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You can find our PowerPoint Presentation at  
<http://www.csus.edu/indiv/m/masuyama/Technology/showcase.htm>

## Development, Integration, and Implementation of Technology: Successful Web-enhanced Japanese Language Courses

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### **Presentation Goals**

1. To show how we have incorporated technology into daily teaching
2. To share Pros and Cons of using technology
3. To share students' feedback on the use of technology in the classroom

### **1. What is a technology enhanced Japanese language class?**

- (1) Japanese language program
- (2) Instructor's motivation
- (3) WebCT as a hub

### **2. WebCT course development**

- (1) What is WebCT?
- (2) Setting up the environment
  - a. Convert WebCT course into multilingual encoding system (UTF-8)
  - b. Instruct students on how to set up their own computer for typing Japanese
  - c. Set up language lab computers for typing Japanese

### **3. Development of "Usagi-chan's Genki Resource Page"**

(<http://www.csus.edu/indiv/s/sheaa/projects/genki/>)

- (1) To supplement WebCT course
- (2) To serve as a resource for other students who are using the Genki textbooks

### **4. WebCT content development**

- (1) Online syllabus & daily schedule
  - a. Dreamweaver (Document Encoding: UTF-8 Unicode)
  - b. Content is categorized by lessons
  - c. Detailed daily lesson schedule
  - d. Direct links to Usagi chan's page and other outside resource pages

- (2) Posting PowerPoint presentation, notes, and handout
  - a. Development (How to make it)
  - b. Effective usage of PowerPoint in classroom
  - c. Posting on WebCT (Convert to PDF and 6 slides per page)
  
- (3) On-line audio files using voices of native speakers of Japanese
  - a. Record voices using a recording device called Diva©e program (mp3 file)
  - b. Convert mp3 files into RealAudio (rm) files using the “Cool Edit” program
  - c. Upload the rm files to CSUS's Real Media Server.
  - d. Create html file on WebCT to link to the rm file on the Real Media Server

For more detailed instruction, please go to  
<http://www.csus.edu/indiv/m/masuyama/Technology/realmediainstructions.pdf>
  
- (4) On-line quizzes & exercises
  - a. Format: multiple choice, short answers, matching, etc.
  - b. A fast and effective way to create quizzes
    - Step 1: Create questions on PHP and MySQL database
      - e.g. What is the short, present, affirmative form of つかれます?
    - Step 2: Customize database according to the needs and upload to WebCT
      - e.g. L1 vocabulary, L2 vocabulary, L5 from polite to plain forms
    - Step 3: Create online exercises and quizzes on WebCT
  - c. Delivery methods (more control to less control)
    - One time, in-class quiz with a password
    - Unlimited access until xxx
  
- (5) Students Homepages in Japanese
  - a. Develop their e-Portfolio over the course
    - e.g. Name, family, hobby, daily life, etc.
  - b. Showcase their own work
  - c. Use them as the reading material
  - d. Create a sense of community by knowing more about their classmates
  - e. Teaching approach
    - Integrate the work as a part of examination
    - Share several homepages during the class time
  
- (6) On-line research and discussion on Japanese culture
  - a. A place to share the information on Japan related events
  - b. Cultural learning site (Example: “Dos & Don’ts in Japan”)
    - Step 1: Pre-task in class
      - (e.g. a discussion on “do’s & don’ts in Japan & US” using illustration
    - Step 2: Main task using Internet & WebCT
      - Search Word(s)
      - URL address
      - Information (summary)
      - Importance and relevance to their lives
      - A question for an exam in a multiple-choice or true-false format, with the correct answer indicated

Step 3: Post-task in class, WebCT, outside of class

(e.g. In-class role play and discussion, posting comments, advices, and stories on Student Homepage on WebCT, creating pamphlets and posters for community, essay and case study analysis, etc.)

(7) Web-based exercises for newly introduced vocabulary and verb conjugations

- a. Created using PHP and MySQL technologies
- b. Students can do exercises as many times as they wish
- c. Always available via the web

(8) Lesson-by-lesson kanji sheets with stroke-order movies

- a. Also created using PHP and MySQL
- b. Animated stroke order (from Gahoh website)

(9) Drag-n-drop games that are designed to enhance their learning

- a. Created using Flash, PHP, and MySQL technologies
- b. Students enjoy the competitive nature of games
- c. High scores are stored in a web-based database

## **5. Students' response to technology-enhanced Japanese language courses**

- Participants: 150 college students who enrolled in the first year Japanese language course from Fall 2002 to Spring 2004; racially diverse group; self-claimed high level technology competence; studying Japanese for personal interests; and more than half had a (part-time) job
- Data Collections: ① anonymous online survey (approximately 50 modified questions from “Flashlight Online”) at the end of each semester with likert scaling and written comments; ② non-anonymous survey; and ③ informal interview.
- Questions:
  - 1) Did students perceive a technology-enhanced class as useful? What activities do they perceive to be the most and least beneficial to their learning?
  - 2) Did students perceive that a technology-enhanced Japanese course has helped them to:
    - ① be receptive to independent learning?
    - ② attain Japanese language proficiency?
    - ③ demonstrate their understanding of the relationship between the practices, products, and perspectives of Japanese culture?
    - ④ openly share knowledge, questions and issues with others?
    - ⑤ have a higher level of learner satisfaction?
  - 3) Is there any relationship between the time they spent on learning Japanese through technology and their academic scores?

## **6. Successful tips for audience**

(1) Explore local resources!

Attend local workshops – UCCS small booklet

(2) “Best Practice” from *A Guide to Creating Online Courses*

(3) What worked in my class

a. Constant “Reality Check”

- Do students engage in learning?
- Do they see these exercises as valuable?
- Does it take too much time?
- When & How: Evaluation as a part of exams

b. Collaboration with online specialist

c. Creating positive learning community

- Take student photos at the beginning of the semester
- Introduction via WebCT Discussion board

e. Effective Pedagogical Approach

\*Formation of “good learning habits”

- Consistent course content and procedure during the Teaching Lab
- Consistent posting: Time, Place, and Presentation

\* Advanced organizer for students’ learning

- Use of Calendar
- Lesson-by-lesson online syllabus with direct links
- Multiple postings

\* Minimalist Approach to instruction

- A short description of “how to do it” instruction
- Do not overwhelm the amount of tasks

\* Modeling

- Modeling through instruction in text
- Modeling by instructor
- Modeling by classmates

\* Combination of Instructivism & Constructivism on the use of WebCT

- Instructivist approach
  - Handout posting
  - Verb conjugation exercises
  - Tests & Quizzes
- Constructivist approach
  - Knowledge building on Japanese culture via Discussion Board
  - Problem-based learning (PBL): Internet search
  - Development of Student Homepage

## **7. Future**

(1) Instructional video & narrate in Japanese

(2) Student Presentation for lower division course

(3) More games