Quickly return to pre-pandemic levels
 - Keep some limited online
 - Keep a lot online
 - I have no idea
 - Other:



Online instruction in US universities

- Prediction: Hybrid norm
- Example week: 3 days FTF, 2 days online
- Due to student demand

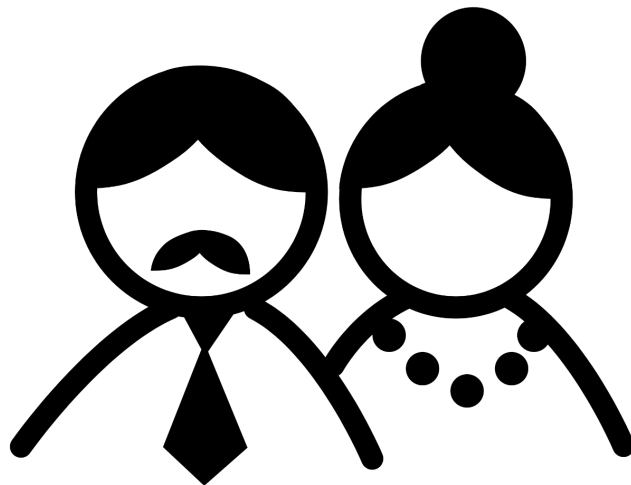


Smith, 2021

Online instruction in Japan ↓

Why?

1. Lack of demand
e.g., few adult students



Online instruction in Japan ↓

Why?

2. Conservative authorities:
MEXT, schools, universities



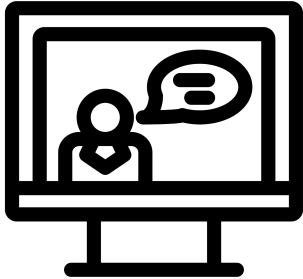
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Online instruction in Japan ↓

Why?

3. Emergency remote teaching (= Zoom?)
confused with online learning



Gacs, Goertler, & Spasova, 2020

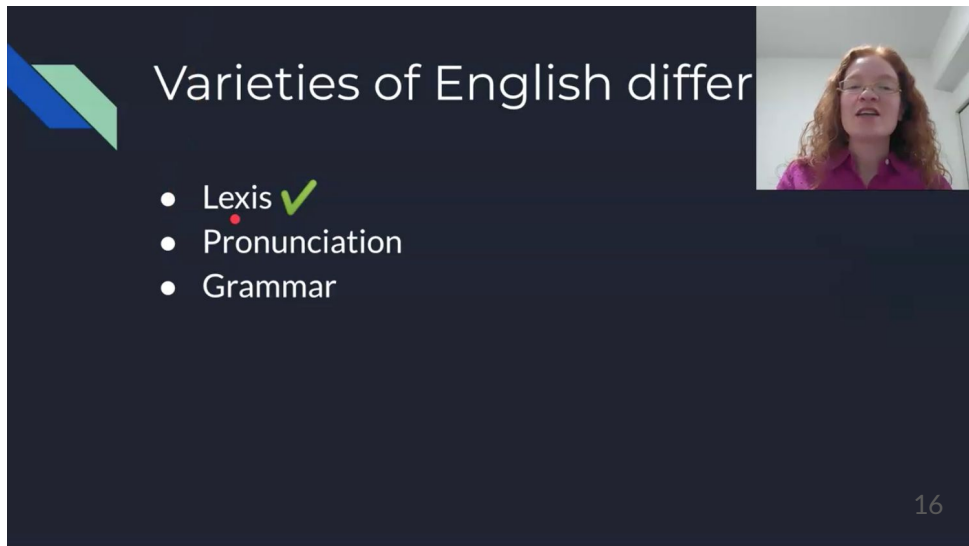
Online instruction in Japan ↓

Why?

4. Failure to consider class types

lecture vs. zemi

1st- vs. 4th-year



Varieties of English differ

- Lexis ✓
- Pronunciation
- Grammar

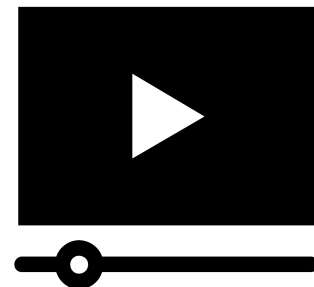
Online instruction in Japan →

If we fight for it!

- Lecture classes
- Upper-level classes
- Need to provide evidence backing this up

Guo, Kim, & Rubin (2014)

- 6.9 million video watching sessions
- edX MOOC platform
- 4 STEM courses
- “Engagement”
 - time spent watching videos
 - whether attempted to answer MC questions immediately after watching



Finding	Recommendation
Shorter videos are much more engaging.	Invest heavily in pre-production lesson planning to segment videos into chunks shorter than 6 minutes.
Videos that intersperse an instructor's talking head with slides are more engaging than slides alone.	Invest in post-production editing to display the instructor's head at opportune times in the video.
Videos produced with a more personal feel could be more engaging than high-fidelity studio recordings.	Try filming in an informal setting; it might not be necessary to invest in big-budget studio productions.
Khan-style tablet drawing tutorials are more engaging than PowerPoint slides or code screencasts.	Introduce motion and continuous visual flow into tutorials, along with extemporaneous speaking.
Even high quality pre-recorded classroom lectures are not as engaging when chopped up for a MOOC.	If instructors insist on recording classroom lectures, they should still plan with the MOOC format in mind.
Videos where instructors speak fairly fast and with high enthusiasm are more engaging.	Coach instructors to bring out their enthusiasm and reassure that they do not need to purposely slow down.
Students engage differently with lecture and tutorial videos	For lectures, focus more on the first-watch experience; for tutorials, add support for rewatching and skimming.

Online instruction in Japan ↑

- Virtual international experiences
 - Study abroad:
 - Host & home institution online courses
 - Pre-during-post support for traditional SA
 - Virtual exchange, teletandem
 - Virtual internships



Online instruction in Japan ↑

- Virtual international experiences

Why?

- Greater familiarity with online classes
- Institutions may have more control SA options they offer (vs. MEXT control)
- Students & parents want more options (cost, safety, flexibility)



PANSIG, May 2021

1. Christmas & Ishii: Using Online International Student Exchange to Boost Mobility During and Post-COVID-19
2. Hirschel & Humphreys: An Overview and Evaluation of an Online Intercultural Education Course
3. Ujitani: Intercultural Communication in Language Education (“a virtual international service-learning project”)
4. Hai: Online Exchange between Taiwan and Japanese University Students
5. Saito: Possibility and Challenges of Online Language Exchanges
6. Study Abroad SIG Forum: “...experiences of implementing online technologies into internationally-centered activities...”

