2019

Impact of English Language Teachers' Technology-Based Pedagogical Choices on Japanese University Students

Robert John McClung
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Robert J. McClung

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Edward Kim, Committee Chairperson, Education Faculty
Dr. Stephen Butler, Committee Member, Education Faculty
Dr. Anita Dutrow, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2019

Abstract

Impact of English Language Teachers' Technology-Based Pedagogical Choices on

Japanese University Students

by

Robert J. McClung

MSc, University of Surrey, 2004

BA, Royal Military College of Canada, 1996

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

May 2019

Abstract

Recent literature suggests that communicative language tasks widely used by English as a Foreign Language (EFL) teachers to try and improve Japanese students' learning have had little effect on improving their language ability and their intrinsic motivation to improve. Consequently, a number of teachers are now using interactive technology in the classroom although it has not been systematically implemented or widely studied. Understanding the approaches of successful EFL teachers—specifically, how teachers using an andragogic approach through experiential learning might affect student engagement—was the purpose of this qualitative study. The conceptual framework focused on student-centered learning and included Knowles's theory of andragogy and Kolb's experiential learning. The perceptions of 10 EFL teachers chosen through purposeful sampling and who regularly used technology in the classroom were gauged through structured interviews, direct observations, and document analysis. Emergent themes were extracted from the data through interpretive analysis. Results supported the fact that andragogic-based tasks with technology increased student engagement in the Japanese EFL university classroom by directly improving interaction between students and by stimulating communication and autonomous learning. The outcome of the study was a professional development program that was designed to provide better teacher training on facilitating technology-based lessons that engage learners and improve their language skills. Positive social change will result from providing better teacher training that focuses on facilitating technology-based lessons that engage Japanese university learners' full potential and improve their language skills in more meaningful ways.

Impact of English Language Teachers' Technology-Based Pedagogical Choices on

Japanese University Students

by

Robert J. McClung

MSc, University of Surrey, 2004

BA, Royal Military College of Canada, 1996

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

May 2019

Dedication

This doctoral study is dedicated to my wife, Yasuyo; my children, Koh and Kaede; and my Canadian and Japanese family for their understanding, love, and support during the past 4 years. To Yasuyo, I will always be eternally grateful for your love and constant support, encouragement, and understanding throughout this entire process. To Koh and Kaede, I hope you will look on this as an example of hard work and set lofty goals for yourselves in sports and academics in the near future. I hope you will forgive me for being preoccupied with my studies and work. I love you dearly and hope you will find my accomplishment a source of inspiration.

Table of Contents

List of Tables

Section 1: The Problem

Introduction

ABC University (ABCU; pseudonym) is a private university located in the Kansai area of Japan. Since the late 1990s, Japanese educators have been trying to reorganize English language education in order to combat students' continued problems with learning English as a Foreign Language (EFL). Students in Japan are, for the most part, quite passive in their approach to English language learning and this is partly due to anxiety in the EFL classroom (Williams & Andrade, 2008). This passivity could also be attributed to students' cultural upbringing and a need for formality and politeness, as well as a lack of motivation due to limited opportunities to use English in Japan (Takanashi, 2004).

Teaching practice and the layout of classrooms may also contribute to students' reluctance to fully engage in their EFL classes. Traditionally, the Japanese university classroom is a teacher-centered space that includes an overhead projector, screen, and blackboard. Students tend to sit passively taking notes on the instructor's lecture with very little interaction among students (Mork, 2014). Recently, many universities have installed a Wi-Fi system, which is accessible to both the students and faculty members alike. This has enabled the use of web-based software such as Moodle (Modular Object-Oriented Dynamic Learning Environment), which has given teachers with technological experience and creativity the ability to produce a far more engaging lesson than previous textbook lectures (Mason, 2014). With classroom seating arrangements making it extremely difficult for students to physically turnaround to speak with partners, the use of

handheld technology such as smartphones could complement the use of web-based software and make it easier for Japanese students to participate in classroom activities (Nalliveetil & Alenazi, 2016).

Researchers have considered the need to communicate from a variety of perspectives including international posture (Yashima, 2002), silence in the classroom, (Harumi, 2011), motivational strategy (Sugita & Takeuchi, 2010), and communication apprehension (Matsuoka & Rahimi 2010). However, as Osterman (2014) pointed out, many of these studies were conducted using a quantitative approach. Use of a qualitative research methodology that attempts to discover what teachers are using in their classroom may contribute new insight about the direction of English study. It may also lead to valuable information on how to best improve student engagement in EFL courses in Japanese universities.

The Local Problem

Currently, there is a pressing demand for English communication in Japan to help foster and advance business. Consequently, Japanese company leaders and government officials have begun looking for native English students and workers who are learning Japanese to take on the responsibilities demanded by a global society governed by the English language (Kobayashi, 2013). According to Kawaii (2007), in order for Japan to maintain its economic position in the world it is essential that Japanese students learn English beyond basic grammar, vocabulary, and pronunciation in spite of the difficulties in doing so.

To this end, officials with the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) began reforming the secondary school curriculum over a decade ago to focus more on oral competency (Kawai, 2007; Kobayashi, 2013). They sought to combat the continued low ranking of Japanese students in international English tests (Education Testing Service, 2016). The English proficiency scores of Japanese junior and senior high school students were much lower than the goals originally set by MEXT (Japan Times, 2015). In 2011, Japanese students began studying English from Grade 5 (Hu & Lee McKay, 2013). In addition, recent changes by the education ministry to curriculums will make it obligatory for high school students to discuss global events in 2018 (Wada, 2015).

Making these reforms more difficult to implement, however, is the reality that changes envisioned by the government such as guidelines for infrastructure as well as changes to pedagogy and teaching styles have largely been disregarded or overlooked by school administrators and more experienced teachers, and very little teacher training and development has occurred (Aoki, 2010; Bachnick, 2003; Latchem, Jung, Aoki, & Ozkul, 2008; Uchida, 2004). Reasons for this inaction are varied but are mainly due to serious problems created by an aging society, financial cutbacks, and the changing demands of the public, according to Brooks and Brooks (2012). Demographic changes and the weak performance of the economy have resulted in public funding and focus being redirected away from educational reform and stalling the much needed changes to school curriculums.

Other barriers also impede the implementation of reforms. One is that university entrance preparation is a top down approach with schools emphasizing grammar translation methods called *yakudoku* so that students can successfully pass domestic multiple-choice style college entrance exams (Butler & Iino, 2005; Gorsuch, 1998; O'Donnell, 2005). Another is the level of preparation of educators. Benesse found that 68.1% of 2,326 classroom teachers in Japan were unprepared and lacking confidence in their ability to teach English (as cited in Sakamoto, 2010). The majority of minor grade language teachers are inadequately trained to teach a second language with 97% of teachers surveyed lacking confidence in their own English speaking and listening abilities (Hu & Lee McKay, 2013).

The cumulative effect of this top-down approach and underperforming teacher base is that a majority of university students entering their first year have had very little contact with native English speakers and are underprepared to study in a tertiary environment. The system of using nonnative teachers and assistant language teachers (ALTs) or coinstructors, established in the late 1980s to foster team teaching and aid communication among students, has not had the desired effect intended at the outset of the program (Steele, Zhang, & McCornacc, 2017). The weak, often muted performance of students at ABCU and their overall lack of motivation to participate in EFL speaking and writing classes despite the documented benefits of language study for Japanese students (Kawaii, 2007; Kobayashi, 2013) prompted this study.

At the local setting there were 66 full-time, part-time, and contract foreign English-speaking teachers in 2018. Large class sizes, coupled with CLT not being fully

implemented by teachers as initially designed (Sakui, 2003, Steel & Zang, 2016) and teachers in elementary and junior high schools being insufficient in number and poorly trained, contribute to inhibit student language learning development. At the research location only 30-40% of the EFL instructors use technology in the classroom in a student-centered manner and even fewer use handheld technology such as smartphone apps to engage their students, according to university officials I consulted. The inadequacy of EFL programs in primary, secondary, and tertiary education in Japan in meeting the needs of learners despite top-down intervention from the Ministry of Education has been well documented by educational researchers (Butler & Iino, 2005; Kikuchi & Brown, 2009; Machida & Walsh, 2015; Steele & Zhang, 2016). Locally, teachers have received little or no guidance from the university administration regarding the implementation and use of technology to engage learners and promote better communicative ability.

Rationale

The demand for English communication in Japan to help foster and advance business has never been more important. Consequently, Japanese companies and the government have begun looking for native English students and workers who are learning Japanese to take on the responsibilities demanded by a global society governed by the English language (Kobayashi, 2013). According to Tsuneyoshi (2005), there is a lack of qualified teachers available to teach English. This was confirmed by Dearden's (2014) investigation in which it was discovered that there are few full time non-native instructors available and even fewer willing to teach English as the lingua franca medium of

instruction (EMI) classes. Thus, as Chang (2010) pointed out, there is a need for pedagogical training for teachers as well as infrastructure and support resources.

Although there is no standardized training in the Japanese university educational structure, EFL teachers throughout Japan have been trying to use pedagogical strategies learned from their personal overseas educational training courses and from recent CLT trends in EFL acquired and adapted from participating in local, national, or international conferences (Littlewood, 2014). A recent influx of technology in the Japanese university classroom has provided an opportunity for teachers to experiment with numerous technologies and investigate various techniques (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur & Sendurur, 2012).

Over the last two decades, researchers studying English language classes have expressed their dissatisfaction with the Japanese education system by criticizing various areas including the university entrance system, teacher-centered classes that have very little communicative practice, and the inability of teachers from elementary school to university to teach in English (Amaki, 2008; Butler & Iino, 2005; Nishino & Watanabe, 2008; Yanagi & Baker, 2016). Illustrating the problem with English-language preparation is that many Japanese students studying abroad have reported feeling unprepared to participate in discussion-based lessons citing anxiety and feelings of inadequacy in their ability to communicate with others (Yanagi & Baker, 2016). In response, administrators from many of the national and top-tier universities have begun increasing EMI class offerings to keep pace with the trends being set throughout Asia and in other non-English speaking countries around the world (Chapple, 2015). However, as teachers discovered,

students at a Kansai area university were vastly underprepared for these classes. Student feedback showed that 72.4% of respondents claimed the classes were far more difficult than expected (Chapple, 2015). Thus, it can be deduced that Japanese university students have not received sufficient communicative practice during their secondary education to allow them to perform at a level commensurate with the hopes of school administrators.

Definition of Terms

The following terms are used throughout this study:

Communicative language tasks (CLT): An approach coined by Hymes in 1972 that focuses on students' ability to navigate the target language in a real-life situation and successfully communicate what they mean or desire (Lightbrown & Sprada, 1999; Power, 2003).

Cooperative pairs or groups: Pairs or small groups of three to five students who work together on a common goal, language task, or assignment (Alrayah, 2018).

Engagement: Active involvement in a learning activity (Wellborn, 1991).

Information and communication technology (ICT): A technology-related moniker that is similar to *information technology (IT)* but which includes communication technologies such as the Internet, wireless networks, cell phones, and other communication devices (Zuppo, 2012).

Interactive technology lessons: Lessons that involve the learners by engaging them in a number of techniques and methods using students' Internet-connected handheld or portable technology devices (Golonka et al., 2014).

Mobile assisted language learning (MALL): Technology such as handheld smartphones or tablets that aids students' comprehension of the language task without being confined to traditional language learning barriers or classroom space (Miangah & Nezarat, 2012).

Plenary: The entire class of students interacting as a whole group. Interaction could include listening, speaking, reading, writing, or presenting activities (Bouckaert, 2016).

Student-centered: The focus of the task is generated by the students. The teacher's role is to facilitate rather than direct student learning for the particular task (Yamagata, 2018).

Teacher-centered: The instructor directs or explains the language task without any input from students. The style is a top-down approach (Yamagata, 2018).

Traditional approach: A methodology for teaching students that focuses on teaching through lectures and note-taking strategies (Condie & Livingston, 2007).

Significance of the Study

The majority of freshman students in universities have not adequately focused on the four language skills in their school life that would enable them to communicate effectively in English. As a result, students experience serious anxiety and suffer setbacks (Williams & Andrade, 2008) upon entering university or college English language communication and writing courses. As a result, many Japanese university students are unmotivated to study English in their first year of university classes and native English

teachers often complain of students' silence and lack of motivation in the classroom (King, 2013).

At ABCU, the lack of technology-based interactive lessons in EFL is a significant area of concern. Institutional demands require teachers to use assigned textbooks that cater to exams while teachers are further constrained by the number of students in their class which can often number 40 students or more in oral communication classes, as well as by the lack of teaching support in and outside the classroom (Humphries & Burns, 2015; O'Donnell, 2005).

CLT techniques suggested by the Education Ministry in 2011 have not provided the intended aid because multiple interpretations of CLT have resulted (Brown, 2007; Tahira, 2012) with deficiencies in knowledge and training to improve teachers' instructional methods being criticized (Steel et al., 2017). In addition, changes have been slow to implement because entrance exams act as a key cultural mechanism to obtain credits and enhance careers pushing oral competency to the background (Butler & Iino, 2005; Hu & Lee McKay, 2013; Tanabe, 1999). However, this goes against what is happening outside the classroom as textbook publishers are now providing online sites to enhance learning. In addition, language-testing organizations such as the Test of English as a Foreign Language (TOEFL) require the language test to be completed via a computer system. Despite these changes, the problem still remains inside the classrooms since students are not learning how to take advantage of technology already at their disposal.

Interactive technology, such as smart phones or web-enabled mobile phones, is extremely popular in Japan. Many, if not all, students have access to smart phone

applications which if properly shown can increase learning by improving vocabulary and expanding the range of listening material (Wu, Yen, & Marek, 2011). According to Taylor (as cited in Thornton & Houser, 2005), 95% of high school and college age students have a phone and utilize it throughout the course of the day. Given the popularity of smart phones and the functional use they play in college students' academic life (Thornton & Houser, 2005), it would be extremely useful to utilize a system that could play to the strengths of Japanese students studying EFL. Recent advances in such technology have provided opportunities for both teachers and students in the language classroom. Some teachers are utilizing computer assisted language learning (CALL) and other types of technology both in and out of the classroom such as specific websites, YouTube videos, and software response and interactive technology in an attempt to implement CLT that will enable students to engage with peers and which may instill motivation in EFL. However, with all of the advances being made and a plethora of papers being published on the convenience and ease of learning, universal strategies to implement and truly transform student learning by motivating teachers and students alike still do not exist. In Kim et al.'s (2013) study, researchers found that teachers' beliefs about technology are directly connected to their beliefs about whether lessons should be student or teacher centered. It is the duty and responsibility of teachers to know how to utilize progressive technology and capitalize on its use in the classroom (Albirini, 2006).

Research Questions

The intent of this study was to determine whether teachers who incorporate a variety of technology-focused lessons can successfully aid their students' learning by

engaging them in the classroom. More specifically, I investigated teachers' perceptions of how their recent choice and use of technology in EFL classes affects learner motivation to study and whether it decreases student anxiety to participate and engage more willingly in language learning activities. Hsu (2013) acknowledged that today's learners are digital natives (Prensky, 2007). In this context, it is not surprising that MALL is a widely researched field. Using hand-held technology in the EFL classroom could provide the necessary connection between the material and students' willingness to participate. Reyes, Brackett, Rivers, White, and Salovey's (2012) study showed the importance of engagement as a vital catalyst to academic success. They noted research supporting that classroom climates rich in emotion and connection between students and their instructor are more appropriate learning spaces than classrooms that have low or neutral emotional climates (Reyes et al., 2012). Similarly, Lochland (2013) noted that teacher-initiated confidence in using a foreign language and engagement that builds on students' learned language experiences with other students is central to success in the classroom.

I sought to answer two research questions (RQs):

RQ1: How does an andragogic approach to learning with interactive technology in the classroom affect student engagement?

RQ2: From a teachers' perspective, how could experiential learning improve language skills by increasing student engagement in Japanese EFL university classrooms?

I wanted to ascertain teachers' perspectives on how best to aid student engagement through the use of interactive technology and then use this knowledge to develop a

professional development (PD) workshop for EFL language teachers. The aim of the workshop is to provide guidance to teachers on the use of an adult-focused pedagogy to successfully aid Japanese student engagement and language skills through experiential learning.

Review of the Literature

While there is an extensive amount of relevant literature focusing on the predominant issues in utilizing technology by teachers in ESL and EFL classrooms, this literature review's objective was to explore aspects that are relevant to engaging Asian EFL learners. I retrieved studies from ERIC, Proquest, and EBSCO host databases as well as conducted online library searches to obtain information for this review. The conceptual framework of this literature review was andragogy and experiential learning. The literature review was organized into four regions that could potentially affect successful learning in an EFL classroom. They were also arranged into areas that could hinder student engagement such as anxiety and student and teacher motivation. Furthermore, it reviewed the challenges associated with connecting to the classroom and the advantages of providing a technology-based classroom as well as looking at a few of the more recent techniques that are being used in Japanese EFL classrooms.