Osaka JALT, May 2021

7. Muncil: International Collaboration: It's just a click away

Study Abroad SIG Forum

- Wistner, Ishihara, & Murata (2021)
- Reported on their participation in Collaborative Online International Learning project
- **Professional development** is needed for effective exchanges



Bring your own device

- What do YOU think will happen with BYOD in Japan?
 - Over 80%
 - 40 to 80%
 - Under 40%
 - I have no idea
 - Other:



BYOD ↑

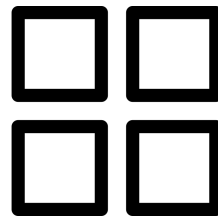
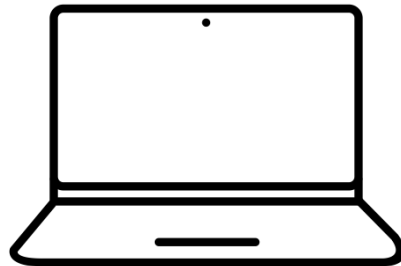
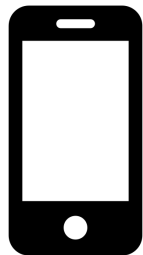
- Universities (AXIES, 2016)
 - 32.4% BYOD in 2016
 - 37.9% planned by 2018
- High schools (Obunsha, 2020)
 - 23.5% BYOD in 2020
 - 35.7% allowed use of own device



Emergency remote BYOD

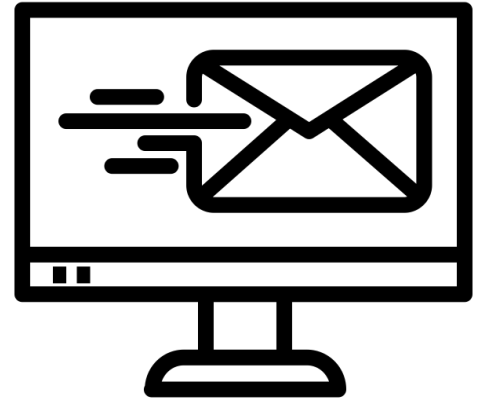


ERBYOD

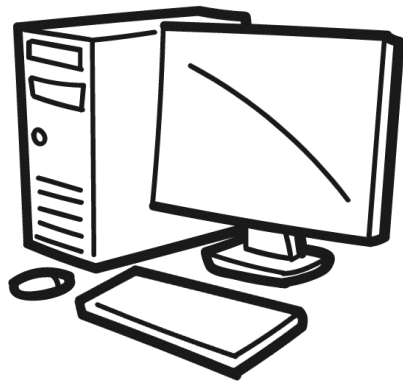


Joho

- English Information Literacy
- All 1st year English majors
- Basic usage of technology for English classes: email, Moodle, Word, PPT, Excel, media
- Task-based
- Coordinate 5 sections, teach 1



Pre-pandemic



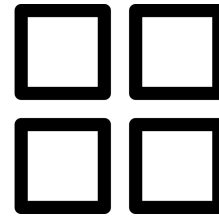
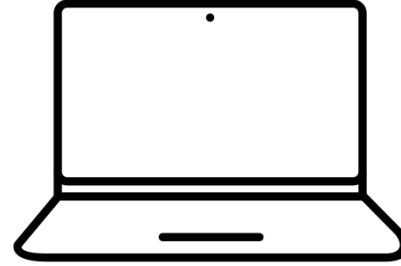
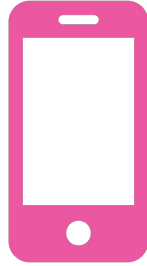
- Peers, TA, Teacher
- Synchronous

Pandemic era



- ~~Peers, TA, Teacher~~
- Synchronous, asynchronous

Joho devices



Uncontrolled BYOD



- Unlimited devices
- Limited instructional possibilities

Controlled BYOD



- Limited devices
- Expanded instructional possibilities

Universal design for learning

- What do YOU think will happen with universal design in Japan?
 - Used more
 - Same
 - Used less
 - What is universal design?
 - Other:

What is universal design for learning?

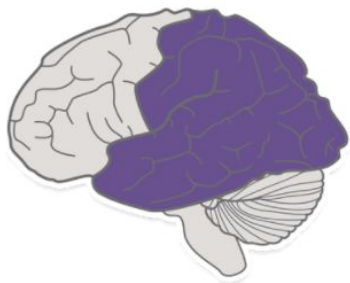
- “a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.”



CAST (2021)

UDL

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

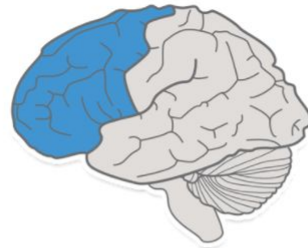
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



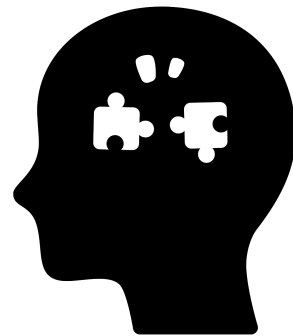
Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

CAST (2021)

[Explore Action & Expression](#) 

UDL & technology



- “Using UDL principles, technology-enhanced course design is an effective way to create flexible learning environments for learners.”

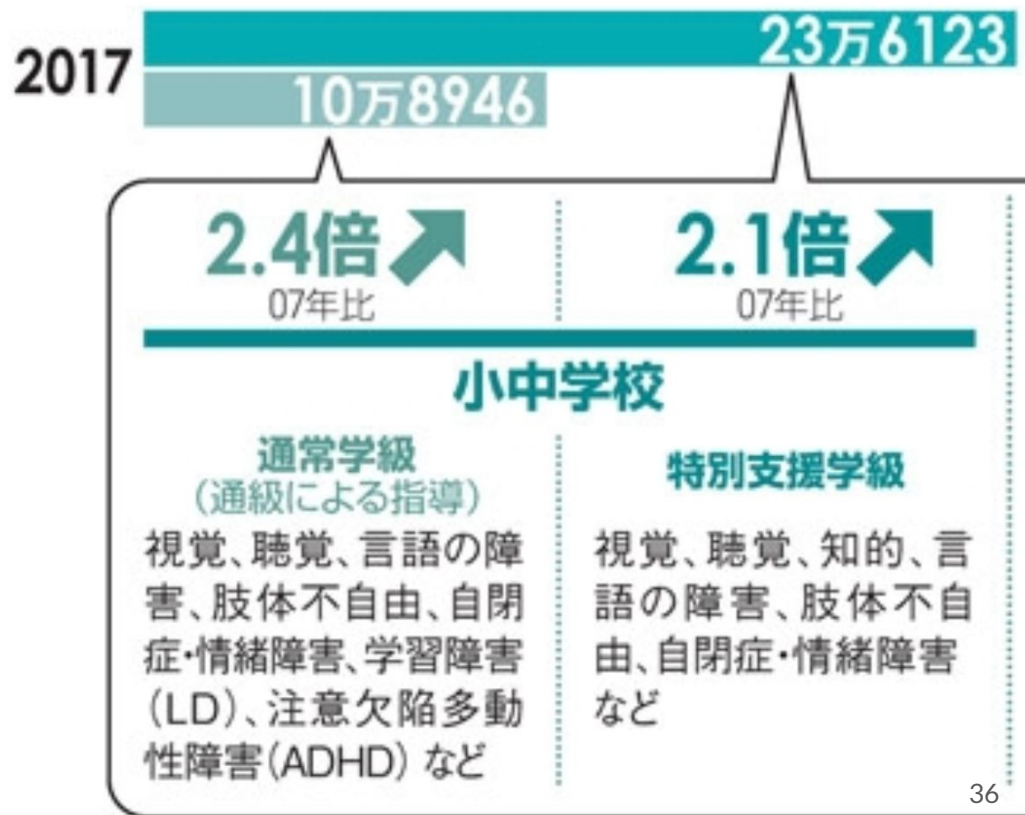
Morra & Reynolds, 2010

Universal design ↑

Asahi Shimbun, 2019

Why?

- Growing recognition of ability & learning differences



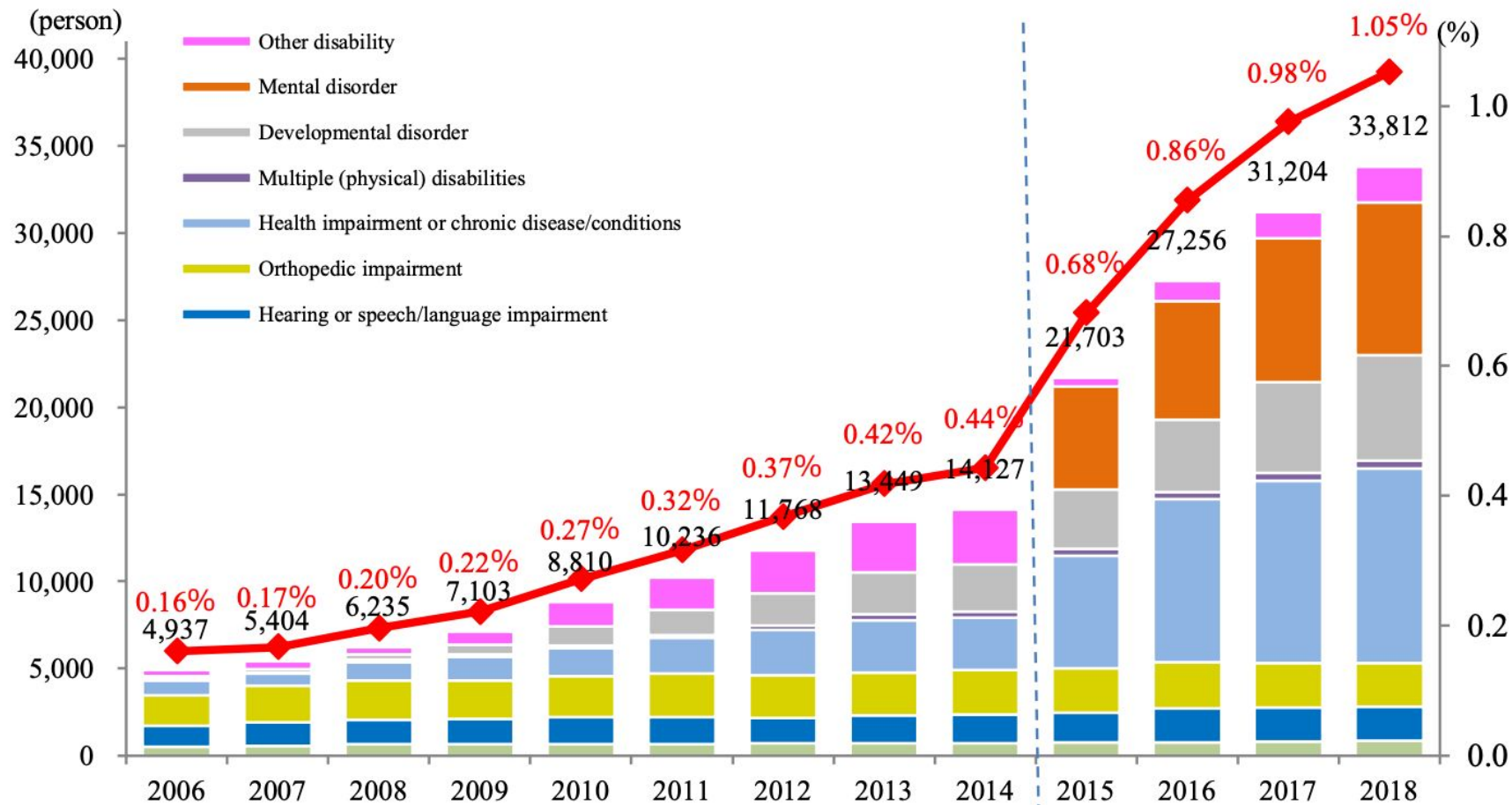


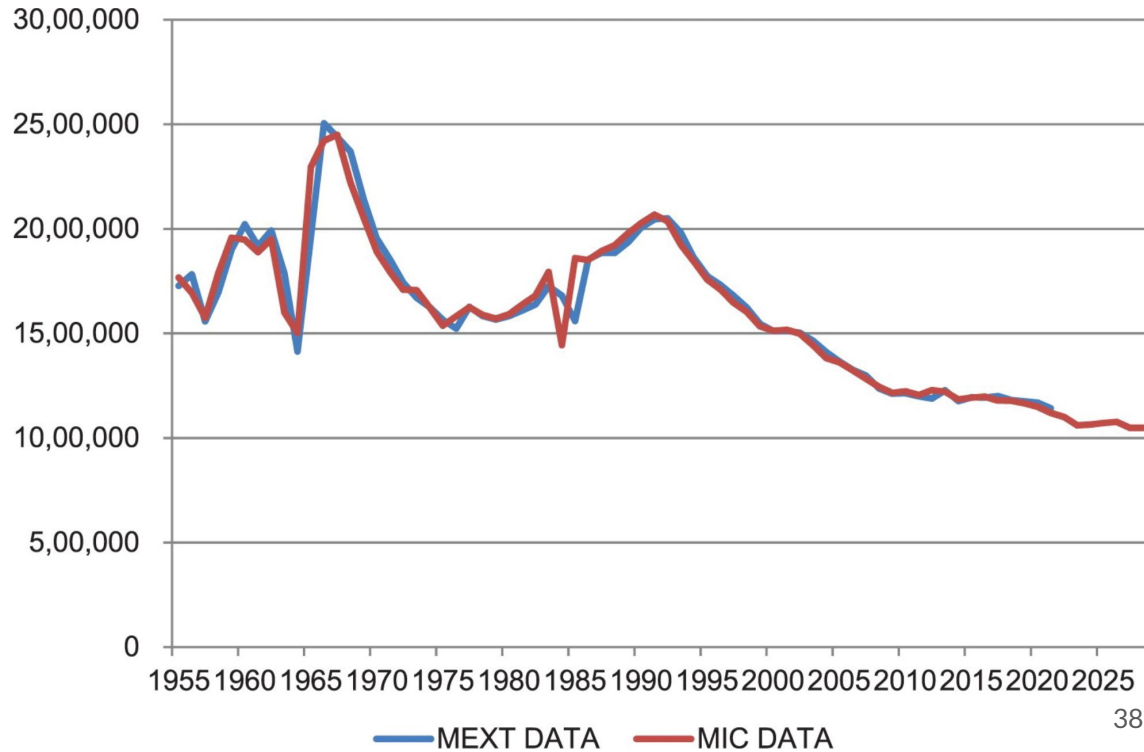
Figure 3. Change in number of students with disabilities and their percentage of the total student population.

Universal design ↑

Yonezawa, 2020

Why?