Conceptual Framework

The overarching conceptual framework for this study was Knowles' theory of andragogy because it is the one theory that best represents student-centered learning for young adults. Technology based teaching has been slow to take hold in Japan although this is not due to the lack of technology in the country, since Japan is known as one of the

most highly innovative countries in the world. It has more to do with how the instructor is

viewed. In many Eastern cultures including Japan, the role of the teacher as an

authoritarian purveyor of knowledge is much more predominant rather than as a

facilitator or director of student learning (Koosha & Yakhabi, 2013). Therefore,

professional development for reforming teaching practices, the learners' knowledge base,

and the context of learning all need to be taken into consideration (Merriam & Caffarella,

2007). A transformation of habits, frames of reference, and pedagogical beliefs (Cranton,

2006) may be required to overcome barriers to adapting the use of technology in the

Japanese university classroom. Hence, Knowles' (1980) theory of andragogy, or "model

of assumptions" (Knowles, 1980, p. 43) as he termed it, could be an effective approach to

achieving this in adult learning. Designing professional learning was a model originally

based on four specific assumptions, which he later expanded to a total of six

(Merriam, Caffarella, & Baumgartner, 2007) that defined its unique position against

pedagogy or traditional learning methods. Japan is a country with high levels of power

distance and collectivist style thinking prevalent in EFL classrooms. Students rarely take

the initiative to interact with other students or the instructor, thus according to researchers

such as Alshahrani (2017), the behaviorist approach reinforces the idea that Japanese

cannot speak English by teachers focusing on a grammar-translation method of teaching

rather than communicative approaches. Andragogy could be essential in aiding Japanese

students' ability to become more active learners. University students need to be more

involved in order to make sense of the learning process, which will make them better able

to apply the learned material (Chan, 2010). Utilizing teaching methods tailored for more

mature students enables them to take more responsibility for investigating topics, be better prepared for their classes, and take more of an active role in the classroom, qualities which are not usually seen in EFL classes that have traditionally used a behaviorist approach. The behaviorist approach is based too much on punishment and reward, which plays against students learning English in Japan. According to McVeigh (2004), students are praised for their accuracy; however, if there is uncertainty, many students are reluctant to speak for fear of failing to live up to the national trait of perfectionism. Knowles's theory of andragogy, which encourages students to move from dependent learner to independent learning focuses on the reality of Japanese EFL learners confronted with native English teachers implementing CBT techniques into technology based classrooms.

Experiential Learning

To aid the analysis of the teachers' classrooms, experiential learning will provide the much-needed connection between the subject matter of the course, which the student is being asked to study, and how the student reflects upon the understanding of the material. Kolb and Kolb's (2005) experiential learning model is based on a four-stage learning cycle in which the learner goes through a sequence of experiencing, reflecting, thinking, and finally acting as part of the learning process. Having time for students to reflect on their tasks and receive feedback from peers as well as the instructor is essential in building language skills. Experiential learning theory separates itself from behaviorist learning models by concentrating on the creation and recreation of student knowledge (Kolb & Kolb, 2005). Recently, the use of social media and messaging systems such as Line,

Facebook, and Twitter to share experiences and communicate in a written form directly and indirectly with their classmates has become the norm for students. It would only be natural to utilize a system that links similar methods in the classroom with what students are using outside of the classroom thus capitalizing on the very technology that plays a dominant role in the life of young college students.

According to Kolb and Kolb's (2005), experiential learning theory is grounded on six propositions shared by 20th century scholars such as John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, and Carl Rogers. The first proposition looks at learning's process itself rather than its outcome. It states that learning is a process that improves the students learning experience as well as giving them feedback on the effectiveness of their efforts. The second states that "all learning is relearning" (p. 194) and is assisted by the ability of the instructor to capitalize on students' beliefs and ideas. The third is the resolution of differences between opposing ways of thinking, namely feelings and actions. The fourth is based on a holistic view of one's entire make up. The fifth looks at the interaction between the environment and the individual while the final proposition looks at the means of creating knowledge. Experiential learning theory separates itself from the transmission model "where preexisting fixed ideas are transmitted to the learners" (p. 194) and focuses on the creation and recreation of knowledge in the individual.

The lack of rigidity in a humanistic approach allows students to start enjoying their studies and begin to see that they can use English despite the negative associations they may have developed in the past. Therefore, learning and classroom activities need to

continuously evolve to maintain an up-to-date understanding of what is happening outside the classroom so that they can be applied within the classroom.

Teachers' and Students' Motivation

Motivation in studying a language has long been explored with models such as Gardner's (1979) socio-educational theory of motivation, which has inspired many motivational studies to discover what constituted the variables of learning a foreign language. Dörnyei (2001) described motivation as why, how long, and the intensity in which a specific activity is pursued. One area that has not been studied extensively, but which has gained recent attention in the field of motivation, is language anxiety. Students' fear of making mistakes in English could be a reason for causing hesitancy in spoken English. Numerous reasons have been mentioned for this lack of motivation. Jung, Kudo, and Choi (2012) revealed that self-efficacy, instructional design, technology use, and the collaborative process were the four factors, which contributed to Japanese students' stress levels. This study did not look to determine whether factors including gender, grade, majors, and past online technology collaboration experiences played a part in stress levels (Jung et al., 2012). Similar findings of demotivation were uncovered by Amburgey's (2015) study in which the author compared Japanese university students with Danish university students and found that the Japanese students' school experience was the underlying reason for their lack of motivation in studying English.

In a study by Dörnyei and Chan (2013), the authors looked at confirming recent theories of second language (L2) motivation as dependent on the student's capability to generate mental imagery. They looked at the relation between creating imagery in future language capability with the impact its use had on motivating students' language ability.

Ryan and Deci (2000) explained that intrinsic motivation satisfies the innate

psychological need for competence and independence. Although one often thinks of

intrinsic motivation as being uniquely self-oriented, it is really more than that and

involves the connection between the individual and the activity they are pursuing.

As Aik and Tway (2006) explained, academic success is intertwined with students'

increased interest in their studies, which allows for a greater extension in pursuing their

goals.

Ushioda's (2011) article entitled *Language Learning Motivation, Self and*

Identity: Current Theoretical Perspectives looked at how the traditional idea of

motivation in learning English as a second language has changed. Ushioda looked at past

integrative motivation and how this has changed as English is not only a language spoken

by native English speakers but also used widely as a lingua franca around the world. As a

consequence of broad internet use, language students are not confined to speaking a

certain type of English and do not need to be motivated to enroll in a language society.

However, as cyberspace offers such a great realm of exploration students should be

encouraged to take charge of their learning with the help of a teacher to facilitate this

learning curve rather than a traditional top down approach.

In Japan, teachers often find that there is a significant difference between male

and female motivation. As Mori and Gobel (2006) pointed out in their research study,

female students tend to have a more integrative attitude towards learning perhaps due to

differences in motivation to travel outside of both their hometowns as well as Japan,

which may make female students more open to language learning. This is an important

consideration as class dynamics could be influenced by the grouping of mixed gender classes and their research also highlighted areas for teachers to consider when trying to understand reasons for student problem areas.

Teachers need to look at their own motivation first so that they can aid students' motivation to study EFL. According to Dweck (2006), there are two distinct types of mindsets that affect motivation. First, people with a fixed mindset suffer from learned helplessness and tend to give up on tasks easily and, as a result, may not participate in certain situations which they perceive as too challenging. Second, this fixed mindset is in contrast to those with a growth mindset who tend to create their own learning goals. These individuals are intrinsically motivated and want to master each task at hand or to be more competent at the task in the future. This mindset leads individuals to engage in challenging work and view errors as a normal part of learning while using mistakes to improve their overall ability. This was echoed in Falout's (2012) mixed-methods research study on Japanese college students, in which he drew on Dweck's (2006) research on mindset and concluded that teachers play an important role in stabilizing students' tendencies to become demotivated by modeling an adaptive approach to maintaining a positive persona in their own teaching lives.

Mercer and Ryan (2010) found that language learners had different mindsets across different domains. A learner's mindset about speaking ability skills could be vastly different from a learner's mindset concerning writing skills. Cervatiuc (2009) noted that the ability of her research participants showed a high level of determination to speak English even though native speakers (NS) did not initially accept them into their circle of

conversation. Therefore, it would follow that teachers also need to be more accommodating and permit some leniency and recognition of students' efforts and achievements in a second language rather than quickly dismissing them as inferior because of their current abilities.

Brooks and Goldstein (2008) suggested that effective educators have a deep understanding of students' desire to be successful and the goal of the teacher is to develop the students' mindset to be resilient to help achieve this success. To develop the motivation necessary in the EFL classroom, teachers are encouraged to become teacher-researchers to better understand the needs of their students and the ever-changing landscape of their classrooms (Gray & Cambell-Evans, 2002). Dweck (2006) as well as Brooks and Goldstein believed that teachers' negative mindset had a significant influence on the classroom persona which resulted in teachers becoming less motivated in finding better methods to reach troubled students. This is not an isolated phenomenon and could also be a major reason why, according to Sugino (2010), Japanese teachers become demotivated and negatively affect students' enthusiasm to study. Finally, it has to be highlighted that teachers' motivation is essential if they are to transfer skills necessary for better communication. According to Sugita and Takeuchi (2010), particular attention needs to be paid to students' second language level and to the motivational strategies utilized by teachers, which can have both positive and negative effects on this particular group of students.

Finally, Sugita and Takeuchi (2014) questioned the validity of cross-sectional studies and argued that more research needs to be carried out on motivation from a

dynamic perspective that focuses on a contextual arena to evaluate the effectiveness of motivational strategies. In their longitudinal study, the authors discovered that motivation and proficiency levels needed to be considered especially in regards to teachers' skills. Clarity of instruction rather than the skill of the teacher was found to be an underlying influence in students' motivation (Sugita & Takeuchi, 2014).

Anxiety

Anxiety and performance in the classroom have been studied by researchers (Aida, 1984; Horwitz, 1986; Krashen, 1987; MacIntrye & Gardner, 1991a, 1991b; Onwuegbuzie, Bailey, & Daley, 1997,1999; Von Worde, 2003) in the context of motivation and language learning (Liu, 2012). Liu (2010) discovered that advanced language students had much more motivation and less anxiety than lower level language students who exhibited much higher levels of anxiety. In Liu's (2012) research, the author was able to correlate higher levels of anxiety with examination-based classrooms.

Regrettably in Japan, students' progress from secondary school to university without a sufficient focus on the four language skills that enable them to communicate effectively in English. The goal for many secondary schools is to emphasize listening and reading courses so they can successfully pass domestic multiple-choice style college entrance exams. Admittedly, this can lead to successful acquisition of vocabulary and basic listening skills, but in many cases it leaves students quite unprepared to undertake speaking and writing tasks. Brooks and Goldstein (2008) suggested that teachers should take steps to address the fear of making mistakes immediately. If educators address this quickly, the response by students is overwhelmingly positive.

Typically, first year Japanese students are shy and therefore take a quite a long time to feel comfortable in the EFL classroom (Williams & Andrade, 2008). Cutrone (2009) cited Clement (1980, 1986), Horwitz et al. (1986) and Ellis (1994) in which these authors theorized that communication apprehension, social evaluation and test anxiety as well as the fear of losing ones' identity in the target culture all have a negative effect on language learning. Cutrone looked at reasons why students would feel reluctant to speak in front of their peers and how that can affect classroom dynamics. He theorized that communication apprehension, social evaluation and test anxiety coupled with the fear of losing ones' identity in the target culture all have a negative effect on language learning. According to Williams and Andrade (2008) anxiety related motivation is a key area of study that has not been thoroughly researched outside of North America.

Their study looked at reasons for and possible ways of dealing with classroom anxiety. It was interesting to note that the reasons for the anxiety in the minds of the students were mainly due to the teacher with the two main reasons given being teachers calling on students to speak in front of their peers and the inability of students to process answers from open-ended questions (Williams & Andrade, 2008). The comprehensive research at nine Japanese universities undertaken by King (2013) showed that silence in Japanese universities is built on a number of factors rather than one overarching phenomenon. King described five pillars of silence that became apparent in his research. These included the silence of disengagement, the silence of teacher-centered methods, the silence of nonverbal activities, the silence of confusion, and the silence of hypersensitivity to others. Through his analysis he discovered an enormous amount of

silence especially in regards to student-initiated talk resulting in less than one percent of total class time. In Japanese university classrooms, according to Ohashi (2015), it is not unusual for instructors to be met with almost complete silence when students are asked direct questions.

Technology in EFL

Online technologies are ubiquitous in today's society (Thorne, Black, & Sykes, 2009). Technology in today's EFL lessons is usually based on the use of Information and Communication Technology (ICT). Recent works by (Jang, 2008; Li & Walsh, 2011), as well as previous research conducted by Warshchauer and Kern (2000) have shown the connection between foreign language students (FLS) and the development of second language skills. In drastically different cultures Viberg and Gronlund (2013) found that through hand held technology in an EFL classroom, Chinese students' usual high power distance culture was dramatically decreased, making the classroom more collaborative and communicative in nature. Technology has thus promoted a shift in learning and a need for classroom activities to evolve to keep pace with what is happening outside the classroom.

It is the duty and responsibility of teachers to know how to utilize progressive technology and then to capitalize on its use in the classroom (Albirini, 2006). Technology such as student response systems, was found to be effective in large classroom situations where there was limited space for students and teachers to interact easily and which could bring those students who might otherwise be marginalized by more dominant students into the conversation (Patterson, Kilpatrick, & Woebkenberg, 2010). Some teachers are

permitting the use of hand held technology in the classroom to facilitate learning activities, which may aid students' individual speaking, listening, writing, and reading skills or a combination of these skills. Modern students are accessing materials far beyond the classroom walls and collaborating with others through ubiquitous leaning and engagement (García-Sánchez & Luján-García, 2016). According to Hwang and Chen (2013), mobile technology such as smart phones can aid with collaboration activities and may even reduce student performance anxiety when performing speaking tasks.

White and Mills (2012) showed a positive disposition to mobile phone use in the Japanese university classroom. Given the popularity of smart phones and the functional use they play in college students' academic life (Thornton & Houser, 2005), mobile technology would be extremely useful in helping to utilize a system that could play to the strengths of Japanese students studying EFL. In keeping with this area of analysis, Golonka, Bowles, Frank, Richardson, and Freynik (2014) declared the usefulness of technology such as smart phones and Internet-accessible devices all play a role in aiding students in the foreign language classroom. However, a caveat to their research showed that very few of the studies analyzed in their literature review showed any effectiveness in actually improving students' language ability. In Hsu's (2013) research paper on mobile assisted learning, it was discovered that mobile devices are perhaps more relevant in today's society, but found that students had differing opinions about how MALL devices could be used to enhance their English language skills. Hsu's research showed that students benefited from using mobile technology but, more importantly, these same students' English language skills improved. In the course evaluations of Kondo et

al. (2012), it was discovered that students using MALL were more interested in their studies because of the device's mobility and accessibility throughout their day-to-day activities (Kondo et al., 2012).

A number of technologies can be used in a variety of ways to aid specific skills. For example, listening skills can be improved by having access to a variety of accents and speaking styles in the form of audio tracks and videos to increase the scope of students' listening. Students can hone speaking skills by using online sites such as Skype and Face Time as well as creating their own videos or presentations, which can be uploaded to a variety of online sites and shared with other students. Students can improve writing and reading skills by using word processing tools, which have access to grammar and vocabulary software and this, according to Alsied and Pathan (2013), builds intrinsic motivation. Ducate and Lomicka (2008) noted that students were more experimental and creative when they were given online blogging assignments. The use of technology in the classroom could not only provide more student-centered lessons but also provide more opportunities to improve proficiency by connecting to applications and situations where students may interact in a more authentic environment (Alsied & Pathan, 2013).

In Garza Mitchell's (2009) article, the author explained that an online environment lacks trust because of the absence of any physical presence by the college or the instructor. However, with teachers properly monitoring online platforms and having overviewing authority in relation to the posts, the instructor will be able to build trust among students and the college in a web-based setting. Teachers should constantly endeavor to improve their classroom tasks and incorporating technology is a step in the

right direction. Comments should be positive rather than merely critiquing others' work and any unsuitable posts should be reported to the instructor and then deleted (Barrot, 2016). It is important for instructors to be well aware of the rules and regulations of their institutions so that new ideas can be incorporated into the classroom (Garza Mitchell, 2009).

Student Response System Technology

Recently, social media and numerous messaging systems have played a dominant role in the life of young college students. It would be only natural to utilize a response analyzer or student response systems (SRS) such as Twitter to facilitate student to student as well as student to teacher responses both in and outside the classroom (Kassens-Noor, 2012). According to Ono, Ishihara, and Yamashiro (2014), the advantages are two-fold; students can get almost instantaneous feedback to their ideas using response systems and secondly, teachers can easily track the number of responses made by each student. SRS were found appropriate in large classroom situations where there was limited space for students and teachers to interact easily while having the added benefit of bringing others into the conversation. This can lead to a wide variety of topics being covered and debated by a greater number of people, which might otherwise be controlled by a small group of more dominant students (Patterson et al., 2010). Shon and Smith's (2011) research found SRSs to be extremely well received by students with over 90% of students finding them both useful and helpful. Junco, Heibergert, and Loken (2011) discovered that Twitter as an SRS improved both grades and interaction between students by aiding openness in plenary sessions as well as facilitating better connections between like-minded students.

The technology can easily be used by teachers to quickly create and save numerous questions enabling the creation of frameworks, which allow the instructors to generate questions unique to the material they are teaching. This sentiment was echoed by Hwang et al.'s (2016) research, which showed that mobile devices provide students the opportunity to interact and collaborate more easily. In another study, Kalanzadeh, Soleimani, and Bakhtiarvand (2014) showed that 86.7% of the students felt that technology motivated them in their English studies with 88.3% believing their comprehension had also improved. SRSs can also be used as a warm up tool, for concept checking, or as a means to re-activate student participation. Nevertheless, Burston (2014) warned that SSRs have been traditionally used as a top down approach and that teacher's pedagogy should be reexamined to include collaborative methods for using mobile devices. Furthermore, the use of response technology in the classroom, according to McLoughlin, Wang, and Beasley (2008), has changed the dynamics of the classroom and could potentially take control of the classroom out of the hands of the instructor.

Cardosa (2011) looked at research around the world in numerous university departments ranging from mathematics to psychology to veterinarian medicine. In the EFL area of study, Cardosa (2011) stated very little literature had been written on SRSs with the exception of Cutrim Schmid (2007, 2008), which concentrated on the positive effects of using SRSs. In Cardosa's own mixed-methods research on the beliefs and perceptions of SRS, he focused on a group of 30 Brazilian students at a language school in Brazil. He used the SRS to teach low frequency high-level vocabulary to advanced level students using the Salinger novel, *The Catcher in the Rye*. At the end of the eight-

week experiment, Cardosa conducted a survey to elicit student feedback. The students

responded positively to using SRSs, which also transmitted to increased motivation, self-

assessment, and overall learning in the classroom. However, the researcher noted that

students did not feel that the SRS increased student-to-student interaction (Cardosa,

2011). The author, nevertheless, noted that in an EFL classroom with ample oral

communication opportunities the SRS was able to offer structure and direction, although

the research was inconclusive on whether or not the SRSs were appropriate for teaching

morphosyntax language structures.