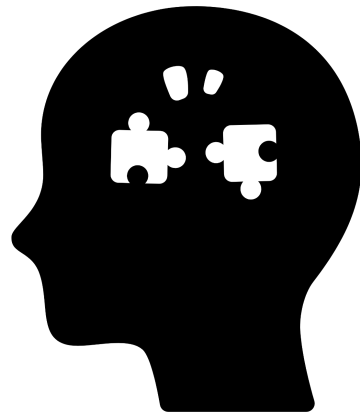
- Competition among universities for shrinking college-age population



Universal design ↑

Why?

- Pandemic has emphasized the importance of accessible technology



Living on the Edge, May 2021

1. Healy & Takei: Inclusivity and online learning in the Japanese context
2. Burke: The edge of the mainstream classroom: Your students who learn differently

PANSIG, May 2021

3. Moriya, Suzuki, Burke, & Reimann: Building an Accessibility Support Network
4. Moriya: Reconceptualizing Accessible Language Learning

JALT, November 2020

5. Burke & Yphantides: Classroom Challenges: Your Hard-to-Reach Students
6. Burke: Neurodiversity, Studying, and Teaching Language
7. Yphantides & Watkins: Inclusive Learning Communities Theory and Practice

Universal design ↑



Melodie Cookさんがファイルをアップロードしました。

5月3日 20:41 · 🌐



Dear JALTCALLers,

I am co-editing a book with [Alex Burke](#) and [Davey Young](#) about barrier-free learning in Japan. We have extended our call for chapters to May 28th. Please see and share the attached call!

Thanks!

-Mel



ドキュメント

call for chapters (2).docx

Universal design ↑



外国語教育メディア学会 第60回全国研究大会

Live interactive sessions: August 20-22, 2021

Video on-demand sessions: August 13-29, 2021

外国語教育におけるユニバーサルデザインの現状とニーズ

Universal Design in Foreign Language Education: Current Issues and Needs



絵:月森聡美(北九州かがやきアーティスト)

Disaster preparedness

- What do YOU think will happen with disaster preparedness in Japan?
 - Our institutions will demand that teachers be ready for online instruction at any time
 - Institutions will not prepare to move online
 - I have no idea
 - Other:



Disaster preparedness↑



Disaster preparedness↑

Why?

- Proof that online transition is possible
- Extended COVID crisis as warning
- Disaster-prone nature of Japan
- Desire to prevent interruptions to learning



1994



WE'VE JUST INVENTED
ONLINE LEARNING!

2012



WE'VE JUST INVENTED
ONLINE LEARNING!

2019



WE'VE RE-INVENTED
ONLINE LEARNING!

BRYAN BENTLEY

1994

2012

2019

2020



WE'VE JUST INVENTED
ONLINE LEARNING!



WE'VE RE-INVENTED
ONLINE LEARNING!



WE'VE RE-INVENTED
ONLINE LEARNING!

BRYAN BENTLEY

1994

2012

2019

2020

2021

2022

2023

2024

2025

WE'VE JUST INVENTED
ONLINE LEARNING!

WE'VE RE-INVENTED
ONLINE LEARNING!

RE-INVENTED
ONLINE LEARNING!

FULLY IN-PERSON



COURSE MODELS AT-A-GLANCE

BLENDED



WHERE



Brick-and-mortar



Virtual learning environment

WHEN



At a scheduled time



At the student's own time

HOW

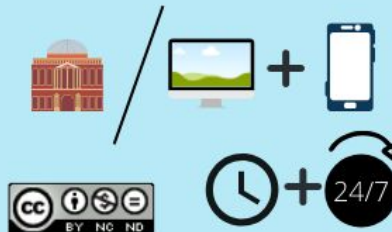


On-Site Classroom Technology



Mobile, portable technology

HYBRID



HYFLEX



FULLY ONLINE



Future of language teaching with technology

- Online instruction ↓→↑
- BYOD ↑
- Universal design ↑
- Disaster preparedness ↑



Professional development

- PD: opportunities intended to aid faculty members in their professional growth as a **teacher** (or a researcher, or both).
- MEXT uses FD

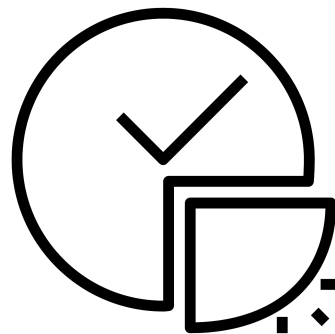


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Professional development

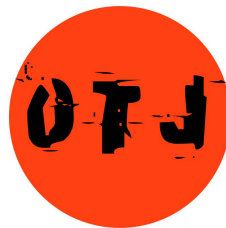
- Inclusive
 - Part-time teachers (e.g., Skeates, Gough, Snyder, & Yanase, 2020)
 - Non-Japanese-speaking
- Quality
 - Meeting needs of teachers
 - Fitting teaching **context**



Forms of PD

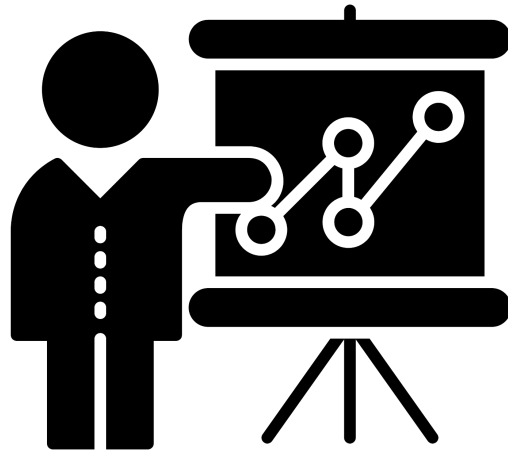


- Professional organizations (e.g., JALT)
- Online PD (e.g., OTJ)
- **Institutional PD**
 - online or offline workshops/webinars
 - lists of resources
 - communities of practice



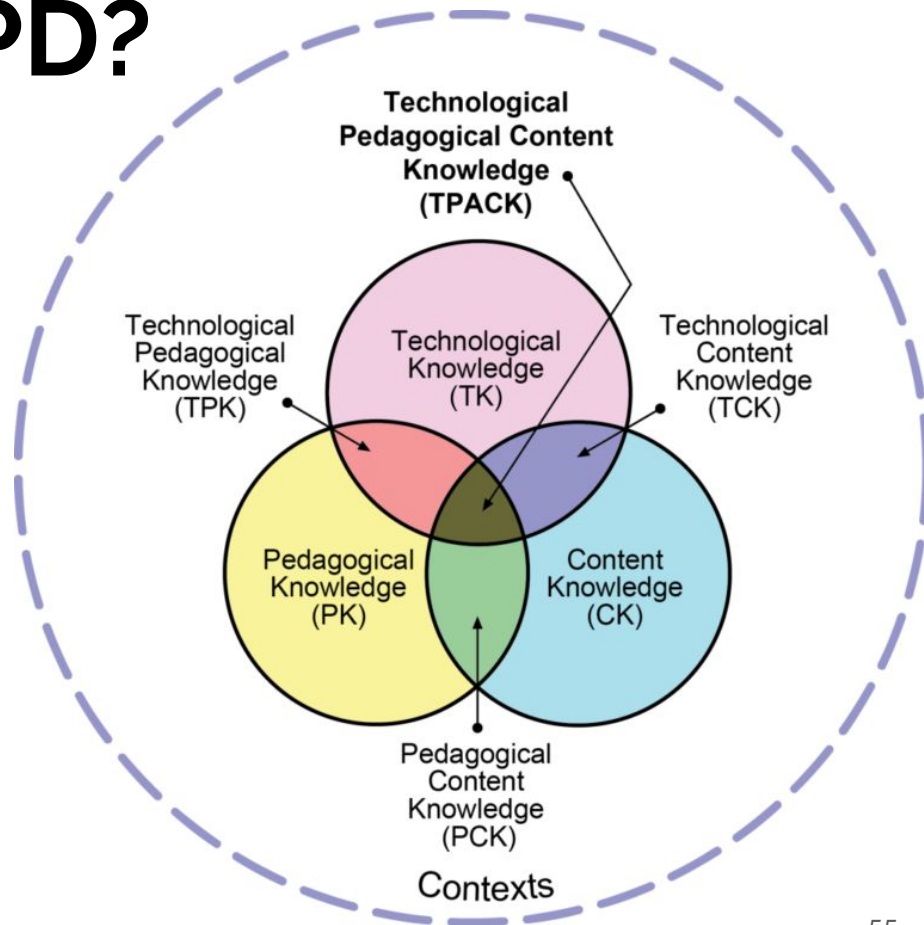
Why institutional PD?