In Japanese language classrooms, which can often be quite large and daunting

when trying to speak a foreign language, the use of Twitter or another SRS can provide a

sense of comfort and connectedness. West, Moore, and Barry (2015) found that for first

year students in an unfamiliar environment, and surrounded by nameless classmates, the

introduction of a communication tool to help communicate with peers and professors in

and beyond the traditional classroom provided a sense of familiarity.

The potential for disaster through the use of this modern technology is real though

especially if the instructor allows students to take command and then to control the time

which is set-aside for students in a plenary session to share ideas in an open online forum.

However, one caveat, recommended by Ono et al., (2014), was to limit the number of

questions in a class because they found that overusing SRS could cause students to

give more holistic answers rather than thinking more deeply and providing more detailed

answers to the questions presented. Junco, Elavsky, and Heiberger's (2013) study

concluded that technology in the classroom is fundamentally positive and leads students

to more positive learning experiences, better collaboration, and promotes better learning autonomy.

One of the most important take away points elicited by Mork (2014) is that response systems can help teachers in Japan save valuable class time by using a non-threatening method to receive student responses. Often Japanese students worry that their verbal responses will be viewed negatively or their English grammar is not perfect and therefore hesitate to provide plenary or even small group responses to teacher generated questions. The use of technology itself will not necessarily give students an excuse not to speak to the instructor, but by having response applications available, it may enhance student motivation and give them the confidence to speak up. It was noted that instructors should keep in mind that classroom technology can be used for more than just simple tasks by acting as a springboard to broader language acquisition and through its use in student-generated presentations (Wu et al., 2011). Admittedly, SRS technology does not necessarily guarantee that students will learn more English, but utilizing technology could make it easier for teachers to evaluate whether student engagement increases class understanding so they could then adjust the pacing of the class (Mork, 2014). Finally, allowing and using technology that connects students directly to the class provides students the opportunity to utilize previous English experiences and opportunities to reflect on and try new concepts in English, which are direct features of the andragogic and experiential learning theories (Gohar & Sadeghi, 2015; Zhai, Gu, Liu, Liang, & Tsai, 2017).

Benefits of Incorporating Engaging Technology in the EFL Classroom

English education in Japanese classrooms analyzed by O'Donnell (2005) found that the Ministry of Education's EFL objectives had to be interpreted by individual teachers with regard to work place restrictions and the policy for their particular classroom situation and individual school needs. His conclusions highlighted the unevenness in English reform among the schools and cited the struggle between the factors driving the need for better communication skills and the obligation to teach in preparation for entrance exams. In addition, institutional demands require teachers to use assigned textbooks that cater to these exams while teachers are further constrained by the number of students in their classes which can often number 40 students or more in oral communication classes (O'Donnell, 2005). Gray and Cambell-Evans (2002) highlighted the importance of teachers doing classroom research to better their overall teaching standards. They researched how student teachers in Australia could take a more active role in their teacher development by reflecting on their own classroom teaching practices. This parallels Caro-Bruce and Zeichner's (1998) claims that by initially doing active research they were able to gain a clearer understanding of how to improve their overall teaching methods and strategies. Orr and Kukner (2015) continued this line of thought by looking at how teachers adapted curriculum and literacy strategies to best engage their classroom and impact student learning. This corresponds with Saito and Ebsworth's (2004) research in which they looked at how U.S. teachers viewed Japanese students and how those same students interpreted teachers' behavior and classroom teaching styles.

Harris (2005) suggested a pedagogical plurality by allowing instructors to choose their own style of teaching with the use of digitally supported materials.

To combat the lack of engagement of Japanese students (Mork, 2014), Wyatt (2011) acknowledged the benefits of technology in the classroom to engage non-traditional or mature aged students. Burrell, Finch, Fisher, Rahim, and Dawson (2011) argued that constructivism is the approved method for the modern classroom because it allows students to progress by building on their past knowledge in a hands on situation. The authors identified active, cooperative, and inductive learning as the three types of student-centered learning strategies that best enable instructors to meet the ever-changing demands of adult students' work needs. Classroom climates rich in emotion and connection between students and their instructor are more appropriate learning spaces than classrooms that have low or neutral emotional climates (Reyes et al., 2012).

Hismanoglu (2012) found the need to reduce anxiety among inexperienced teachers to gain knowledge of ICT integration in the classroom before employing it in their classrooms while other researchers such as Albrini (2006) and Cahyani and Cahyono (2012) showed that positive attitudes towards technology were dependent on the benefits and individual experiences of using the technology in the classroom. In Cahyani and Cahyono's study the authors discovered that technology was used mainly by teachers for one or a combination of four reasons: practicality, convenience, teaching and learning process, and the preparation for students future endeavors.

Alsied and Pathan (2013) listed 16 advantages of using computer technology in the EFL classroom. The advantages focused primarily on the benefits to students such as

increasing participation and promoting learner autonomy but also highlighted the need

for teachers to create more constructive and multi-sensory lessons (Alsied & Pathan,

2013). This was echoed by Bahous, Bacha, and Nabhani's (2011) Lebanese research

study in which the authors found that teachers who employed technology in the

classroom as opposed to those who used more conventional classroom methods

significantly altered language-learning motivation. Recently, many students are not

traveling far from home on the weekend or during their semester breaks. Therefore, to be

able to use English in an essentially monolingual country social networking sites (SNS)

provide a window to the outside world. The top SNS sites include Facebook, YouTube,

Twitter, Tumblr, and Instagram (Alnujaidi, 2017) with each of these sites having a

minimum of 100,000,000 visitors from around the world accessing their sites on a

monthly basis.

According to Burston (2014), an innovated program that combines technology

and teaching is needed to aid student learning. The majority of hand-held devices have

been created for out of class usage rather than as a tool for students to use in the

classroom (Burston, 2014). Interestingly, there have not been any pedagogical changes

even with the introduction of smartphones (Burston, 2014). In addition, a lot of the

research comparing technology based classes versus traditional classrooms have been

extremely limited with very limited numbers of participants involved in studies and few

decisive conclusions made about the effectiveness on student proficiency (Golonka et al.,

2014).

In the mixed-methods research undertaken by Mollaei and Riasati (2013), the authors found that technology is able to assist classroom teaching although technology is not a remedy to aid poor teaching skills. However, there are situations where teachers are faced with inferior classrooms, a lack of preparation time needed for the selection of technology as well as shortened lessons in the case of technology failure (Mollaei & Riasati, 2013).

This highlights Gebre, Saroyan, and Bracewell's (2014) research findings, which showed when technology in the classroom is used as a cognitive tool to collaborate not just as a presentation instrument, student engagement will increase. This coincides with Hwang et al.'s (2016) discovery that mobile devices provide students the opportunity to interact and collaborate more easily.

In order to reduce student anxiety and increase levels of interaction in the classroom, Pfahl, McClenney, O'Banion, Sullivan, and Wilson (2010) noted teachers should provide constructivist learning tasks with the aid of devices so students can benefit from the classroom goals set. In Green and Fujita's s (2016) study, the researchers compared Japanese dental students with information technology students and discovered the key to motivating students was developing engaging materials independent of whether students were extrinsically or intrinsically motivated. Instructors who utilize technology that is already being used and preferred by students are often at the forefront of connecting teaching to student motivation (Wu et al., 2011). This was confirmed by teachers in Mollaei and Riasati's (2013) study in which students were more engaged and showed an increase in participation. Furthermore, adaptation of technology-assisted

teaching has ultimately shifted the classroom more to student learning (Mehring, 2016). Lesson adaptation and a broader view of language study is the responsibility of EFL instructors, which may only be implemented through the use of technology (Mollaei & Riasati, 2013). Finally, these findings reinforce the need to continue exploring assisted language-learning technology.

The literature review covered four sections that highlighted the need for more research in how technology can affect students' English needs in the EFL classroom. An andragogic framework that utilizes experiential learning to conceptualize the research questions relating to how an andragogic approach to learning with interactive technology affects student engagement and how experiential learning could increase student engagement in the Japanese EFL university classroom was discussed. The andragogy model works on the assumption that students should take more responsibility for their learning which results in promoting more of a student-centered classroom and reducing a teacher centered environment (Knowles, 1980). It follows that the more control students have over their language learning the more motivated they will be to progress in their studies (Benson, 2011; King, 2013). Experiential learning fits well with the andragogy model as students engage in tasks with technology, and as an integrative process, it could conceivably lead to transformational learning (Kolb & Kolb, 2005).

Implications

By looking at the research questions through the lens of andragogy and how technology based classrooms may assist interaction by incorporating an experiential leaning style framework, the PD program will provide teachers a structure that they can

utilize to address the problem of engaging Japanese university students in the classroom. The implications for social change from this research will be to reach out to students who have only known EFL as an evaluation criterion for school examinations, and thus lack the motivation to improve their overall language skills. This objective will be reached by training teachers to use more tools at their immediate disposal by incorporating technology-based learning with an andragogic and experiential learning design into their lessons. By adapting learning theories and using technologies that fit within the realm of student experience this research could lead to three improvements. First, students will be able to gain more confidence in the classroom by using technology that they are familiar with in a Japanese context by transferring those skills to engage in a completely English environment and thus, expand their language skills. Secondly, teachers will be able to correlate student expectations with textbook selection and syllabi construction necessary in effective course design and classroom management for a variety of classes. Finally, those assigned to provide teacher training will be able to cite trends in technology that are popular and are having a profound impact on student learning while also showing less experienced or recently hired teachers how they can improve their classroom instruction to better connect with their students. If teachers are using technology in the classroom that makes learning English more enjoyable, students' satisfaction and EFL skills may improve.

Summary

This project (see Appendix A), if implemented, aims to focus on teachers' perceptions of student-centered learning by analyzing their opinions on the use of

interactive technology in the modern EFL classroom. It would investigate how native EFL teachers who utilize an adult learning pedagogy with interactive technology can aid student engagement and whether experiential learning actively improves certain language learning skills. One area that was highlighted in the literature review was the realization that for many students their natural mindset is to continuously grow and seek new areas of interest, which technology in the classroom could possibly boost. However, educators need to justify that the technology they are using will continue to aid students' learning rather than simply implementing a device that best suits the system of the educators. Students' motivation in a particular technology could potentially wane or even become dormant because students might not want to be pushed to learn skills with the particular technology chosen (Valente, 2005).

Experiential learning looks at the transformation of experience, which will mean, in this case study, the utilization of technology through an adult learning pedagogy employing user-friendly interactive technology that can initiate student motivation and engage learners will undoubtedly lessen students' anxiety and improve students' language skills. The goal for this research will be to understand how Knowles' theory of andragogy combined with experiential learning can increase language-learning skills, facilitate better collaboration, and improve overall engagement in the Japanese EFL classroom.

Section 2: The Methodology

Introduction

I chose to study technology in EFL language classes in Japan for two main reasons. First, language teachers are often frustrated with the lack of enthusiasm and engagement that Japanese students have in their classes. CLT used to create student engagement has not gained a strong foothold in Japan because of the lack of teacher training as well as the traditional way that EFL is taught and perceived by students (Koosha & Yakhabi, 2013; Tahira 2012; Takanashi, 2004). Second, there is a wide discrepancy in the use of technology-focused classrooms with no consensus about what is necessary to achieve Japanese students' English learning goals (Mehring, 2016).

The purpose of the study was, first, to understand how an andragogic approach to learning with interactive technology in the classroom could affect student engagement and, second, to understand from a teachers' perspective how experiential learning could improve language skills by increasing student engagement in Japanese university EFL classrooms. I wanted to gain a better understanding of what technology is most effective based on the experiences and perceptions of EFL teachers. My subsequent objective was to use this knowledge to develop a PD program to increase the use of andragogic-styled, interactive technology-based lessons within a greater number of ABCU classrooms.

Qualitative Research Design and Approach

I selected a qualitative research method for this study because I wanted to gain insight into EFL teachers' perceptions surrounding technology and adult learning methodology used at ABCU. According to Creswell (2012), a qualitative study is best for

exploring and understanding the nature of a problem. I used a qualitative research design with a case-study approach to examine the classroom teaching practices of ABCU teachers. By using a case-study methodology, I was able to explore opportunities that might exist for professional development that could aid other EFL instructors who may be considering technology in their classrooms. A case study is defined by Yin (2013) as an empirical study in which a researcher investigates a modern problem within its natural context. Creswell explained that a case study "provides an in-depth exploration of a bounded system" (p. 617). Use of a case study approach enables researchers to gain an in-depth understanding of the situation from multiple perspectives and to create an action plan to improve the experiences of the participants (Lodico, Spaulding, & Voegtle, 2010). A case study was the most appropriate design to use in this situation because it allowed for an in-depth understanding of EFL teachers' perceptions of technology-based classrooms and how best to facilitate better speaking, reading, writing, or listening skills in andragogic focused, technology-friendly EFL classes.

I considered two other paradigms for this study, grounded theory and ethnographical theory, but did not choose them for different reasons. Grounded theory is best utilized for generating or explaining "a process, action, or interaction about a substantive topic" (Creswell, 2012, p. 621). With this type of study, the researcher develops a theory based upon the researcher's conclusions. However, because the current investigation was limited in scope--it did not include the analysis of Japanese students' perceptions and cultural attitudes toward using technology in English classes over a significant period of time--I did not feel that this qualitative procedure was appropriate. I

also deemed ethnographic research inappropriate because of the length of the study and it was not a cultural study between Japanese students and non-Japanese teachers. Furthermore, an ethnographic study is based on the way a participant views a particular problem rather than on how the researcher understands the situation (Rubin & Babbie, 2016).

I, therefore, used the case study approach to analyze the perceptions and decisions made by ten EFL teachers at ABCU. By using a case study design, I was able to fully explore why and how questions related to teachers' use of technology without manipulating the teaching style of the participants. Finally, this study was bounded by the time frame, the place, and the group of participating instructors, which further supported the use of a case-study design (see Yin, 2013).

Participants

I chose participants for this research using purposeful sampling. Lodico et al. (2010) explained that purposeful sampling entails the nomination of key informants who have particular knowledge of the specific area to be studied. To do this, I made an announcement at the contract teachers' weekly lunchtime meeting to gather participants for the research study. Participants, thus, were self-selected rather than randomly selected. The study included 10 teachers who currently use a variety of technology and software applications in their classroom because there are only 15 full-time contract teachers and not all of the instructors used technology in the classroom or wished to participate in the research. None of the instructors who participated in the study reported having any significant personal or professional connection to me. Prior to all lessons

taught at ABCU, course coordinators and administrators approved textbooks and general syllabus layout. Thus, all of the instructors followed guidelines established by the university's syllabus and taught their lessons in a manner that best suited their students and their own personal teaching style.

After requesting study participation at the weekly teachers' meeting, I contacted interested teachers individually and asked them to read an ethics review consent form. I provided background information and explained the procedures of the study, risks and benefits, as well as the confidentiality prior to asking the instructors for their written consent. A copy of the consent form was given to the ten participating instructors.

Access to Participants

Prior to gaining access to the participants, I consulted Walden University's Institutional Review Board (IRB) for proposal and research approval. Upon receiving approval from the IRB (approval # is 07-10-18-0569855), I wrote a formal letter asking the dean of English education for permission to interview the teachers at the university (see Appendix B). In our previous conversations, the dean had not indicated that any other permission requirements were needed for the interviewing and observing of fellow teachers at ABCU; however, I obtained a letter of cooperation (see Appendix C) to make the process more official. After approval was granted by Walden's IRB, I sent a letter of introduction and consent to the eligible instructors. After individual teachers agreed to participate and the letter of consent was signed, an information session was set up to explain the purpose and intent of the research study as well as answer any questions that prospective participants might have had concerning the role of the researcher.

Researcher-Participant Working Relationship

Currently, I am a full-time contract teacher at ABCU. I am not a supervisor, coordinator, or creator of any of the courses or lessons that the teachers in this study used. During this study, the participants saw me as a research colleague who knew I was completing my doctoral course work and that I was interested in understanding the role technology plays in aiding teachers with their particular EFL classrooms. I assured the participants that the information they shared with me would remain confidential. In addition, after the interview sessions, participants were able to member check their interview responses and revise their transcripts for accuracy (see Creswell, 2012). My goal is to share the results of the study. First, the results will be presented via a PowerPoint presentation to the stakeholders and then, with their permission, to all of the instructors at the annual spring faculty development meeting so that colleagues, and ultimately the students, can benefit from the information gained from this study.

Protection of Participants' Privacy

Maintaining confidentiality and the privacy of the individual teachers was essential in gaining the trust of instructors (Rubin & Rubin, 2005). After the teachers gave their approval, it was imperative to maintain the utmost security with their personal information. To maintain the highest level of privacy throughout the duration of the research study, pseudonyms for the instructors and the university where they are employed was used (Hatch, 2002). All participants' private information including name, race, gender, age, and affiliation will not be released and the teachers were assured that the focus of the study was on the professional practice of using interactive technology in

the classroom. Teachers were made aware that their participation was voluntary and they could withdraw from the study at any time (Rubin & Rubin, 2005). Any withdrawal from the study was to remain confidential. Furthermore, there were not any other outside individuals who had access to the information that was generated from the study. All of the data collected, analyzed, and organized have been stored on a password-protected computer and backed up on a flash drive. Finally, all documentation was locked in a filing cabinet in the office of my personal residence (Rubin & Rubin, 2005).

Data Collection

After gaining approval from all stakeholders, I collected data using three methods. The first step was to interview individual teachers, the second was to observe teachers' classes, and finally, documents such as lesson plans and feedback forms were analyzed. All data collected were completed at the teachers' university, in their individual classrooms, in their office or in a suitable private space, which was found prior to the day of the interview.