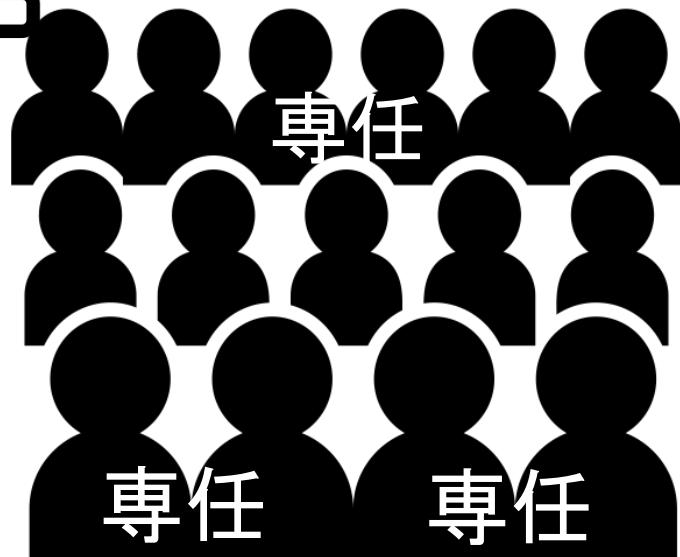
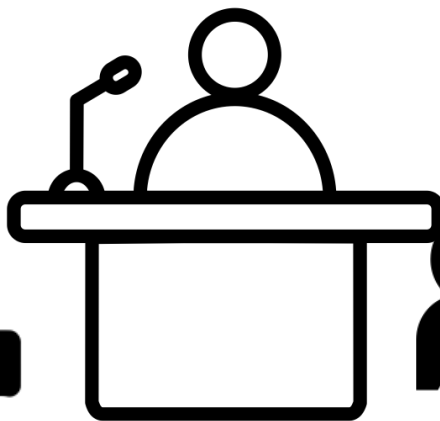
- All undergraduate institutions in Japan have offered PD since 2008 (Kano, 2015; Konno, 2016; Suzuki, 2013)



Why institutional PD?

- Specific to context: e.g., institution-provided tools
- Instructors reduce the burden on students by using limited tool set





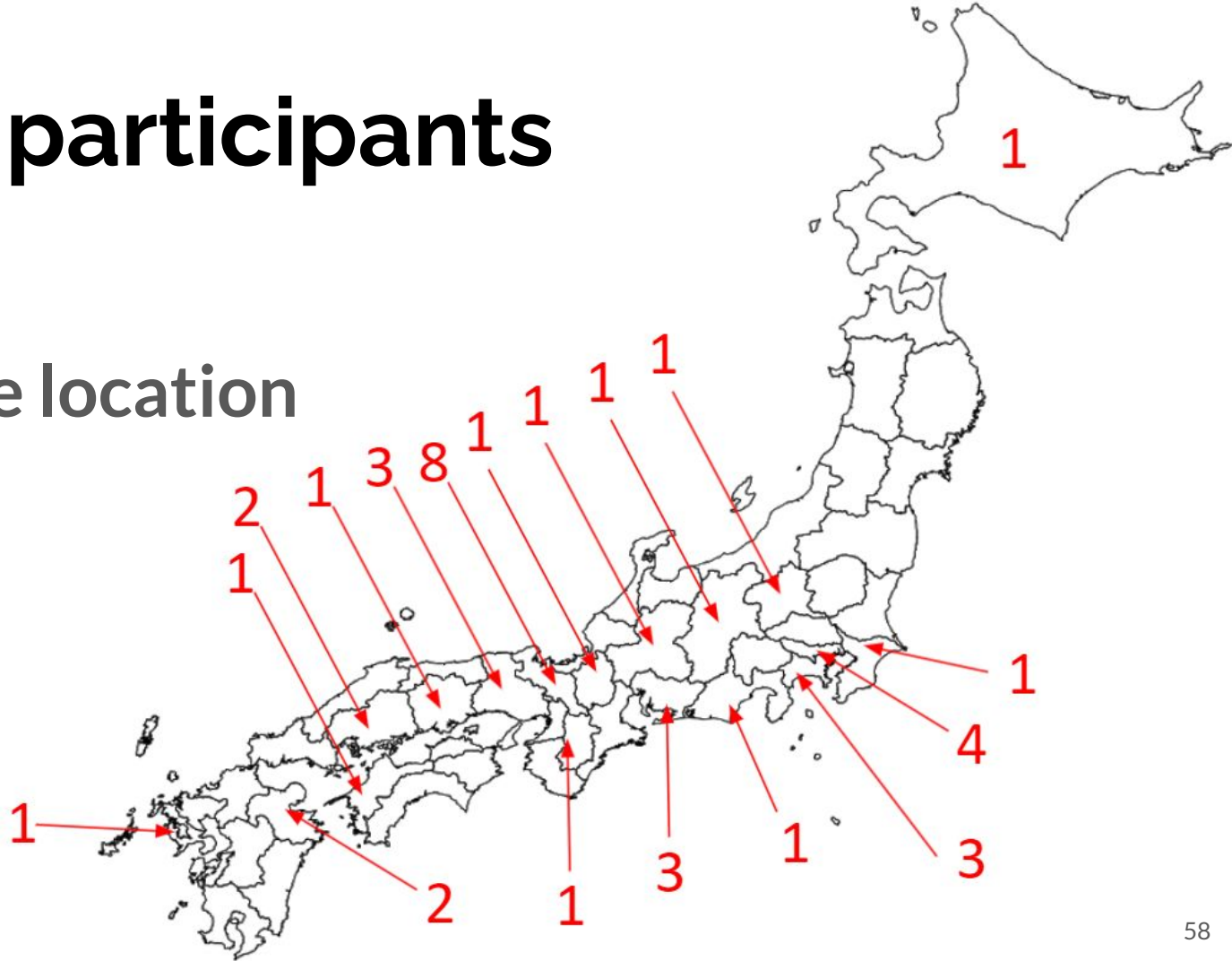
ZZZ

PD survey (Lavolette & Koyama, 2021)