My role as a researcher was to select participants, observe teachers' classes, conduct interviews, and collect lesson plans and other documentation generated by the instructors. By doing this, data was recorded, trends were interpreted, and a PD program was created based on the results. To successfully accomplish the data collection, the following process was followed:

Interviews

In order to have a better understanding of how teachers employed andragogy to a technology-based classroom and whether the methods they used in the classroom

increased engagement and improved language skills, semi-structured one-on-one interviews were scheduled. These took place at the participants' choice of meeting place on the campus either before or during their lunch break or after classes on a day that best suited the participants. The purpose of individual interviews, according to Creswell (2012), is for the researcher to ask questions and record answers on an individual basis. These interviews were used to gain an understanding and clarification of each participant's style of teaching, the materials used, and the technology implemented in their interactive based lessons. The interviews centered on the two main research questions. First, how does an andragogic approach to learning with interactive technology in the classroom affect student participation? Secondly, how could experiential learning improve language skills by increasing student engagement? The interviews lasted between 60 and 90 minutes and consisted of 10 broad, open-ended questions that encompass the conceptual framework (see Appendix D), which were designed to get a better understanding of teachers' perceptions on how the andragogic approach and experiential learning actually aids or hinders students' language skills. The responsive interviewing model (Rubin, 2012) was used to facilitate a natural exchange between the researcher and the participants. The researcher also probed the participants to clarify any misunderstandings as well as to generate a clearer picture of the teacher's intentions. Follow-up interviews were used to clarify participants' perspectives on the lesson during which they were observed (see Appendix E). All the interviews were transcribed verbatim to ensure nothing was missed. To encourage open and truthful opinions, participants' anonymity and confidentiality was guaranteed in the informed consent

process. Through these interviews, it was the researcher's goal to identify common themes among the ten participants.

All the interviews were conducted in a private area where the participants felt comfortable in articulating and sharing their experiences. In addition, I wrote field notes and audio recorded the conversations to ensure no piece of information was missing or incorrectly worded (Creswell, 2012).

Observations

The purpose of observations is to gain direct evidence and information by observing the participants and their place of work (Creswell, 2012). Observing the instructors in a classroom setting increased the researcher's understanding of how the teachers' theoretical perception is balanced with their practical hands-on classroom experience (Hatch, 2002). The observations were carried out over a two-month period. Each participant was observed twice for a period of 30 minutes. The teachers notified me, the researcher, the time of the class, and the type of lesson that they would be teaching. The results of the observations were compiled and utilized as part of the analysis. I observed each instructor's lesson in the role of a nonparticipant observer. The rationale for these observations was to see how the students reacted with andragogic tasks within a technology-based classroom and how experiential learning tasks encourage engagement.

According to Seidman (2013), interviewing provides the researcher with a framework of the teacher's behavior but an observation allows the researcher to clearly grasp previous assumptions. I introduced myself as a fellow instructor to the students and

observed a 30-minute portion of the 90-minute class in an unobtrusive manner at the back of the classroom. During the lesson, I wrote field notes and utilized an observation checklist that includes numerous areas from the conceptual framework (see Appendix F). The purpose was to gain as much information as possible and not rest on any assumptions about the setting of the classroom (Bogdan & Biklen, 2007). When permission was granted, I audio recorded the classroom interactions, leaving discreetly at the end of the prescribed time so as not to interrupt the flow of the lesson. Follow up interviews with the teachers were done, when possible, immediately after their lesson or on a day soon after so the lesson was still fresh in the teachers' mind to better elicit memory recollection. These follow up interviews were in addition to the initial interviews and focused on the observed section of the lesson, which was broken down in its entirety to better understand what happened as well as what the teacher's intention was. After each observation was complete, the researcher coded the information gained.

Documents

The final method was to analyze the materials. These included lesson plans, handouts, commercial, public as well as instructors' personal teaching websites, Google classroom links, and written instructions that teachers gave to students during their class. A checklist of 16 key conceptual framework items was chosen to connect the observation to the overall research questions. The reason lesson plans, handouts, and even syllabi were analyzed was to determine whether they aid in the explanation of the technology or help students understand tasks more clearly. According to Bowen (2009), documents are often used with other qualitative research methods to complement findings and

triangulate results. Although the nine instructors teach similar classes and students and create and follow syllabi with pre-approved textbooks, they are permitted to utilize handouts and record keeping that best serves their own students' needs (see the lesson plan checklist in Appendix G). According to Mills, Bonner, and Francis (2006), non-technical data can potentially aid case studies because the data are derived from the context from which the participants function.

Role of the Researcher

Since 2007, I have been actively using technology in the classroom in numerous universities throughout Japan. Although I first used technology to project or back up my verbal instructions, I quickly began to encourage my students to use technology as a vehicle to show off their projects. Recently, I have looked at the importance of utilizing technology as a tool to encourage engagement among students as well as looking at how technology can aid in plenary discussions and autonomous learning outside the classroom.

As a researcher, I had multiple roles to carry out in order to successfully achieve the desired goal of a successful research study. Initially, I needed to recruit a group of ten teachers to participate in the study and then create and send letters of consent and conduct interviews, observe teaching, as well as collect and analyze the data ensuring the instructors' confidentiality. At present, I am a general contract instructor with no supervising role or power of influence over any of the participants. Thus, my aim was to conduct the research in the most professional manner possible by creating a warm, friendly, and nonjudgmental environment that allowed teachers to feel comfortable

sharing their perceptions of EFL classroom teaching with technology. This in turn, has aided my goal of creating professional development opportunities for all current instructors.

Data Analysis and Validation

Data analysis can be defined as a methodical procedure of reviewing and organizing material accumulated from interviews, observations, and documentation gathered through the fieldwork of qualitative research (Bogdan & Biklen, 2007). This qualitative research study analyzed the data through an interpretive analysis, which Creswell (2012) defined as placing the findings within the context of previous research. The findings were interpreted from data collected from both the main interview and follow-up interview with each instructor, the ten classroom observations, and the documents gathered from the teachers. This allowed an accurate analysis and interpretation of EFL classrooms utilizing technology.

According to Creswell (2012), this analysis completed in a systematic fashion to limit any misinterpretations or changes in the way data are collected. First, I interviewed the participants to get a better understanding of the teachers' teaching style and the types of technology used in their particular classroom as well as any lesson plans they might have prepared prior to the lesson. The interviews were audio recorded using a digital recorder application on an iPhone. All hand written data were transferred to Microsoft Word software and stored in a master table file. The data were then used for segmentation and separation into themes and categories. Then, I observed the lesson and followed up with the instructor in the second interview. Again, all notes were transferred to digital

storage and separated into categories, which were deemed appropriate. Thirdly, I examined the teachers' lesson materials utilized in the classroom and finally coded and categorized responses from the questions. After the observation, initial and follow-up interviews, all completed transcripts were member checked to ensure accuracy (Creswell, 2012).

The next step was to derive themes that could include teaching and learning styles, interactive lessons, as well as hands-on technology used by the teacher and/or the students. In order to accomplish this, I selected the computer software package Hyper RESEARCH (www.researchware.com) and entered the data. The results generated by the software were then coded by blocking and assigning labels (Creswell, 2012). After reducing overlap, the various codes were then collapsed into four themes (Creswell, 2012). The report findings were then displayed in categorical charts and tables and a narrative was subsequently constructed to explain the answers to the research questions.

Validity was established based on the triangulation of the data gathered from the interviews, observations, and documents (Hatch, 2002). The study was strengthened when common themes were discovered through the coding of data from the three sources, namely interviews, observations, and documentation.

Triangulation

Triangulation was conducted to lend credibility to the findings. Creswell (2012) described triangulation as grouping data from a variety of sources, individuals, and methods of data collection. By triangulating the three methods, it has guarded against the allegation of a lack of connection or that the study has suffered from an individual or

researcher's bias (Bowen, 2009). Data gathered from the teachers' interviews as well as the observations were coded and analyzed using coding procedures suggested by Miles and Huberman (1994). The advantages were twofold. First, all key terminology and sentences were coded and then sorted to determine similarities and differences. Second, the codes were transferred to tables and charts to determine various themes to develop conclusions and create an analysis of the situation. Creswell (2012) suggested creating layers of themes, which would provide a more thorough investigation of what teachers are truly trying to do in their classroom and how students actually respond to the technology. In summary, by triangulating and validating the data, the aim was to improve the study's overall credibility (Creswell, 2012).

Member Checking

To ensure a completely non-biased approach, I implemented member checking (Lodico et al., 2010) with all of the participants. Member checking is a process in which the researcher asks the participants to review the findings to ensure accuracy in what was interpreted (Creswell, 2012). The ten participants reviewed their own comments from the study to confirm the accuracy of their transcript and interpretation of the overall findings. According to Koelsch (2013), the member check process can offer a confirmation of validity as well as add additional data that the researcher might have inadvertently overlooked in the data analysis process.

<div align="center">

Limitations

</div>

Although all the instructors have been working in the EFL field for a number of years, demands in term of what is taught to students is ultimately set by the universities

on an annual basis and therefore cannot always be determined by instructors. A second limitation of this study is that the study was completed in one localized area of Japan at one university rather than nationally in multiple universities. A third constraint was the relatively small size of the study. To determine a more intricate understanding of the drawbacks in the EFL classroom and the methods with which teachers seek to combat and remedy their immediate situation, this case study would need to be viewed on a much grander scale such as in a critical ethnographic research study. Therefore, the findings from such a small sample would be difficult to generalize to a larger population of teachers and students. The final limitation of a case study is that the linguistic features identified in the data are not necessarily assigned a frequency and the weight of less frequent data might be weighed as the same depending on the researcher's perspective.

Data Analysis Results

Data for this qualitative study were gathered in three phases: by interviewing participants, observing portions of classroom lessons, and analyzing documentation that the teachers use both in their lessons and in their syllabi. Extensive interview questions that focused on the two guiding research questions were used to better understand teachers' views of employing andragogic methods of instruction and the types of technology they used to engage learners in order to aid their language skills. The original plan was to study nine participants but a total of 10 instructors who teach EFL students from the Faculty of Foreign Studies as well as the Faculty of Global Engagement participated in all three phases of the research. Each participant was observed twice and relevant documents used in the lessons were provided at the initial interview. Proper

classroom observation protocols and document analysis were completed and coded by faculty member and department name to connect themes between research questions and data points. The audio files were then air dropped onto my desktop computer and the recordings and the field notes were subsequently transcribed using Hyper TRANSCRIBE software. To assist in the credibility of the research findings, all transcripts were printed, reviewed for errors, and then handed personally to each participant for member checking.

Classroom observations were scheduled over a period of one and a half months. Each participant was observed in two different EFL lessons for a period of 30 minutes each. An observation checklist with a total of six questions and 16 key words was used to gather data in the classroom. Comments were written based on what I observed and recorded. Documentation from each of the participants was submitted electronically or in printed form. These included copies of teachers' syllabi, printed class handouts, PowerPoint presentations, Google Classroom invitations, and teachers' personal websites used in their classes. The teachers' websites and Google Classroom links were extremely useful in establishing a better understanding of how the teachers interacted with their class and how students connected with each other through collaborative posts, presentations, and assignments both in and out of the classroom. All sources were divided based on the lesson plan checklist and the same 16 key words that were used in the observation checklist. The results were compiled and content area tables were generated to establish links to the study's research questions of engagement through andragogy and experiential learning. Table 1 includes the combined results of the observations and the lesson plans checklist results. Teachers designed very different syllabi, had varying

lesson focus, but comparable results in many cases. Codes that were not observed or noted were diverging, assimilating, or converging. Only Teachers 1, 3, 4, and 5 had motivational based lessons.

Table 1

Observation and Lesson Plan Checklist Results

Conceptual framework: Knowles' theory and Kolb's experiential learning methods	Teachers
1. Teacher uses learning as a process to build on future outcomes.	1-10
2. Teacher uses a continuous process grounded in experience.	1,2,3,9,10
3. Goals of the lesson require the resolution of conflict and adaptation to the outside world.	1,3,5,9
4. Learning technologies lend themselves to a holistic process of adaptation.	1-10
5. The technology used provides learning transactions between the students and the greater environment.	1,3,4,5,8,9,10
6. The technology and/or teacher provide opportunities for creating knowledge.	1-10
7. Overall lesson style:	
A. Experience	1-10
B. Reflect	1,3,5,8,9,10
C. Conceptualize	1,3,4,5,10
D. Plan	1-10
E. Mutuality	1-10
F. Collaborative	1-10
G. Informal	1-10
H. Experimental	1-10
I. Motivational	1,3,4,5
J. Problem centered	2,3,4,8,9
K. Self-directed	1-10
L. Involved	1-10
M. Diverging	Not observed
N. Assimilating	Not observed
O. Converging	Not observed
P. Accommodating	1-10

Once member checks were completed, all the data were imported into Hyper RESEARCH software for coding using prior research codes, which corresponded directly with the research questions, as well as 40 new codes that were discovered in the data from all the sources that were reviewed from the observations and lesson plans. After the data were separated by these codes and with the help of the coding software Hyper RESEARCH, I looked at the frequency of codes from among the data and built links using a code map. Twelve high frequency codes were identified and included: engagement, motivation, technology in and out of the classroom, technology as a tool, technology strengths and weaknesses, student vs. teacher apps, autonomy, collaboration, LMS or personal websites, extension of identity, fun, and anxiety. The codes were regrouped and then analyzed in a theory builder to generate numerous themes and to discriminate between recurring and discrepant data (Merriam, 2009). In the following analysis, I broke down the findings guided by the two research questions by first looking at the initial interview questions. This was the key to understanding the teachers' approaches to learning with technology in an andragogic classroom as well as determining how language skills improved by experiential learning through engagement. I then examined the four themes that emerged. The first theme was technology integration depends heavily on learning management systems (LMSs) and personal websites. Teachers use the LMS or personal websites as a common focal point in their classes so students can easily understand the course syllabi and the lesson flow. The second theme was the strengths and weaknesses of technology. The advantages to using technology outweighed its deficiencies in terms of active learning, allowing students to

study at their own pace and being able to reflect on material learned. There were worries

that technology could be too heavily relied upon and at times be a distraction from the

classroom activity or task. The next theme, which emerged was engagement and

collaboration leading to autonomous learning. Students were highly engaged in the

activities assigned by the teachers and collaborated or worked well in pairs or small

groups both in the classroom and through document sharing sites such as Google

documents and presentation sites such as Prezi. The final theme was teaching concerns.

This theme was easy to identify, but difficult to label. It became extremely apparent after

rereading the transcripts and analyzing the codes that many of the teachers felt ABCU

lacked an up-to-date technology infrastructure as well as insufficient training and

knowledge among both students and teachers with regard to popular software and

recently developed applications.

I designed the research based on the two research questions: how does an

andragogic approach to learning with interactive technology in the classroom affect

student engagement and, from a teacher's perspective, how could experiential learning

improve language skills by increasing student engagement in Japanese EFL university

classrooms. Findings are discussed first in relation to the initial and follow up interviews

and then in relation to the themes derived from the observation of the lessons, as well as

through the collection and analysis of documents.

Findings by Interview Questions

Initial interviews as well as follow up interviews were conducted with all of the

participants. I utilized the questions listed below for the initial interview. The interviews

took place in a private area of the participants choosing. All of the interviews were audio recorded and I took copious notes to ensure that the instructors' comments were transcribed correctly. After the final follow up interview, participants were asked to check the transcription to ensure that there were no discrepancies. The transcriptions and recordings were labeled Teacher 1-10 and locked in a filing cabinet in my personal office.

Question 1. How does andragogy or an adult learning based pedagogy lend itself to student engagement and collaboration? Teachers were unanimous in their opinions that first year university students are unfamiliar with this type of classroom due to the top-down teacher oriented style of teaching in high school. Teacher 3 believes at university "there is a step up in self-responsibility required for learning content and extending their own learning." Japanese students have been trained to study in a very specific manner, which usually entails remembering details and specific facts. Although many of the native English teachers employ this style of teaching, it may be the first time that students have ever experienced classes that are not largely teacher directed. Teachers 1, 3, and 7 felt that some students welcome the freedom, but others are crippled by too much choice, and subsequently have a hard time motivating themselves in a less controlled atmosphere. In terms of collaboration, however, Japanese first year university students are quite diligent in working in groups and collaborating together on projects. Many of the teachers spoke about using students' prior learning experiences as well as their recent life experiences in the classroom. Andragogy advocates learning from experiences and Teachers 4, 5, 8, and 9 highlighted the benefits of engaging their

classrooms in reflection and having it as an integral part of their teaching repertoire. Teacher 6 felt that the andragogic approach becomes a "social linguistic tool" as it influences students to collaborate and speak in pairs or groups, which all the teachers said was highly unusual in their previous high school classes.

Question 2. How does a technology-based classroom help in meeting the needs of your learners' language learning process? Technology is changing the classroom but not all universities or classrooms are equipped in the same fashion. All the teachers interviewed spoke about the influence technology played in giving students more options and freedom to explore outside the classroom. Teachers commented that student autonomy was more than just a "buzz word." One area of caution that was emphasized throughout the interviews was the differences between teachers and students' overall knowledge of technology. Teacher 3 commented, "Now students have different devices and different levels of understanding of their devices. As an educator we have to be aware of this." Adapting to students' needs and their understanding of technology is sometimes a delicate balancing act with traditional course requirements. Teacher 3 went on to say that,

> When you try to segue from a traditional form of instruction into a more
> technology focused classroom it will often depend on students past experiences.
> Teachers might have to scaffold to see where students are at with their technology
> and adjust according to their level.

Question 3. In your opinion, how does technology benefit or hinder student engagement? The simple answer is that it really depends on how the teacher uses the

technology. If one uses technology only to find answers to questions that can be done privately on an individual basis, then technology is not the best tool. However, if teachers use it to explore concepts and reach for viewpoints beyond the classroom in a collaborative manner then technology is ideal. The convenience of technology makes it extremely beneficial. One of the most interesting points raised was the increased engagement that resulted after student presentations. Teacher 4 described how she had different groups of students upload role-plays and skits and then had each student view the other groups to give both positive and constructive feedback. Teachers 7, 8, and 9 explained the benefits are threefold. First, students are now able to take more of an active role in peer assessment. Second, the level of feedback is more succinct with more accurate English comments, and thirdly, and most importantly, students are able to improve their speaking and presentation skills. Students who feel less confident are now able to play a much more active role. Teacher 1 indicated that since he has everything online including grading policies and schedule, he has found students much more engaged with their learning. He stated, "I teach approximately 350 students per week and had upwards of 15,000 hits on my website last semester."

Question 4. How has students' motivation to engage in classroom skill-based activities changed with the implementation of technology in the classroom? Teachers 1, 3, 4, 5, and 8 utilize technology to engage their students with online applications or software such as Quizlet or Kahoot. These programs allow the teacher to focus on vocabulary, grammar, listening, and reading comprehension skills individually or in a

collaborative setting ranging from pairs to groups of three to seven students. As Teacher 1 pointed out,

> Nearing the end of the semester students become demotivated with regular class activities, but I now use game based technology to help raise their motivation. I find this a good way to pumps students up before they hit the end of the semester.

Teacher 3 commented on how a lot of social applications are based on public gratification. He said, "Technology can be good at providing leader boards, bonuses, achievement badges, etc., because there are students who really benefit from this sense of achievement." Teachers 5 and 8 often have students use their hand held devices to search for pictures that they have either taken or can be found on the Internet. Students are much more motivated to talk about something that they have found rather than an abstract idea or a picture from a textbook that does not relate to their lifestyle. Teacher 5 specified, "I like to use dialogue in my classes, and when I am trying to increase fluency and confidence I encourage technology because it is really an extension of our identities or our minds."

Question 5. What technologies or downloadable applications do you feel work best with students' past EFL learning experiences? A number of ideas were given but the majority of teachers use Microsoft PowerPoint as their basic platform for displaying tasks and activities because students have had experience with this application in high school. Teachers 2 and 3 use academic blogs because of the tendency of students to post comments, pictures, and videos on their own personal social media sites. Teacher 1 uses Quizlet, which is becoming popular in high school English classes and Test MOZ

because it is based on traditional question patterns such as true or false and multiple choice answers. Teacher 3's department has an online portfolio program where students can upload their projects to and build on their learning experiences during their four years of undergraduate study. He stated, "I want students to reflect on their experiences and this could be very useful as a tool for teachers to understand what their students are going through." Teachers are very aware that there can be wide gaps between students' technology experiences and there is sometimes a need to train students to use programs such as Microsoft Word. Teachers 4, 8, and 10 explained about a common occurrence in their writing classes - teachers now need to spend time in class teaching students how to use the "tab" button and show how to "double space" between lines as well as how to find the correct font size. New EFL writing texts such as *Effective Academic Writing, Second Edition* (www.oup.com) have started to take this gap in word processing knowledge into account by adding detailed explanations to their recent student textbooks.

Question 6. **What learning style best suits the majority of your students and how has that affected your own technology-based teaching style?** There was not one learning style that bound all the teachers together. Many of the teachers favored a variety of approaches. Teachers gave examples of visual, listening, and hands on activities. Technology allows teachers to find a style that best suits the numerous situations they are faced with as well as the needs of their students. Teacher 9 remarked, "I don't pick out a specific technology for students to use, but find it more important that students use different applications and techniques to learn because everyone learns at a different

pace." Teachers commented that their ultimate goal is to encourage student autonomy which has allowed them to facilitate more now than in the past. Teacher 10 said,

> I use many more activities now that I did in the past. I find students have shorter attention spans. Before I would do 20 minutes on some kind of editing activity in a writing class but now I cut it back to 10 minutes and then use a greater variety of activities. I am more aware of how long they might stay engaged with an activity. With learning style, I try to get them involved and learning on their own as much as possible rather than top-down answers. More self-autonomy.

However, saying this, it was quite clear that lessons were not entirely student-centered, as many teachers are reluctant to give up control of their classrooms because of the need for direction with mixed level classrooms. Teachers 1, 3, 5, and 7 gave examples that teachers have to be careful of the behaviors they want to encourage and to choose technology that best fits what teachers want to promote. Teacher 3 stated, "If we want to encourage more collaborative efforts, then we should ask them to create LINE groups or Google Docs groups for example. It is safe to say that students have different behaviors with different technology." It was clear to see that all of the teachers used technologies or applications that could be used in class as well outside of the classroom.

Question 7. In your opinion, how has learning with technology aided students' holistic process of adaption to EFL? Teachers agreed that it has given more options for learning. Teachers have pointed to sites such as TED, YouTube, and Netflix, which give students access to authentic English. Online dictionaries and pronunciation sites explain the differences between American and British English accents and grammar,

vocabulary can be learned outside the classroom while students now have an array of programs to practice their speaking and improve reading comprehension. In Teacher 10's words, "They certainly have the opportunity, the capacity and the technology at their disposal to do it." Students are more comfortable with using technology and non-native information on the Internet because they are exposed to it a lot more and see English from around the world. A caveat to this, however, was pointed out by Teacher 3. He said, "As a teacher you worry about this because your students might get less exposure and perhaps a less common base of information that could hinder classroom learning experiences and group work if the common basis of language is not there." Teacher 3 used the example of one student watching YouTube or Ted videos and another who only does online gaming. Both give students a lot of exposure to English but the quality and depth of the language can vary significantly.

Question 8. How do technology-based classrooms benefit active learning? On the one hand, technology has, in a sense, made the classroom almost obsolete. On the other hand, technology is an extension of our personalities so this can have a positive impact in the classroom. Handheld devices are connected intimately with students. They can find photos, songs, websites, and a myriad of information in a matter of seconds. Teachers 5 and 8 talked about the positive comments they have received from their students' feedback evaluations at the end of each semester because of their effective use of student smart phone activities. Teacher 1 stated his students are more self-motivated and "I can hear in their language they are trying to use more patterns which they probably picked up from some of the colloquial sites that I have made available." Teachers 4 and 8

described the positive changes to their classrooms with students giving better presentations than they had previously seen and providing more detailed comments. Teacher 4 explained about some recent presentations that were uploaded to Google Classroom. She said, "Students are now able to take the time and give more constructive feedback to their peers. They are less likely to say 'good' or 'ok'." Active learning was best summarized by Teacher 10. He said,

> I think part of teaching is finding curiosity in students. We hope that most of them are curious but perhaps with Japan's teaching methodology some of that curiosity is tapped down in the march to do well on exams. Some of this technology can rekindle this curiosity that I hope many of them still have.

Question 9. In your opinion, what changes in anxiety and motivation have you witnessed since using an interactive technology friendly classroom? Some teachers found that anxiety was related to speaking English in class but the use of technology temporarily relieved their stress because they could use technology as a crutch. Teacher 7 stated, "If they do find something they love, and if it is through the Internet or their smartphone then they become more motivated." Teacher 1 believes "it creates opportunities for cooperation and collaboration both in and out of the classroom." This was echoed by Teacher 5's comments in which he talked about how technology can help overcome barriers because students can share something funny from their handheld device and release tension that might be present with new classes or in the warm up sessions. He stated, "Pre-smartphone this was impossible to do. It is one way where technology improves our lives and improves the language teaching situation by lowering

the anxiety filter." Anxiety is quite complex in how it relates to EFL classes. Teacher 10 noted how the use of a personal computer with Microsoft PowerPoint and hand held devices are providing for better flow and smoother scripts in students' presentations. However, the technology does not help students maintain eye contact nor stop them from trying to hide behind the device. Teacher 9 commented, "Sometimes the technology can be very beneficial, but it can also hinder overall task or course goals." One of the most thought provoking comments came from Teacher 3's interview. In an annual survey he gives his students, he asks what makes students the most anxious in his class. He said,

> The number one answer for the last three years is that the overall anxiety
> technology is giving students has increased because they are afraid of not having
> a battery or not having Wi-Fi. Their existence revolves around the smartphone
> and it can act as a crutch for communication.

Question 10. What other factors, besides the use of technology to engage learners, impact learning processes and outcomes? Each teacher tries to bring enthusiasm to the classroom and use materials that are personal in nature and near to students' own experiences. Teachers spoke about wanting to create a safe learning environment that engages all learners in their classrooms. Teacher 2 stated that she pays attention to students and tries to listen to their problems. The teachers all commented that they are very open to mistakes and other ways of thinking. Teacher 6 uses humor, a relaxed atmosphere, and reflection in his classes. He always asks his students "What did you learn today? Was there anything that was exceptionally difficult? Do you have any questions for your teacher?" Finally, all the teachers use peer and self-evaluation and try

to listen to what students find important and incorporate this into their grading policies. These are worthy examples of the andragogic model that all the teachers are both consciously and unconsciously employing in their classrooms.

Findings by Themes

The results were derived from observing and by collecting documents including lesson plans, handouts, commercial public as well as instructors' personal teaching websites, Google classroom links, and written instructions that teachers gave to students during their class for each of the 10 participants, and conducting follow-up interviews. The purpose of the investigation was to examine how university instructors utilized technology in the EFL classroom to involve their students.

Technology Integration Depends Heavily on LMS and Personal Websites. Each teacher was chosen for the study because they used a number of forms of technology in their lessons with many of them using multiple types on a daily basis. All instructors at ABCU, including both full and part-time, are required to log in to the class registration site located on the LMS to take student attendance. Once this has been completed teachers are free to choose the method of delivery for their classes. It was observed and then subsequently reinforced in the follow-up interviews that the overall amount of technology and students' freedom to use more autonomous learning was linked to whether the teacher extensively utilized the LMS, a personal teaching website, or Google Classroom. Table 2 includes an overview of the technology used by each teacher participant.

Table 2

Technology Used by Participants

Teacher	Control center	Technology used in the classrooms
Teacher 1	LMS and Personal Website	Audio, DVDs, Music, Photos, Quizlet, Test Moz, You Tube, Kahoot, Power Point, Word, Prezi, Google, TED, LINE, QR codes, Facebook, Various website links
Teacher 2	LMS for attendance only	Audio, DVDs, Power Point, You Tube, TED, Poll Everywhere
Teacher 3	LMS and Personal Website	Audio, DVDs, Music, Photos, Quizlet, Test Moz, You Tube, Kahoot, Power Point, Word, Prezi, Moodle, Google, TED, LINE, QR codes, Facebook, Blogs, Various website links
Teacher 4	LMS and Google Classroom	Audio, DVDs, Music, Photos, Power Point, Word, Google Classroom, Dictate You, You Tube, TED, Google
Teacher 5	LMS and Personal Website	Audio, DVDs, Music, Photos, Quizlet, Test Moz, You Tube, Kahoot, Power Point, Word, Prezi, Moodle, Google, TED, LINE, Trello, QR codes, Maps, Hemingway App, Grammarly, Various website links
Teacher 6	LMS	Audio, DVDs, Power Point, Word, You Tube
Teacher 7	LMS	Audio, DVDs, Power Point, Prezi, Word, You Tube
Teacher 8	LMS for attendance only	Audio, DVDs, Power Point, Word, You Tube, Various website links
Teacher 9	LMS	Audio, DVDs, Power Point, Word, You Tube
Teacher 10	LMS for attendance only	Audio, DVDs, Power Point, Word, You Tube, Various website links

Teachers 1, 3, 4, 5, 6, 7, and 9 all used the university (LMS) or a personal website to tie their materials such as games, quizzes, listening and viewing activities to their classroom lessons. Teachers 2, 8, and 10 used the LMS for attendance only and fewer technology based activities compared to the other seven teachers. The range of technology used by the teachers was vast. Common technology that was consistently used in many of the speaking classes included audio, DVDs, Microsoft PowerPoint, and YouTube while Microsoft Word was used for the writing classes. What was interesting to note was that some teachers used up to six different programs or applications in one class. Teacher 10 explained that in previous EFL writing classes he would do 20 minutes on

some kind of editing activity, "but now I cut it back to 10 minutes and then use a greater variety of activities. I am more aware of how long they might stay engaged with an activity." Teacher 1 uses his personal website which he created as a hub for students. Students go to the site, which can then direct them to where they need to go or they can decide to venture off on their own if they are self-studying.

Although all the teachers use the university LMS, many of the teachers complained about its inadequacies and shortcomings. ABCU's LMS is a basic system that allows teachers to post tests, surveys, assignments, projects, and grades. However, it does not work well and, in fact, it does not work at all with smartphones. Therefore. teachers who like to stay in touch and use their own handheld devices with their students do not utilize it and tend to create their own websites or Google classroom as a hub for students to congregate. Teacher 2 stated she used the LMS in the past, but "does not find it so user friendly." As a result, she uses Google Classroom as the go to place for her students to find classroom resources, useful links, assignments, and online tests for her classes.

This is very much in line with what a number of teachers believe. The university is using an outdated technology that does not attract student support because many students do not own computers. Teacher 3 stated,

> Now students have different devices and different levels and understanding of their devices. As an educator we have to be aware of which is most common and go to where students are rather than have students adapt to the teacher's technology.

He gave the example of a teacher still using Facebook, but his or her students are all using Instagram, or LINE.

      Strengths and Weaknesses of Technology. A major theme that threads its way through all 10 interviews and in the majority of the observations was the pros and cons of technology and especially the use of hand held devices. One of the biggest advantages according to Teacher 1 was the speed at which students are able to study. He said, "If they find the material easier the technology lets them progress at a faster pace. However, if they find the material difficult it [the technology] gives them the opportunity to go back over it and slow down the pace." All of the teachers believed in the usefulness of hand held devices as students often worked together in small groups on collaborative projects. This perception was in line with current literature on the subject; however, each teacher had very different methods of employing the technology in class. It was observed and then confirmed from the follow up interviews that technology was primarily used in the warm up and to reinforce certain skills such as vocabulary and grammar from previous classes as a review or as a time filler to maintain engagement near the end of the class. A high percentage of teachers utilized technology for presentations and group projects as well as assigning listening comprehension practice or reading sites for homework in the form of a flip-classroom technique. Some teachers had also created their own websites to act as a hub for students to converge on. The websites included not only their class assignments and syllabi but also links to sites to aid student learning focusing on a variety of language skills such as pronunciation, vocabulary, grammar, listening, and reading.

Some other sites included presentation skills, traveling abroad tips, cultural differences and stereotypes, study methods, as well as health and motivation links.

Teachers felt technology also improved active learning. Teacher 4's observation included students using their smart phones to record group presentations and then uploading them to Google Classroom to allow other students to watch and give constructive feedback. In the follow up interview, Teacher 4 commented,

Both lower and higher level classes enjoy using technology. Lower levels like it because it gives them a chance to practice their English and it does not put them on the spot by doing their role-play in front of their classmates. It gives them a chance to be more relaxed. Higher level students see it as a challenge because they want to make their presentations as good as possible since all the students in the class can view and compare with one another.

One of the drawbacks to smart phones or hand held devices mentioned by many of the teachers is the fact that students do not automatically acquire suitable presentation techniques and end up relying too heavily on their devices. Teachers 6, 7, and 10 agreed that the reliance on technology sometimes has a very detrimental effect on presentations or assignments. However, Teacher 8 employs a *Pecha Kucha* technique to improve speaking and overall presentation skills. The Pecha Kucha technique is a presentation style commonly used with Microsoft PowerPoint where a total of 20 slides are shown each for 20 seconds before moving on to the next slide. This style of presenting forces students to speak from memory as graphics or a limited amount of key vocabulary are displayed on the classroom screen or TV. This style of presenting does not permit

students to stand behind their computer screens and ensures students are well prepared before presenting. Talking about his presentation class, Teacher 8 explained,

> Students were highly motivated to participate because the system made it push the students along. The computer, screen and timer took the place of an outside prompter thus motivating students to practice. By practicing in previous presentations and in other classes, it gave them the confidence to learn how to overcome their mistakes and to adlib for example, if they forgot something. Many of them knocked the presentation out of the park! Thus, technology helped them in the learning process.

Teachers 6 and 7 commented on the number of students who over-utilize translation software and fail to take in skills learned in writing classes. Some simply copy materials from well-known websites such as Wikipedia or write everything in Japanese and submit it to translation websites such as Google Translate or Weblio for a very jumbled version of English phrases. Teacher 6 does not think technology works well in writing classes. He said, "Grammar software has really improved recently and although this may be useful in some cases it does not help students who are learning to write and cheating can occur." Many teachers would like to have software programs such as Turnitin to catch plagiarism, but ABCU does not have the budget for such software. To get around this short coming, teachers often have students complete the majority of their writing on a word processor style application such as Microsoft Word in the class where they can monitor students' progress and more accurately gauge what their essay looks

like before submission. Unfortunately, this takes away valuable class time that could be used for working on skills.

Teachers 4, 8, and 10 rarely used hand held devices consistently until last year. Teacher 4 summarized this theme succinctly by stating, "Smartphones can be really good but they can also be a real disadvantage." She went on to say, "For some students it is the temptation of wanting to touch it." Other teachers explained their caution in using hand held devices in the EFL classroom. Teacher 10 explained,

> Before, I wouldn't let students use their smartphones in class at all except to maybe register their attendance. I found that since they spend so much time with their smartphones I might as well bend a little bit and give them the chance to use them to do research in class even though I give them the option to take out their PCs. However, many of them still like to use their smartphones, which is kind of interesting to me because to have a computer open in front of you is like a more serious proposition. 'I am going to do something serious.' The problem with smartphones is they could be doing some research while also checking LINE at the same time. But I have backed away from a complete ban because I find it can be useful for something really simple.

Finally, Teacher 3 is a strong believer in using smart phones in class but stated that,

> It could be very useful for the student to find quick answers, but it could also hinder the process of learning the steps necessary. Students' existence tends to revolve around the smartphone and it can also act as a crutch for communication.