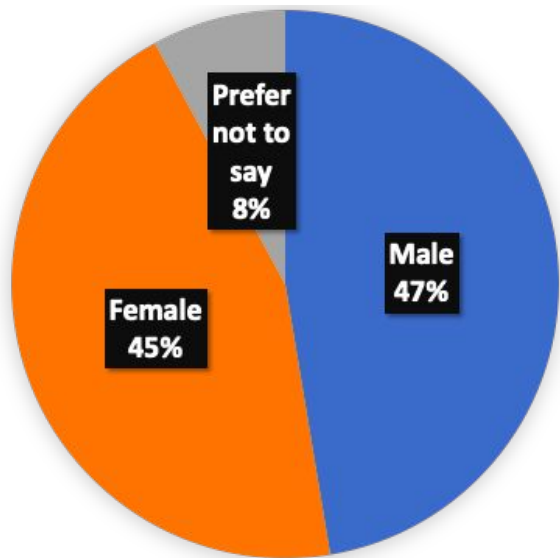
- Targeted language teachers in higher ed
- Sent via social media, email lists of professional organizations in Japan
- English & Japanese
- 36 questions (with branching logic)
- 38 complete responses (68 total)



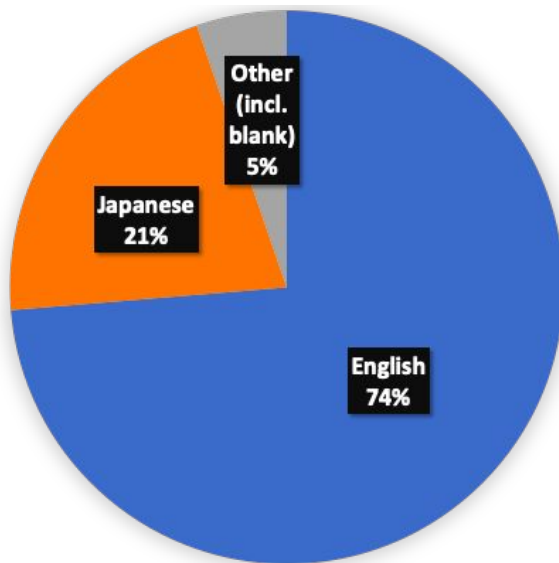
Workplace location



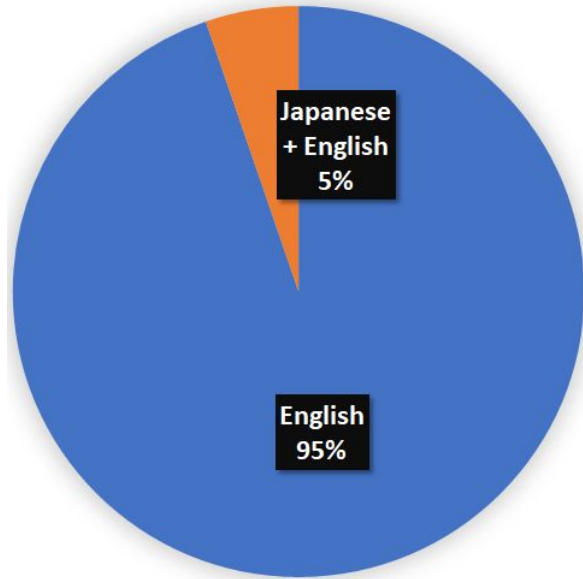
Survey participants



Gender

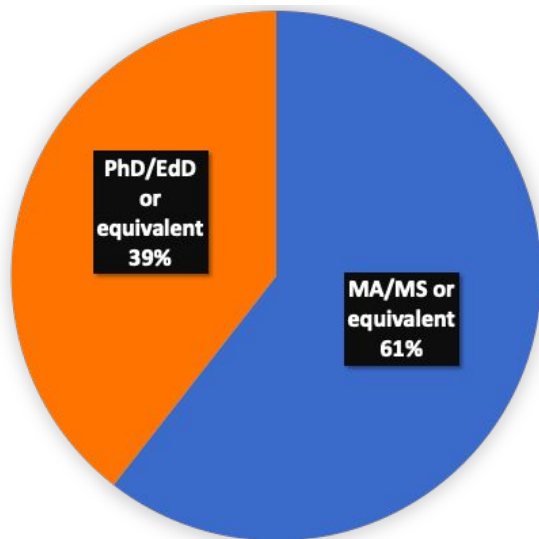


L1

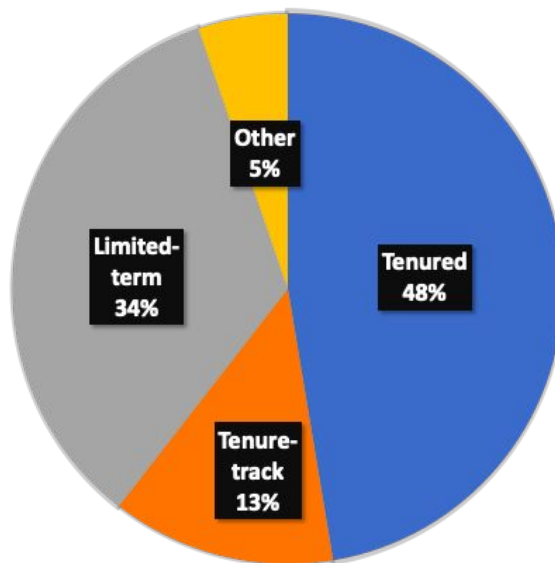