A good point was made that to improve the strength of technology in the classroom, teachers need to ensure they are instructing students in responsible use. Teacher 5 explained,

> If the affordance of technology is to have instant access to information anywhere, students need to think about the right question to look for and how to find the information as succinctly and quickly as possible, then be able to interrogate that information for the usable validity. Be aware of click bait and make sure students understand why they are seeing certain sites from the choices they make.

Engagement and Collaboration Leading to Autonomous Learning. Another major theme that stood out during the interviews and became extremely apparent when looking at the documentation and observing the 20 lessons was the amount of engagement and collaboration exhibited by students in the classroom. This ran counter to the literature review, which pointed towards students accepting and utilizing technology in the classroom especially in the form of hand held devices such as smartphones. It was incredible to observe the productivity in all the classes with the tasks set by their instructors. Teacher 3 explained, "Students are more comfortable with using technology and non-native information on the Internet because they are exposed to it a lot more and see English from around the world." In some cases, it was searching for materials to complete gap fills, in others it was reviewing comprehension questions, and in others it was responding to class activities. Teacher 6 relayed the importance of having students work with others (collaborate online). He said, "It is a real world practical skill that they will soon need to do when they enter the work force." In general, Japanese students can

be quite shy but when they are put in small groups, their cooperative and information

gathering skills come to the fore. Teacher 10 remarked,

> Collaboration among Japanese is pretty good regarding working in groups and
>
> using technology to do their Internet searches. They have a firm handle on how to
>
> use Power Point, which may be a good or bad thing. Perhaps some of them used it
>
> in high school. So, I think for collaboration, if we talk about our Japanese
>
> students, they would score pretty high on this. I am pleasantly surprised when I do
>
> turn them loose.

This is not to say that collaborative learning should be the only focus. Some students do

not necessarily respond well to the freedom so many of the teachers take this into

account. Teacher 6 noted,

> Part of it depends on the level of the students and part of it could be personality.
>
> Higher-level students are more autonomous or engaging in the classroom. He
>
> feels that some of his lower level students do not see the value in learning in a
>
> collaborative way. They may feel that if it is not hard then they are not learning.
>
> So I try to have a mixture of group work and drills such as writing sentences or
>
> preparation work prior to speaking to other students. It allows students to pull on
>
> past experiences.

Although teachers use different technology and techniques in different ways, most

of the classes were continuously blending numerous groups and activities from one

arrangement to another while teachers facilitated the classes by moving between the

groups. Teacher 6 sees adult based pedagogy as lending itself to student engagement and

collaboration. He explained, "Since andragogy is based on Western ideas, it helps pull them [Japanese students] out of their shells because when students speak English it allows them to focus on different cultural values. It becomes a social linguistic tool." All of the teachers showed that technology in the modern classroom is integral to successful EFL studies. Some of the students' comments were actually more constructive than the teachers, which showed that by having the proper technology available students were able to engage more naturally and in greater detail than if they did not have these tools at their disposal. Teacher 1 stated, "Smart phones help establish and maintain a positive atmosphere and get students to be familiar with each other. They work together on multiple tasks and create a cooperative atmosphere, which translates into a very positive classroom." Teacher 5 echoed Teacher 1's comments and said, "Students are now more engaged and having technology is much more natural in today's conversations."

Most teachers agreed that engagement and collaboration also lead to more autonomous learning. Teachers at ABCU use a variety of techniques to encourage out-of-class learning including the use of websites that focus on all four learning skills. Teacher 4 wanted her students to take control of their learning so she created and made detailed daily objectives to aid their English. The same teacher believes that if teachers focus on teaching learning strategies, "Students will naturally become more independent learners." Teacher 3 felt that there is a step up in self-responsibility for learning content and extending their own learning (autonomy). Although it might sound easy, the classroom teacher plays a pivotal role. He explained,

The process in which learning happens is when the teacher gives students agency and responsibility about how they approach learning. Technology can be both good and bad. Some students welcome the freedom while others are crippled by too much choice, and have a hard time motivating themselves. What students are used to in Japan is traditionally very focused and students get used to studying in a specific manner. Teachers might have to scaffold to see where students are at with their technology and adjust according to their level.

Teacher 2 believes in encouraging her students to be more autonomous by using technology both in and out of the classroom. She says, "It doesn't have to be related directly but it must connect with their own experiences or passion in their personal lives." By using hand held devices in her classroom many of the students have more exposure to various materials, encounter more vocabulary, and are connected with a plethora of websites. Teacher 2 said, "Students who want to study can really take advantage of what handheld devices have. I can definitely see the difference when students are autonomous"

It was interesting to note that throughout the follow-up interviews, there was really no agreement on what level was best able to take learning more into their own hands. However, most of the teachers felt that higher level first year students could take on more independent learning. Teacher 1 admitted he likes to control the lesson in terms of flow and groupings, but permits students to be more autonomous in certain areas of the lesson. He feels that "Higher level students can be given a lot more autonomy." Teacher 7 gave an example of this by stating,

Advanced level students are more self-motivated and I can hear in their language

that they are trying to use more patterns which they probably picked up from

some of the colloquial sites made available on the links to the LMS website.

Teaching Concerns. Virtually all of the teachers complained about the quality

and lack of technology in terms of both hardware and software at the university. All of

the classrooms are supplied with a Windows personal laptop computer, a LAN cable, a

screen and projector, or TV monitor, and a sound system for playing DVDs and CDs.

Essential equipment such as an overhead projector (OHP) is not included. Unfortunately,

the Wi-Fi system is in only one of the 12 buildings on campus and permitted for

instructor use only. Complaints ranged from not having the appropriate hardware to

software that would be both useful to teachers and students. Teacher 10 stated, "I believe

if I had more types of equipment I would use them more." Teacher 10 teaches a satellite

class at another facility off campus as well as his regular classes at the main campus. He

went on to say,

I like to show off authentic material so the OHP and the monitor are so helpful. I

like to show things to students that I have found whether it is a newspaper article

or photo and it just doesn't work without an OHP. I would like to use the OHP for

editing in writing classes but I have to use the whiteboard at the back of the class.

Other teachers complained about the university not having the proper software to aid

student learning. Teacher 2 teaches a number of writing classes and she said,

I would like the university to acquire Turnitin to stop plagiarism and students

from copying from websites. The software can also help student find errors as

well as allow the teacher to create a rubric which focuses on level oriented

material for individual classes.

Many of the applications or software limit the number of participants using the system at

one time, which would require teachers to pay to use the technology with larger classes or

in more than one class. Teacher 3 commented,

> If I have a choice of technology, I will choose one that is free or at least
>
> technology that the university will support or reimburse me for. Cost is important
>
> and since I do not receive funds from the university then this will have a strong
>
> influence in what technology I actually use.

Teachers 1, 2, 3, 4, 9, and 10 all commented on the need for more understanding of the

technology that is currently available. They expressed the desire to get together with like-

minded individuals to share ideas and receive advice on the best way to proceed with not

only new applications or software but also with teaching techniques for using more

vintage technology with students who have not had experience with it in high school.

Teacher 1 best summarized this theme by stating,

> Teachers should know what problems could arise and be ready to fix them. I have
>
> learned through experience and talked to more tech savvy people than myself.
>
> Some students do not know how to use a computer to create Power Point and this
>
> can cause some anxiety.

ABCU currently does not offer any workshops focusing on technology in the

classroom although they do offer faculty development twice a year, in the early spring

prior to the first semester and in the late summer prior to the second semester. Most of the

sessions are organized by Japanese professors and the training is usually only in

Japanese. Teachers are encouraged to attend these training sessions; however, sessions

tend to focus on policies that do not affect many classroom teachers. The spring training

sessions are offered in English but their focus has so far been limited to answering

questions teachers may have regarding classroom management and textbook selection.

As of yet, there have not been any training sessions, which have focused on assisting

teachers with technology in the classroom. It was shown in Table 2 that there is an

abundance of technology, applications, and software available with some crossover

between instructors. A professional development program, which focuses on teachers

collaborating on technology and teaching strategies would be a welcome addition at the

university.

Conclusion

A case study approach was used to investigate the opinions and choices made by

teachers at ABCU. This study specifically sought to understand how an andragogic

teaching style with interactive technology implemented by instructors and used by their

students in the modern EFL classroom amplified engagement. Through this particular

approach to teaching, the study investigated how experiential learning could be utilized to

improve the range of language learning skills in Japanese university EFL

classrooms. Finally, data were analyzed through an interpretive analysis of both the initial

and follow-up interviews and validated through triangulation and member checking to

safeguard against any misinterpretations.

Teachers were in agreement that the technology in the classroom coupled with a student-centered approach at ABCU is the foundation upon which to achieve successful language learning. Andragogy based classes incorporating experiential learning were the most common form of teaching among native English teachers; however, this style of teaching was unfamiliar to many of the first-year Japanese university students. Clearly, there is no perfect way to incorporate technology, although using a variety of styles was deemed the best approach. It was also evident that teachers did not solely rely on technology to make their lessons successful, but used technology as a way of expanding their lessons to include a broader number of student abilities and to incorporate the different styles of learning, including visual, aural, verbal, and physical. Moreover, student engagement and experiential learning with technology is not based on a singular style of teaching methodology. Andragogy-based constructive learning tasks were important because they adapted to students' interests and, just as importantly, provided ample amounts of technology to fit different learning styles and the pace of individual learners. It was felt that by embracing technology, students were able to engage more with their peers and have more productive and enhanced interaction while collaborating in the classroom or online by completing group assignments and role-play skit activities.

Teachers used technology in a variety of ways to keep their students' motivated and as a link to a variety of common language skills such as vocabulary and listening, as well as using it as a springboard to speaking and writing activities. Technology sometimes provided a jolt of stimulation in the class and students responded to it by engaging with the material, which was similar to the enjoyment students seek from many

social media sites or online games. The options provided by technology were endless and created a richer base for students to engage with others in and out of the classroom as well as providing sources to improve individual learning skills thereby making the entire process more holistic in nature.

In many ways, anxiety on the whole was not self-evident during the observations in the EFL classrooms because technology used for language learning has become a means of overcoming these impediments. However, stress is appearing for those students who do not have access to a smartphone, revealing an over-reliance on smartphones and other devices for assistance. While technology on the whole in an andragogic EFL classroom was deemed beneficial, there was a word of caution expressed by the majority of teachers. The main form of concern was that all the students did not have the same knowledge of software or understand how to navigate new applications, making it quite clear to the teachers that they would have to provide students with much more assistance to understand the required technology. Training with various software and downloadable applications was sometimes needed by both the teachers and the students. It was revealed that students who tend to prefer mobile devices, especially smartphones, may not always have a clear understanding of the need to pre-set features such as font type and line spacing because many of these required formats are not automatic in personal computer word processing software. There tended to be a large discrepancy in how teachers support students with best practices because there is no support system to share ideas, teaching techniques, technology software, or applications. In Section 3, I will outline a PD training

program for use at ABCU to address the findings and the concerns common to teachers

who utilize technology in the classroom.

Section 3: The Project

Introduction

In Section 3, I will describe the teacher-training project I designed for use at ABCU and potentially at other EFL institutions. The second includes a literature review that includes current research-based support and a theoretical basis for the project. The purpose of this project study was to explore how an andragogic approach to learning with interactive technology in the classroom affects student engagement. I also sought to ascertain teachers' perspectives on how experiential learning could improve language skills by increasing engagement in Japanese EFL university classrooms. I collected qualitative information by conducting initial and follow-up interviews, observing teachers' classes, and analyzing documents in the form of syllabi, classroom handouts, and website links. After reviewing the findings of the project with my committee chair, I developed a PD workshop as an important initial step in providing EFL language teachers the skills needed to use an adult focused pedagogy to successfully aid Japanese student engagement and language skills through experiential learning. The information gathered during the research study provided detailed insights about teacher participants' perceptions of their success in using technology in the classroom as well as exposed a lack of unity among the participants. In terms of technology, there was a wide variety of applications and software being used with teachers selecting classroom technology as they saw fit to meet the needs of their students with often mixed results.

My overall goal in creating a series of PD workshops is to provide the opportunity for teachers to come together in a collaborative setting to enhance teachers' relations and

to share ideas with their peers about ways to bolster technological skills and experiential learning knowledge. Once the training has been completed, teachers may be able to make more focused and comprehensive syllabi and use the learned skills in their future EFL classrooms. In Section 3, I will offer my rationale for the activities chosen along with an in-depth literature review in which I will explain both general and specific PD activities. In the section, I provide a description of the project goals, a detailed outline of the instructional design and delivery methods, the actual content to be taught, the evaluation plan, and finally project implications.

Description and Goals

The incorporation of technology in the EFL classroom in order to enhance and improve the learning process can only be sustainable if teachers are able to build on and share their collective learning experiences. I anticipate that teacher PD will not only aid teachers in their classrooms by giving them more confidence but will also create a network of like-minded individuals with shared goals whom teachers can then turn to and rely on. The training will focus on teachers' needs which in turn may have a trickle-down effect on students' engagement, acquisition of language skills, and performance on future tests. During the interviews, almost all of the teacher participants expressed an eagerness for PD or training in some form of technology and how to implement technology with their students.

Using the information gleaned from my research, I created topics for a total of 3 workshop days. Each day will be divided into two sections. The morning will focus on a particular software, application, or device with a lecture and interactive discussion. After

lunch, one or two of the participants from the research who is an expert or frequently uses the particular tool in the classroom will present on actual classroom experience. This will be followed by a focused discussion and hands-on application with the tools so teachers can ask detailed questions and receive practical experience.

Rationale

EFL instructors around the world are constantly looking at best practices to implement techniques, methodology, and technology in the form of applications or hardware in their classroom. Often teachers are able to use technology to aid a particular lesson point, but rarely are teachers able to create an entire course that connects students' needs to class syllabi (Ding, Ottenbreit-Leftwich, Lu, & Glazewki, 2019). At ABCU, teachers have a variety of backgrounds and come from numerous English-speaking nations. From my observations, each teacher was in fact an expert in his or her classroom and taught with the needs of their students in mind. In analyzing study data, I gained valuable insights regarding teachers' perceptions, strengths, and areas that could be improved. All the teachers who participated in the study provide a technology interactive classroom, albeit with some unique differences in terms of techniques, choice of applications, and classroom management styles.

I derived several themes after collecting, transcribing, and coding the data. All of the participants noted the importance of having the chance to collaborate with colleagues and were eager to share ideas with technology-based classroom teachers. Analysis of the data I obtained from initial and follow-up interviews, observations, and document

analysis led me to conclude that faculty PD could possibly be the best approach to enhance teaching with technology interactive classroom skills.

Review of the Literature

In Section 1, the review of the literature focused on four main areas that could theoretically affect successful learning in an EFL classroom. I discussed the advantages and challenges associated with connecting technology to the classroom that could assist student engagement in Japanese university EFL classrooms. The most important takeaway from the section's literature review was the need to implement technology that best suited students' learning rather than solely focused on meeting instructors' teaching needs (Ding et al., 2019).

In the literature review in this section, I concentrate on the need for teacher training and PD in EFL teaching, supported by the findings in Section 2. The purpose of this qualitative project was to investigate engagement in the classroom using technology. I conducted a literature review to support the findings of the research project and to aid in the development of a PD course for EFL language instructors at ABCU. I used Google Scholar and database resources from Walden University Library to research and access peer-reviewed scholarly articles. The databases that I accessed included Education Resources Information Center (ERIC), Education Research Complete, SAGE Journals Online, ProQuest Central, EBSCOhost, and Science Direct. I used these databases to retrieve journal articles and books. In addition, I searched Walden University Library's thesis and dissertation holdings. The key words which were used to focus the research included *adult learning*, *teacher learning*, *language teacher development*, *andragogy*,

reflective learning, *experiential learning*, *teacher professional development*, and *technology professional development*. As with the initial research, I used the conceptual framework of Knowles's andragogy theory (Knowles, 1980) and Kolb's experiential learning framework (Kolb & Kolb, 2005) to maintain consistency with the capstone project.

Professional Development

In universities across Japan spring PD takes place as a mandatory service before the academic year begins. However, for many teachers this training is just "a box to be checked" before starting their classes. Very rarely is PD attendance obligatory nor is it used as a measurement of instructors teaching skills. Nevertheless, focusing on student learning by providing faculty education is necessary to increase colleges' and universities' overall accountability (Stabile & Ritchie, 2013; Wilson, 2010). According to Floris (2013), Japanese universities and colleges lack guidelines for PD and many teachers have a negative view towards training systems. PD is important to improve overall teaching quality, effectiveness, and instructor happiness (Cepic, Vorkapic, Loncaric, Andic, & Mihic, 2015).

The definition of effective teaching, however, is as elusive as it is multidefined and often depends on cultural background and personal teaching history (Farrell, 2015). Teachers are continuously dealing with numerous learning styles and a variety of educational needs in EFL such as general abilities to improve speaking, listening, grammar, and vocabulary as well as more detailed issues aiding students with the International English Language Testing System (IELTS) and the Test of English for

International Communication (TOEIC). The ultimate goal in many instances is to aid

student learning and the reason why PD is important is to bring about changes or

clarifying processes for more effective learning (Guskey, 2002). Farrell (2015) believed

that all teachers have strengths and weaknesses and all teachers need to maintain

professional development and the ability to deliberate on their teaching. Implementing

successful PD is more than simply asking teachers to attend a meeting in order to share

recent textbooks or student concerns. That is not to say that these areas are not important;

however, teacher development is a much more complex phenomenon that requires a

systematic breakdown of theory, behavior, learning, and practice (Korthagan, 2017;

Labone & Long, 2016). In Cepic et al.'s (2015) research, they discovered the reality of

transversal competencies in teachers and their ability to pass skills on to students is

highly dependent on training programs to positively affect teachers' personality and

professional success in the classroom. However, despite the continuous

acknowledgement and desire for ongoing teacher training, true success remains fractious

because of teachers' extraversion stability and the burdens placed on them to incorporate

skills to ever changing curriculums.