Lang(s) taught

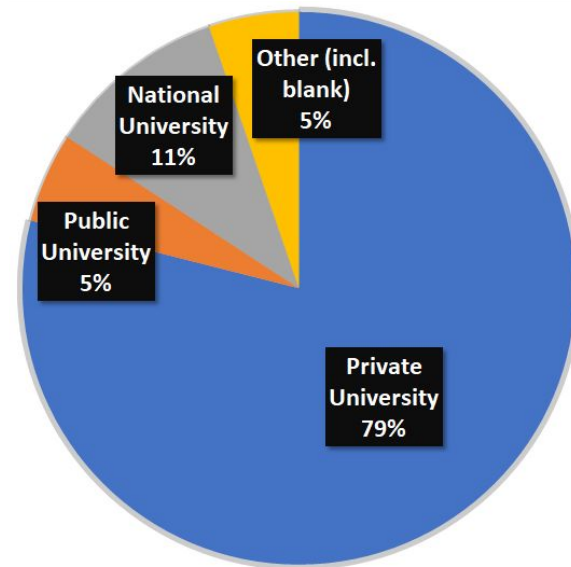
Survey participants



Highest education

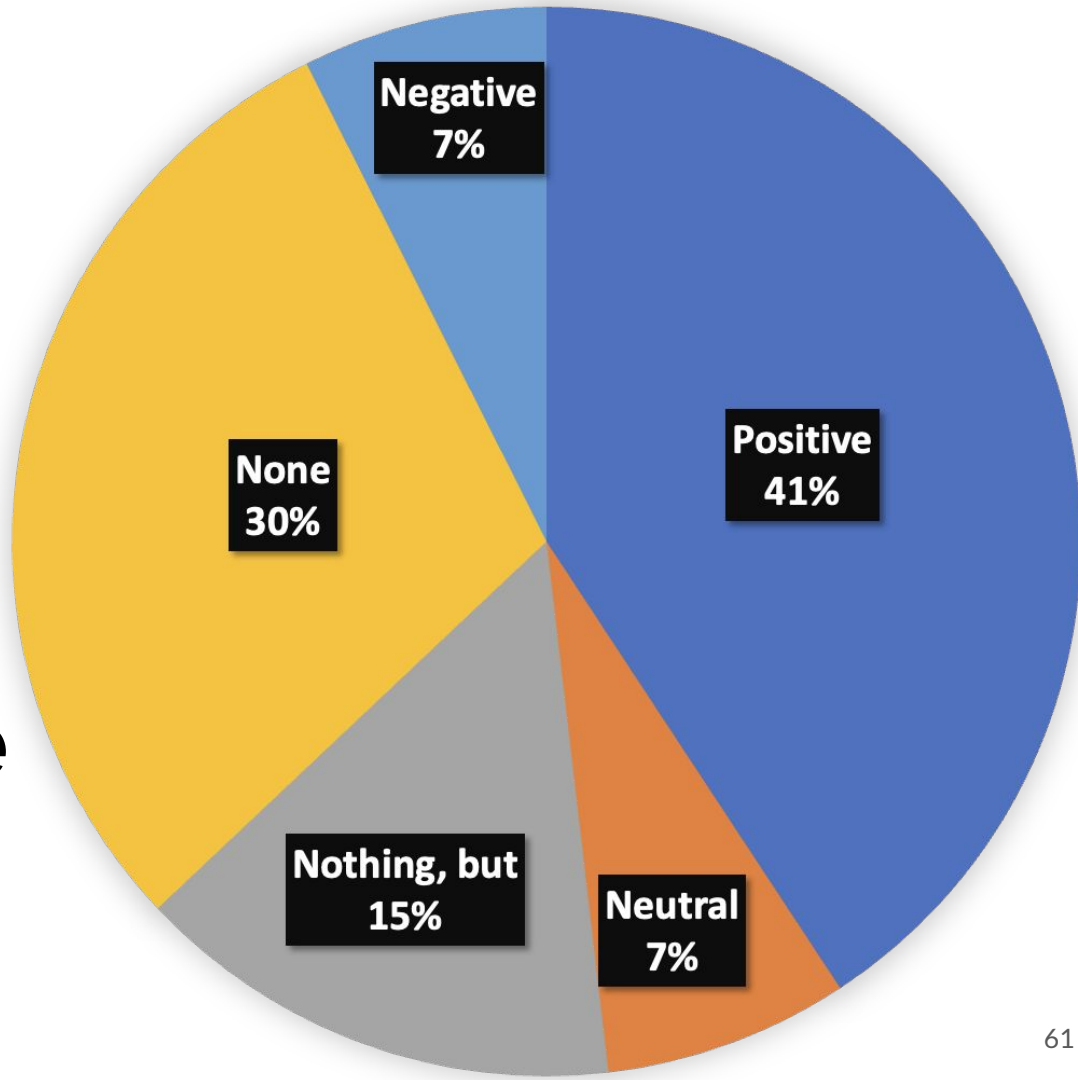


Job security

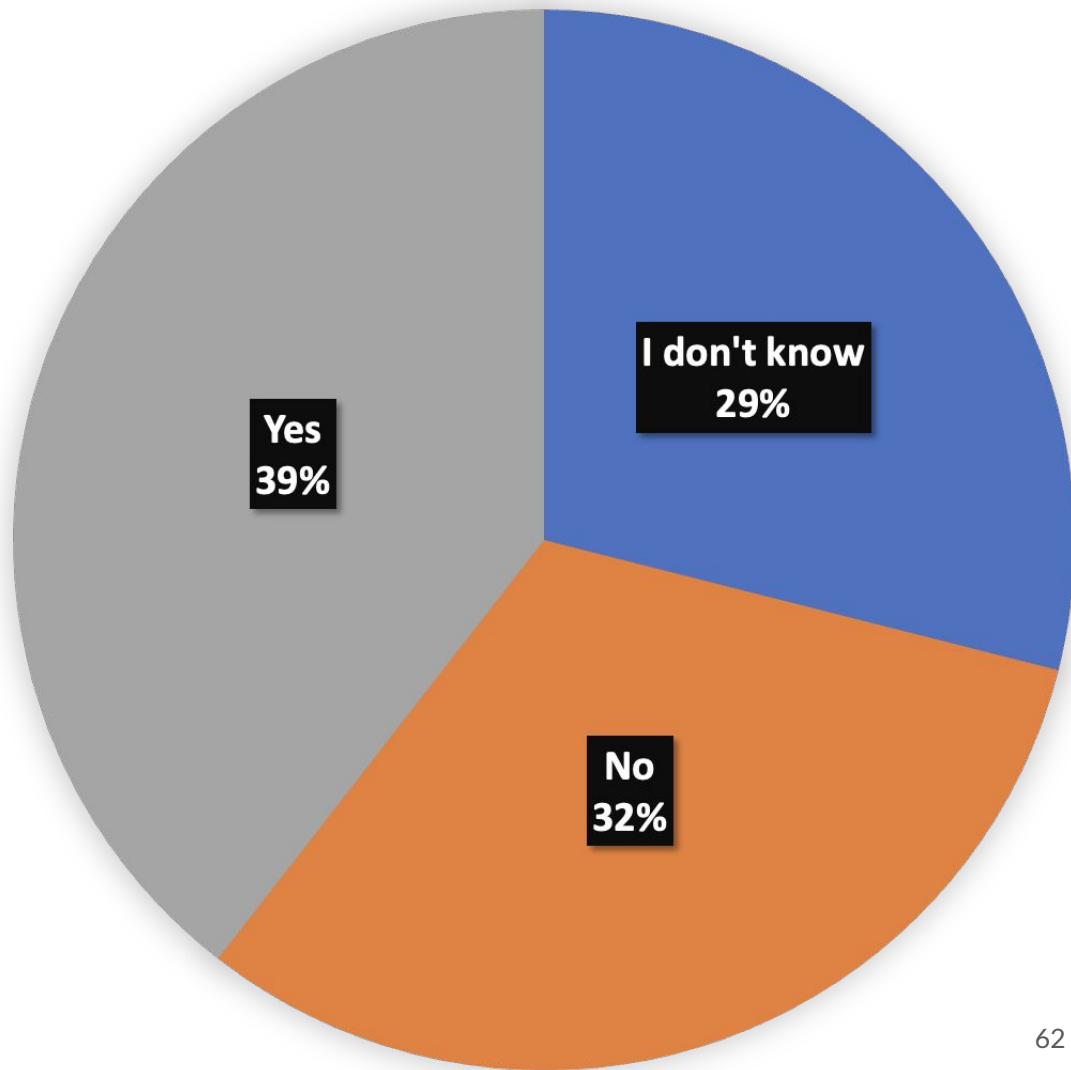


Institution type

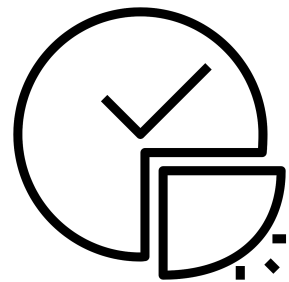
**Based on
PD/FD
sessions you
have attended,
what changes
have you made
to your
teaching?**



**Does your
workplace
survey
teachers for
topics of
interest for
PD/FD
sessions?**



How to improve institutional PD?



- Reaching out to part-time teachers

“Usually if I’ve made the effort to go to any I’m the only part time teacher present and **what is discussed isn’t relevant to me** or my teaching. Also some schools hold them at times that I’m teaching at other universities.”

How to improve institutional PD?

- Delivery - active learning

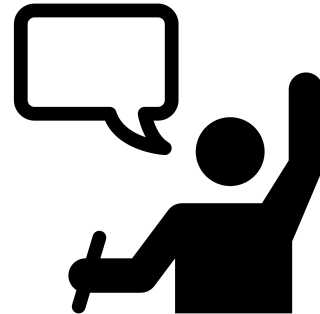
“There never are any **pre-study questions** provided - at times not much of an abstract outlining the topic or scope of coverage. There is rarely **time for any questions** ... making them the complete opposite of the ‘**active learning**’ **practices** we ‘should’ be following in our own teaching. And rarely or more so never is there any **follow up** after the session.”

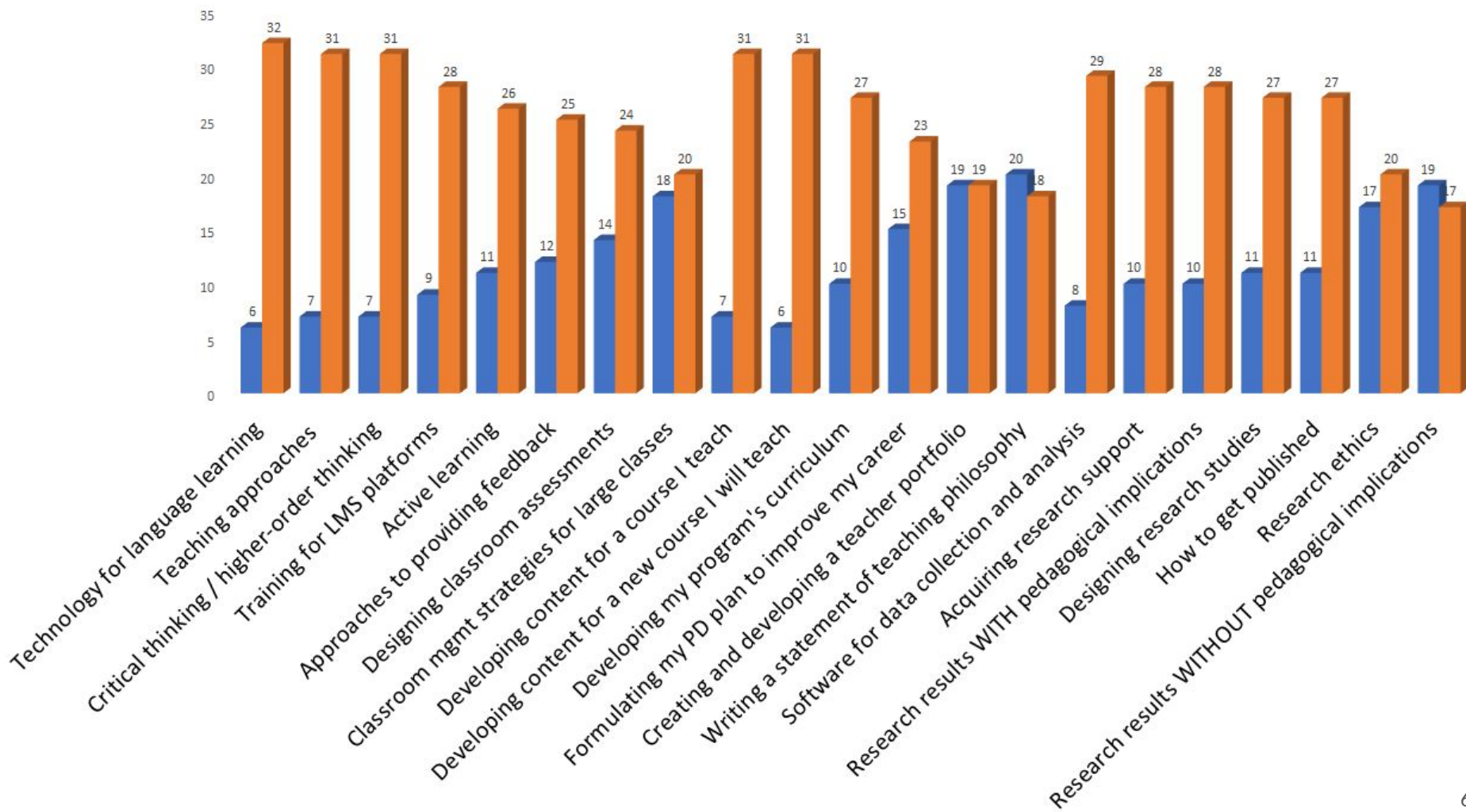


How to improve institutional PD?

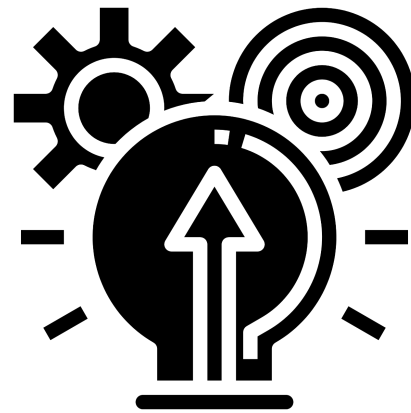
- Delivery - active learning

“In my institution there is no **interaction** in the PD sessions, but just 5 minutes at the end for questions... Sometimes, quite ironically, the title of the PD session is something like [Active Learning in University Classes] ... and then the contents is the presenter reading slide after slide of text about how to do Active Learning or how to be Interactive.”





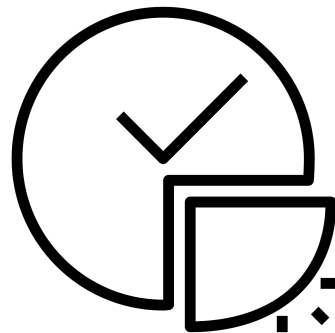
Needed PD topics



- Online instruction
 - Best practices in online course design
 - Effective virtual international experiences
- BYOD
 - Supporting students who do/do not have required devices
- Universal design
 - How to support all learners, with a focus on learning differences
- Disaster preparedness
 - Building courses for flexibly transitioning between FTF & online modes

Professional development

- Inclusive
 - Part-time teachers (e.g., Skeates, Gough, Snyder, & Yanase, 2020)
 - Non-Japanese-speaking
- Quality
 - Meeting needs of teachers
 - Fitting teaching **context**



Future of language teaching with technology


- Online instruction ↓→↑
- BYOD ↑
- Universal design ↑
- Disaster preparedness ↑





betsylavolette@gmail.com

IALLT CONFERENCE 2021



**Resilience,
Transformation,
and Beyond.**

JUNE 16–18, 2021: ONLINE

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<https://www.cast.org/impact/universal-design-for-learning-udl>
- Clifford, R. (1987). The status of computer-assisted language instruction. *CALICO Journal*, 4(4), 9–16.
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