PD training can range from general orientation to formal lectures and the

underlying objective is to improve student learning by better training teachers (Rultz et

al., 2012). Although PD is viewed by many as non-productive, it is also accepted that

with the correct training and the opportunities to effectively learn, test, and reflect upon

new skills it will positively affect student learning. Rultz et al.'s (2012) study results

showed a direct relationship between the amount of training in terms of faculty

development and overall improvements in teaching. These authors also discovered that training benefited teachers in many other ways. Feedback from a variety of qualitative sources indicated PD had a positive effect on faculty relationships by increasing support and collaboration on a variety of projects as well as establishing an aggregate culture of professionalism and motivation (Rultz et al., 2012). Thus, with the correct PD training, both students and teachers will benefit (Opfer & Pedder, 2011).

In Labone and Long's (2016) research case study, the researchers looked at two broad aspects of professional development in education. They focused on what PD is and how to best implement it at the classroom level. Initially, one of the largest influences on PD is the recent change to its name from professional development to professional learning (PL). The reason according to Labone and Long (2016) is that development refers to a more passive role and implies that instructors need to improve their skills because of their lack of development. Learning reflects a more positive image in which teachers are taking a more direct responsibility for their own professional growth over their lifetime as an instructor in their field (Labone & Long, 2016). The authors stated an enhanced level of complexity has been added because the shift in learning has also extended from training the teacher as an individual to the overall improvement of training teachers at the institution level.

Next, a structural change in PL has also taken place in the movement from lectures to more situational learning approaches that reflect the area or challenges, which teachers are facing in their immediate context. This type of experiential learning, which can lead to a pedagogical shift as identified by Labone and Long (2016) is widely

supported by a number of authors (Desimone, 2009; Ingvarson et. al., 2005; Webster-Wright, 2009; Yates, 2007). Disruption to instructors' familiar area of teaching is a necessary part of improvement, but authors such as Ainscow (2008), as well as Opfer and Pedder (2011), warned that too much change or disequilibrium can have a negative impact on teachers and that keeping to the realm of what teachers know or are used to and preferably through a collaborative approach is more effective. In Korthagen's (2017) paper, the author cited the need for motivation as a critical factor in teacher training. PL involves more than a one-dimensional approach and according to the author, thinking, feeling, and wanting must be taken into account and influencing teacher behavior must center on the learner, which in this case is the instructor. Korthagen (2017) summarized a number of researchers such as Fullan (2006), Biesta (2010), and Atteman-Noordewier et al. (2011) in which these authors felt that a major focus shift in PL could lead to an overall change in what guides teacher behavior and teacher learning.

Integrating Technology in EFL

The introduction of technology in higher education institutions (HEIs) has posed major challenges in PD (Engelbrecht & Ankiewicz, 2016). There is now a digital divide in many institutions that according to McKee and Tew (2013) is not necessary along generational lines, but more along pedagogical positions. In the past, it was believed that in order for students to learn than some sort of teaching had to occur. However, this model is not sustainable in the twenty-first century (Thomas & Brown, 2011). The problem is intensified by first the influx of students attending HEIs and secondly the fact that many teachers are unqualified in the use of technology because of either the lack of

time or lack of assistance (McKee & Tew, 2013). The authors continued by stating that students are particularly in peril if they are caught between digital divide teachers or are academically ill equipped for the responsibilities of higher education and thus PD must focus on dealing with these extensive gaps (McKee & Tew, 2013).

Training that includes technological knowledge training in an educational context is often interchangeably referred to as continuing professional teacher development (CPTD) or in-service education and training (INSET) according to the research by Engelbrecht and Ankiewicz (2016). These authors centered on a number of other authors and researchers in their literature study in determining the best models for CPTD. They began with Steyl's (1998) training and reported that there are four primary prerequisites necessary for successful CPTD. Steyl stated that these include a) participants who are motivated and who have a need to use it in the classroom; b) an environment that promotes training and takes the appropriate day/time into consideration; c) proven trainers who are able to effectively communicate and motivate their participants; and d) review and feedback of the implemented training to offer improvement in future training sessions (Steyl, 1998, p. 123, as cited in Engelbrecht & Ankiewicz, 2016). Sustained CPTD must be created with long-term planning in mind and according to Mouton et al. (1999), as cited in Engelbrecht and Ankiewicz (2016) it should include: 1) continued training over a number of years; 2) a mix of subject and pedagogical knowledge, as well as collaborative learning; 3) tailored training to the needs of the teachers; 4) appropriate timing and taking teachers busy schedules into account; and 5) a type of teacher accreditation for taking the training.

In Doherty's (2014) paper, *Professional Development: Designing for the Cognitive and Affective Domains*, the author designed and oversaw an eLearning course at the University of Hong Kong and in his attempt to revise the course he reflected on what was gained and learned from the training. Doherty designed a 12-week course from a social constructivist viewpoint with participants participating by engaging in an online discussion board. The course was designed in a way that strongly encouraged online collaboration between the learners. From his experience, revisions to a new course will include three areas of improvement. The first was more reflective activities, which could be established through a reflective journal. Second, an opportunity for the participants to build a course in Moodle, thus relevancy in the material they are teaching, and finally, measuring participants' motivation through such models as the Attention, Relevance, Confidence, Satisfaction (ARCS) model (Keller, 1999, as cited in Doherty, 2014; Keller & Suzuki, 2004).

Today's universities offer a shift in challenges. According to McKee and Tew (2013) campuses and students that make them up have changed from the traditional campus that once contained numerous clubs and privileges for students as they climbed the university ladder to today, where they are now almost non-existent. In today's HEIs, students book classes around work schedules, teachers have much more online social contact with their students, and the major focus of students is on entertainment learning rather than academic challenges (McKee & Tew, 2013). Moreover, many institutions have cut back on spending and teachers must not only be able to cope with what comes

its way but also have the appropriate leaders and trainers in place to navigate the shifts in education (McKee & Tew, 2013).

Collaborative Approach

In the search for better teaching, collaboration has become a method for teachers to better engage their learners (Devlin-Scherer & Sardone, 2013; Knobloch, 2005). Collaboration can be described as two or more individuals working together toward a common objective (Frey et al., 2006). In Devlin-Scherer and Sadone's (2013) paper, the researchers discussed how collaborating with each other has led to better teaching, more detailed and better written research, and improved communication between themselves and the students who learn from them. Other researchers including Zhang and Pang (2016) discovered that teachers' collective practices through PL enhanced not only teaching, but also aided professional competency, leadership, better structural support, and reduced organizational barriers.

A research study conducted by Karimi (2011) looked at teachers own self-efficacy could be improved through PL practices. He focused on how PL workshops could aid teachers' own problem solving abilities and classroom solving instruction. Many new teachers lack professional efficacy and by teaming experienced teachers with new teachers (mentoring) by collaborating on projects aided overall self-efficacy and productive PL relationships (Karimi, 2011). Commitment to collaboration is a catalyst for sustained PL training and important to be incorporated in EFL workshops.

Reflective Learning

Ongoing PL is a necessity in many occupations and teaching is no exception according to Herbert and Rainford, (2014). Reflective practice finds its roots in Dewey's (1933) *How we Think* and when applied to education teaching context, teachers should use reflection as a means for continuous improvement and growth. Later, Schon (1983) expanded on the idea of reflection with his research on how teachers make decisions in their teaching. Recent research adopts past theories by showing that the ability to transform new teachers to seasoned professionals comes through bridging gaps in practice and reflecting on ways to further enhance teacher knowledge (McGee, 2008). First order reflection, according to Barr (2013), comes from one's own personal and professional interpretations of his/her teaching experiences. Second-order reflection is the reflection where instructors are able to de-center and take into account other professional points of view (Barr, 2013). Collaborative participatory action research in Herbert and Rainford's (2014) study improved teacher collaboration because individual work is improved by engaging in conversation about teaching ideas to formulate the best solutions. The researchers also discovered that through reflection as a collective team yielded larger and grander range of perspectives and understandings so that more egalitarian resolutions could occur (Herbert & Rainford, 2014).

In TESOL, reflection is often used to collect data about instructors teaching techniques and ideas and then analyzed for better future purposes (Farrell, 2013). In Farrell's (2015a) article, he created an overall reflective framework with five different stages or levels for language teachers. These stages highlighted philosophy, principles,

theory, practice, and beyond practice to give a holistic understanding of reflective teaching. One of the most iterative aspects of good teaching is the ability to use reflection to continuously grow as teachers as (Farell, 2015b) pointed out. This should be incorporated as part of any PL experiential training workshop.

Motivation

There are a host of reasons why educators want to or have to attend PL meetings or conferences. Most teachers simply want to become better at what they do and in turn aid student learning and this is why they attend (Guskey, 2002). A more in depth look at reasons why teachers choose to participate or not in PL was studied in McMillan, McConnell, and Sullivan's (2016) paper on teachers in both the Republic of Ireland and Northern Ireland. They explored why teacher development does not result in changed classroom practices and better student learning citing Guskey's (2000) research. McMillan et al. (2016) used Hezberg's et al. (1959) two-factor theory to investigate differences between internal motivators including recognition, achievement, possibility of growth, advancement, responsibility, and work itself with hygiene factors which they renamed contingent factors. These included eight elements and included salary, interpersonal relations, supervision-technical, company policy/administration, working conditions, personal life, status, and job security. McMillan et al.'s study included 74 participants and it was discovered that career advancement, potential growth, and achievement were the main intrinsic reasons for teachers to participate in PL. Whereas, the school related or contingent factors included interpersonal relationships, the importance of peer feedback, and school policy.

In another motivational-based research study, Dengrink, Lunenberg, and Kools (2015) examined 268 teacher participants and uncovered what and how teachers prefer to learn. The researcher found that university based teachers were very interested in improving their teaching with 55% stating pedagogy over the next two years as their top choice. At the same time, almost all university teachers stated that they preferred to self-study by reading professional literature. In addition, teachers with seven years of experience or less were also very open to learning through peer-coaching and getting assistance through supervision or taking a course based on teacher education, while those with more than seven years of experience wanted to work in collaboration with other universities' educators and spend more time writing journal publications (Dengrink, Lunenberg, & Kools, 2015). Motivation reasons are vast, but programs that fail to adopt the basics in terms of daily requirements of what teachers need help with will likely be unsuccessful in their goal (Guskey, 2002).

Supporting teachers in PL related to integrated technology, collaborative teaching, reflective learning, and motivation requires careful attention to planning and alignment to meet the needs of EFL language instructors at ABCU.

Project Description

Time Frame

The professional learning program is a 3-day face-to-face training presented through approximately ten 60-minute sessions at the university. The sessions will include presentations, hands-on activities both technology and non-technology based, discussions, and collaborative activities with colleagues that lead to a better conception of

technology in the EFL classroom. Formative evaluations will be provided after the first and second days and a summative evaluation will be provided at the end of the final day of training.

Professional Learning Goals

This professional learning program is designed to support instructors who use both a wide range of technology and a limited amount of technology-focused EFL material to Japanese first year students. The overall goal of PL is to increase faculty members' knowledge, skill-level, and confidence in using chosen technologies and/or applications. The overall purpose of the PL is twofold. The first is to increase the range of technology that is easy to implement and has a proven track record for a number of teachers and their students. The second is for faculty members to get hands on experience in choosing applications, designing lesson plans, and presenting mini lessons in the training sessions. A number of teachers who were observed in the research study will be selected who have more advanced knowledge in a specific classroom technology to have them teach and explain how their chosen technology is best used in EFL lessons and to guide and explain to the other trainees the benefits and drawbacks in using it. Teachers need to feel comfortable using the applications by initially watching another teacher with more experience use the software or application in a demonstration lesson and then apply the same application with their own teaching material. The idea behind this modeling is for the instructors to have a sense of ownership with the application, make mistakes using it, and thus gain more knowledge and insight by asking questions in a collaborative setting.

On the first day of training, I, as the facilitator, will give a brief overview of the training, reasons for the training as well as a streamlined version of the data discovered during the research study, and an outline for the first day. Trainees will then introduce themselves and state their aims for attending training. Day 1 PL will include a review of the technology, applications, websites, and teaching techniques identified in the research study through the interviews, observations, and document analysis. At the end of the first day formative questionnaires will be distributed to get trainees' feedback.

The second day will begin with a recap of the first day and any easy suggestions offered during Day 1's feedback will be cleared up. Collaborative work will be the primary goal for Day 2 training. In the morning sessions, the workshops will consist of two trainees presenting on how they use one specific technology or application in their regular EFL classes. Both trainee instructors will be asked to help in the training and will be given a complete and thorough outline of what they will need to present to make sure timing and goals of the overall training are observed. Information gleaned from the morning sessions will then be used in the afternoon training workshops. The afternoon will consist of trainees incorporating one of the morning technologies or applications into a class they would regularly teach. The last two periods of the day will be allotted to give trainees the opportunity to present their work and receive plenary feedback. At the end of the day, trainees will provide formative feedback.

Day 3 training will again focus on two more presentations as well as collaborative training workshops in the afternoon. Any feedback from the second day will also be looked at to see if there are points to be rectified on the third day. Two different

presenters will be asked to show how they use their technologies or applications in their own EFL classrooms. Trainees will concentrate on applying the learned technology to their own lessons. Constructive feedback and collaborative workshops, as well as a question and answer session will follow the day's training. At the end of third day summative feedback questionnaires will be distributed. Appendix A includes the detailed syllabus and a bibliography of course educational resources.

Objectives and Commitment

Teachers who volunteer for faculty development must feel as if there is some logical reason why they must be there; otherwise they are likely to be resistant before they even arrive to the PL session. Most importantly, the teachers according to Gunersel and Etienne (2014) need to be able to use what they learned immediately in their own classroom. Furthermore, once the training is complete, they need to know that there would be a follow-up session, both for accountability and support purposes. The primary objective to the training sessions is to share knowledge in the form of teaching other instructors about how they can better engage their students with contemporary technology, software, and applications. Ongoing training or at least reinforcement and review training on popular and up-to-date technologies should be the goal for future PL activities. PL is extremely important in higher education organizations and as long as instructors' needs are taken care of then there is high chance for success (Giraldo, 2014).

Collaborative Training

Teacher educators do not have be experts according to Freeman (cited in Giraldo, 2014), but they should benefit from collaborative training activities, which will then

guide them in their learning. This PL was created through a collaborative approach protocol to give all the teachers an opportunity to share learned knowledge and get the required assistance necessary to take the learned information back to their own classrooms. It is essential that all of the teachers participating in the three-day training session are comfortable to ask questions to their colleagues and collaborate openly.

Project Evaluation Plan

The PL program was developed to assist not only teachers who are comfortable using technology in the classroom, but also to encourage those teachers who do not usually use apps or software by increasing their confidence with materials they regularly use and combining them with a chosen technology. In determining the success of the PL program in aiding teachers overall understanding of new technologies in andragogic and experiential focused classrooms, it will be vital to obtain feedback on the training. Daily summative evaluations will be distributed to all of the participants at the beginning of each training session with the expectation they will be returned at the end of the day. I created the evaluations for the purpose of gathering both quantitative and qualitative data. The purpose of these assessments will be to highlight which activities teachers see as highly beneficial in assisting and establishing interactive technology-based classrooms in their current and future EFL classes. The questions were designed to provide an understanding of which activities, technologies, and workshops teachers see as useful. The first section of the summative feedback will be in the form of a formal Likert scale survey to generate quantitative data. Responses will be based on a 5-point Likert scale

ranging from 1 (*strongly agree*) to 5 (*strongly disagree*) statements. Examples of the statements to be asked are:

1. The objectives of the training were clearly defined.

2. The content of the training was well organized and informative.

3. The provided materials were relevant and informative.

4. The facilitator was knowledgeable and organized.

5. The facilitator was able to respond appropriately to my questions.

6. The learning strategies during the training were useful in helping me process new knowledge.

7. Objectives of the training were met.

8. The training helped me gain new knowledge and skills.

9. The training enhanced my knowledge of the EFL classroom and PowerPoint and helped me think about ways I can enhance my lessons.

10. The training enhanced my general knowledge of technology in the EFL classroom.

The second section of the summative feedback will include three open-ended questions. For example: What suggestions do you have for future workshop improvements? What suggestions do you have for future technologies or engagement techniques? Any additional suggestions?

The responses in the project evaluation will provide insights into the perceptions of teachers' opinions about the success of the training. The feedback gathered will first be analyzed to establish where improvements can be in made in future training sessions and then be shared with the key stakeholders including the dean of English, the chair of the

British and American Studies faculty as well as with all the teachers who participated in the PL program.

Project Implications

The main strength of this training is it takes into consideration the comments made in the data collection phase of the research. Another strength is that this type of training has never been attempted at ABCU. Teachers will all get hands on experience to discover more about software and applications that they previously heard about, but never had the chance or the confidence to try. As mentioned previously, this is collaborative training so everyone can participate to the discussions as well as give feedback to colleagues and more importantly make a real contribution to the success of not only the training sessions themselves but also the university by bringing about change to their EFL classes (Gunersel & Etienne, 2014). Furthermore, the training will take onsite at the university and therefore the classroom settings and equipment will be familiar to the teachers. Finally, the scheduled days of the training are to be completed in the early spring before the start of the new academic year to give instructors time to implement the training into their syllabi and lesson plans, but not too far from the start of the semester so that new skills and confidence is lost.

Section 4: Reflections and Conclusions

Introduction

The purpose of this project study was to gain a more in-depth understanding of student engagement in the EFL classroom and how instructors are using technology in their classrooms to facilitate student engagement. As a teacher, I struggle every day to make my lessons better than the day before. Teaching EFL is a process of constantly reviewing ways to better students' language acquisition so that they can reach their personal and professional goals. In Japanese universities, EFL teachers are managing more than just teaching grammatical forms such as parts of speech and vocabulary skills. EFL education is more than teaching the four skills of language learning of reading, writing, speaking, and listening. EFL is about teaching culture and interacting with other students both inside and outside of the classroom (Gebre et al., 2014). It is about using language as a gateway to achievement in every aspect of a student's life.

In the literature review in Section 1 of this study, I examined how engagement in the Japanese university classroom is increasingly essential for language learning. One example of technology use I cited was SRSs to aid teachers in negotiating large classrooms as well as improve familiarity between classmates and instructors (West et al., 2015). In addition, the increased use of MALL by teachers has improved students' overall language skills (Hsu, 2013) while technology in the classroom more broadly has expanded collaborative projects and promoted more learner autonomy (Junco et al., 2013). In my research, it was discovered that teachers have to become more aware of how to incorporate technology in their own classrooms in order to serve their students.

The conceptual framework throughout the literature review was andragogy and experiential learning.

I conducted the study at ABCU in western Japan. I used a qualitative research methodology to understand how teachers use technology in their classrooms to facilitate engagement and language learning skills. Ten teachers participated in the semi structured recorded interview process (see Appendix B) as well as follow-up interviews (see Appendix E). I also analyzed classroom observations (see Appendix C) and lesson plan documentation (see Appendix G). The results of the investigation reinforced much of what was learned from the literature review. Four themes emerged from the data:

- emphasizing technology integration depends heavily on LMS and personal websites,

- there are strengths and weaknesses of technology in classroom learning,

- engagement and collaboration lead to autonomous learning, and

- teaching concerns focused on the lack of equipment such as Wi-Fi and on how best to train teachers to incorporate the technology in many of the classes.

I developed a 3-day PD program as the final project based on the data analysis results and the literature review in Section 3. The goal of the project was to increase teachers' knowledge by allowing them to present and collaborate on some unique applications as well as on some common software that could better enhance their teaching. The data analysis supported the development of a PL training program on the best practices in technology to ensure that the end users, the students at ABCU, can reap the benefits in their EFL language classes. If the project is approved by the stakeholders

in the administration and subsequently implemented, it may benefit teachers by offering a collaborative approach to knowledge acquisition and skill development that focuses on andragogy and experiential learning styles. In the next section, I will discuss the project strengths and remediation of limitations; offer recommendations for future research; and discuss my development as a scholar, practitioner, and project developer.

Project Strengths and Limitations

The purpose of this research was to discover how teachers increase engagement in their classrooms with their chosen technologies. However, this qualitative investigation was conducted at only one university with a relatively small sample size of 10 participants. As such, the findings of this study and the PL training sessions are applicable only to the study site.

The initial and follow up-interviews allowed teachers in the study to reflect on their teaching styles and the problems they encounter on a daily basis. The research documented the numerous types of technology at the teachers' disposal and which technologies work best in developing specific skills, presentations, and collaboration. The findings highlighted the need for PL workshops to bring teachers together so that they can share their knowledge of their chosen technology and learn from others who may be using a similar or different technology.

This project is grounded in cooperation. EFL teachers at ABCU are continuously looking for new ways to have students help each other in their language acquisition and to work with others in understanding vocabulary or making presentations. The main strength of this project is that teamwork can improve not only the students, but also the

teachers. Bringing teachers together for a 3-day PL training and encouraging them to share technology, materials, and most importantly ideas with their colleagues should yield insight about best practices. These PL sessions may subsequently offer teacher participants a collaborative approach in managing the major issues in EFL classrooms.

PL training workshops such as the one designed for this project have never been implemented at ABCU. EFL teachers at the university will finally be able to get the training that participants in the study requested rather than what administration thinks they need. Because all the training will be completed on site with colleagues, participants will be able to see exactly how technology can benefit their own needs. Teachers will not need to make special travel arrangements nor will they have to pay out-of-pocket expenses. I will be the primary facilitator, and all the other presenters will be fellow instructors.

Another limitation was the fact that EFL teachers at ABCU are rarely observed teaching. Thus, they may not have been used to someone watching small parts of their lessons. Observation stress and the participants' fear of not performing to the best of their ability could have been a limitation. Participants may have adjusted their teaching style and lessons by wanting to show too much or attempting to raise the expectations of their students beyond the level to which they were accustomed. Furthermore, the fact that I was a colleague and knew all of the participants could have shaped study results. It is possible that teachers in the study may have been hesitant to speak candidly about their classes and the use of technology with their students even though I do not hold any supervisory position over them. Some of the participants explained at the outset of the

interviews that they felt they did not use enough technology in the classroom, although everyone I interviewed used much more than I had predicted prior to undertaking the study.

My coding and analysis of data was another limitation. Even though I used software such as HYPERRESEARCH to help establish the weight of codes and determine the themes, I may have inadvertently assigned more importance to some codes rather than other linguistic features and technologies discovered in the research.

Recommendations for Alternative Approaches

If a PD approach was not a feasible option, then teachers could follow one of two alternative approaches. First, an interactive blog site could be created whereby teachers post details of their most successful classroom technologies including information on classroom management, a list of distinct features of the class and the strengths and weaknesses of the technology. Interested teachers could then test the recommended technology in their own classes and submit follow up comments and ideas for improvement. Second, teachers could be surveyed on the type of technology they use in various classes including academic writing, speaking and listening, as well as reading comprehension classes. A pre-and-post mixed methods questionnaire could be emailed to all interested teachers to ascertain how their chosen technology faired throughout their semester classes. Questions would include the type of technology used in each specific class as well as the effectiveness of the technology for each specific skill, and the ease of implementation with different class sizes. I would then calculate how certain technologies aided specific situations and try to establish common trending threads in the findings.

Clearly, alternative approaches would be possible, but the PD approach would allow for more practical questions and real-time feedback and solutions for teachers who have used their chosen technology in the classroom.

Scholarship, Project Development and Evaluation, and Leadership and Change

Scholarship

Reflective practice as pointed out by Farell (2015b) should be used to grow as a teacher. Committing to a research project such as this one has provided me with ample time to reflect on and learn from my mistakes and successes throughout my doctoral journey. I have tried to adopt Schon's (1983) idea of reflection by bridging the gaps in my teaching and writing by successfully implementing the teaching ideas, feedback from professors and peers, as well as the lessons learned in my doctoral studies. I hope that I have succeeded in this final project.

The project study had enabled me to use my creativity and organizational skills to accomplish this enormous task. I found that the two literature reviews were quite daunting because of the vast amount of material on technology and PD. To be able to synthesize articles and write at a scholarly level takes time and patience. It is one of the most difficult hurdles I have faced in academia. My overall learning has been considerably broadened by the amount of literature I have digested. Prior to starting my doctoral studies, I did not appreciate the need for research to not only aid my own understanding but also to be make my teaching ability more complete. I have found that I am more reflective of my teaching and strive to make every lesson better than the

previous one and every semester more comprehensive than the last. Although it has been

four years, it feels like only yesterday that I began my doctoral journey.

Project Development and Evaluation

During the planning stages of this project, it became evident that the best course

of action was to make the project as collaborative as possible as this would best aid my

own teaching skills and the skills of the participants. Although I have joined professional

learning workshops prior to this, I have never had to design three consecutive days of PL

training sessions. Feedback from the study participants provided the areas that needed to

be focused on. Although all the teachers had experience teaching with technology, I

envisioned workshops that would benefit both experienced and new instructors. I am a

firm believer that an instructor needs to learn how to teach at the lower level before they

can begin teaching higher levels. While there may be revisions needed to perfect the

project, I believe this project provides the best course of action for the technology and the

methods applicable.

Leadership and Change

I have always wanted to be a successful leader and I have had ample opportunities

from my early days in sports and school council, my seven years in the military,

managing my own team in business, running my own language school, and teaching

approximately 400 students a week in university. However, taking on the role as scholar

practitioner has increased my aptitude for leadership and raised my awareness of other

leaders. While pursuing my doctoral studies, I have come across many doctoral

candidates and instructors who are extremely talented and are exceptional leaders in their fields.

Conducting research has provided many opportunities to observe a number of teachers in their natural setting, which has given me the opportunity to learn leadership skills from them and interpret my findings and apply it to my own writing and workshops. One of the main areas that I discovered was the need for balance between what schools would like to implement versus the needs of the teachers who are continuously testing and building their students' skills and thus collecting their own data on how to best aid their students. Before administration rushes into make changes, it is important to understand how a teacher's own professionalism and motivation will be affected as well as the results of his/her students. Change is best implemented through collaboration between administration and instructors to develop new models and find the appropriate solutions (Aras, 2017).

Analysis of Self

Analysis of Self as Scholar

When I began my doctoral journey, I felt confident that I was able to complete my studies in the shortest time possible since I had been doing basic action research and teaching for almost 10 years at a number of universities. However, when I actually started writing my first few papers and saw the discussion boards that all of the students contributed to, I could see that I was not left behind yet I was far from leading the group. To aid my writing I floated my ideas and discussed my papers with colleagues to get their opinions and assistance. I also took the writing tutorials seriously, learned APA form and

style, and asked for help from the Walden Writing Center when I found myself frustrated and unsure about how to proceed. Moreover, Walden professors have always given me straightforward feedback, which has been invaluable to my writing progress.

Working at some of the universities in Japan and not having access to English journals is challenging from a researcher's perspective and I can see the role of having virtual libraries to provide access to the most current material. Having access to the journals, articles, and dissertations from Walden library has aided my knowledge in the greater context of my studies providing invaluable material for my papers and research. Finally, one of the most challenging tasks in any writing is completing a thorough literature review. After having completed numerous ones, I can see the value in understanding past work and ongoing studies in my field of interest.

Analysis of Self as Practitioner

The main reason for beginning my doctoral pursuit was the feeling of stagnation in my teaching. Over the last 10 years, I have been teaching at Japanese universities and upon examining my growth, I became aware I was not inspiring students in the way I should be. I realized that I needed to gain more knowledge in teaching adults and by helping them reach their goals they would assist me in reaching mine. Through my studies in College Teaching and Learning I have been able to reflect on my learned experiences and grow from the results. I believe my students are already benefitting from my studies, as I know I have found more personal motivation and drive than I have had for years. I feel more committed to engaging students' areas of weakness and challenging them to improve themselves as they move through their own scholastic journey.

Analysis of Self as Project Developer

The project was based on the research conducted in this study. To do this, I had to integrate the ideas gleaned from the research participants and then try to integrate them in the PL training sessions to provide both theory and practice. To assist my preparation, I envisioned myself as a first time participant at a new university with colleagues that I wanted to share ideas with. I have been to many training sessions in my teaching career and have found that I have always enjoyed PL workshops that provide an opportunity to work together in a group and create material that is applicable to my own teaching. With this in mind, I tried to create a 3-day PL training program that provides background, new ideas, and practical experiences. For me it is important to get everyone involved and that is why I share the facilitating role with six other presenters and allow everyone to ask questions, discuss, and reflect on what they can take away from the workshops.

Reflection on Importance of the Work

English education in Japan and around the world is at a crossroads. With new technologies making education opportunities more exciting and with the development of new theories and pedagogical methods in classrooms (Selvi, 2016), it is important to understand there should be a balance between the stakeholders. Teachers are tasked with implementing the goals of an administration while balancing the needs of their students. In my research, I have realized that although teachers may use technology to supplement teaching, they all use it in slightly different ways and these differences are very important to share. The data illustrated the range of technology and methods teachers employ. The project was developed with this in mind and through successful implementation of the

workshops, teachers will be encouraged to use technology at their disposal in more meaningful ways to develop their students' potential.

Implications, Applications, and Directions for Future Research

There is a possibility that if the research was replicated at other universities in Japan the results could be quite different considering the sample was taken from only one university. The primary purpose of this research study was to address two key questions: How does an andragogic approach to learning with interactive technology in the classroom affect student engagement? Second, from a teacher's perspective, how could experiential learning improve language skills by increasing student engagement in Japanese EFL university classrooms? The data provided four major themes: a) Technology integration depends heavily on LMS and personal websites; b) Strengths and weaknesses of technology; c) Engagement and collaboration leading to autonomous learning; and d) Teaching concerns.

The implication for the study was a PD program to aid both teachers and students in a series of ongoing student-centered training that a) builds students' confidence by helping them not only engage and work collaboratively but build on their language skills through autonomous learning; b) correlates textbook and syllabus design, and c) provides better teacher training to aid university organizational goals.

Future researchers might consider looking into both qualitative and quantitative results from the PL sessions, as this would provide more clarification that the collaborative training is beneficial to teachers. Furthermore, a comparative study focusing on quantitative or even a mixed methods research on first year and second year students

could provide more evidence that the technology and software being used by both students and teachers are delivering the required results in terms of engagement and skill set. Moreover, I would recommend a cross sectional study on engagement and skills at other universities throughout Japan to determine if the outcome is similar.

Conclusion

In Section 4, I reflected on the project by looking at its strengths, remediation of limitations, as well as my personal development as a scholar, practitioner, and project developer. The results of the project led to the creation of a set of PL workshops over a period of three days. The PL training project was developed based on the findings of the research; however, limitations should be noted. Education and social change are dependent on the cooperation of administrators and teachers. Walden University has given me a strong understanding of the role of education as an agent of social change (Brown & Baltes, 2017). In the months and years to come, future impact on social change will be observed. Teachers at ABCU will be more in tune with technology, software, and applications while working in collaboration with fellow teachers which can provide a better learning environment for their students (Walker et al., 2012) who will then reap the benefits by having more confidence in their language learning.

References

Aas, M (2017). Understanding leadership and change in schools: Expansive learning and

tensions. *International Journal of Leadership in Education*, *20*(3), 278-296.

doi:10.1080/13603124.2015.1082630

Aik, C. T., & Tway, D. C. (2006). Elements and principles of training as a performance

improvement solution. *Performance Improvement*, *45*(3), 28-32. Retrieved from

https://onlinelibrary.wiley.com/journal/19308272

Ainscow, M. (2008). Teaching for diversity: The next big challenge. In M. Connelly,

M. F. He, & J. Phillion (Eds.), *The handbook of curriculum and instruction* (pp.

240–258). London, UK: Sage.

Albirini, A. (2006). Teachers' attitudes toward information and communication

technologies: The case of Syrian EFL teachers. *Computers & Education*, *47*(4),

373-398. Retrieved from http://www.elsevier.com/locate/compedu

Alnujaidi, S. (2017). Social network sites as ESL/EFL learning and teaching tools: A

critical review. *International Journal of Applied Linguistics and English

Literature*, *6*(3), 34-42. doi:10.7575/aiac.ijalel.v.6n.3p.34

Alrayah, H. (2018). The effectiveness of cooperative learning activities in enhancing EFL

learners' fluency. *English Language Teaching*, *11*(4), 21–31.

doi:10.5539/elt.v11n4p21

Alshahrani, A. (2017). Power distance and individualism-collectivism in EFL learning

environment. *Arab World English Journal*, *8*(2), 145-159.

doi:10.24093/awej/vol8no2.10

Alsied, S. M., & Pathan, M. M. (2013). The use of computer technology in EFL classroom: Advantages and implications. *IJ-ELTS*, *1*(1), 61-71. Retrieved from http://eltsjournal.org

Amaki, Y. (2008). Perspectives on English education in the Japanese public school system: The views of foreign assistant language teachers (ALTs). *Education Studies in Japan: International Yearbook, 3*(12), 53-63. doi:10.7571/esjkyoiku.3.53

Amburgey, B. H. (2015). Language learning motivation: A comparative study of Danish and Japanese university students. *Hitotsubashi Journal of Arts and Sciences*, *56*, 29-41. Retrieved from http://hermes-ir.lib.hit-u.ac.jp/rs/bitstream/10086/27654/1/HJart0560102900.pdf

Aoki, K. (2010). The use of ICT and e-learning in higher education in Japan. *World Academy of Science, Engineering and Technology, 66*, 868-872. Retrieved from http://waset.org/publications/8572

Attema-Noordewier, S., Korthagen, F., & Zwart, R. (2011). Promoting quality from within: A new perspective on professional development in schools. In M. Kooy & K. van Veen (Eds.), *Teacher learning that matters: International perspectives* (pp. 115–142). New York, NY: Routledge.

Bachnik, J. (Ed.). (2003). *Roadblocks on the information highway: The IT revolution in Japanese education*. Lanham, MD: Lexington Books.

Bahous, R., Bacha, N. N., & Nabhani, M. (2011). Motivating students in the EFL
classroom: A case study of perspectives. *English Language Teaching*, *4*(3), 33-43.
Retrieved from http://www.ccsenet.org/journal/index.php/elt

Barr, H. (2013). Toward a theoretical framework for interprofessional education. *Journal
of Interprofessional Care, 27*(1), 4-9. doi:10.3109/13561820.2012.698328

Barrot, J. S. (2016). Using Facebook-based e-portfolio in ESL writing classrooms:
Impact and challenges. *Language, Culture and Curriculum*, *29*(3), 286-301.
doi:10.1080/07908318.2016.1143481

Benson, P. (2001). What's new in autonomy? *Language Teacher*, *35*(4), 15-18. Retrieved
from http://ezp.waldenulibrary.org/login?url=https://search-proquest-
com.ezp.waldenulibrary.org/docview/217733987?accountid=14872

Biesta, G. J. J. (2010). Why 'what works' still won't work: From evidence-based
education to value-based education. *Studies in Philosophy and Education, 29*,
491–503.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An
introduction to theories and methods* (5th ed.). Boston, MA: Allyn & Bacon.

Bouckaert, M. (2016). Designing a materials development course for EFL student
teachers: Principles and pitfalls. *Innovation in Language Learning and
Teaching, 10*(2), 90-105. doi: 10.1080/17501229.2015.1090994

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative
Research Journal*, *9*(2), 27-40.

Brooks, D. L., & Brooks, M. A. (2012). Embracing the challenges of upheaval in

    Japanese higher education today. *Kitasato Review Annual Report of Studies in*

    Liberal Arts and Sciences, *17*, 23-53. Retrieved from

    https://www.jstage.jst.go.jp/article/kitasatoclas/17/0/17_KJ00008105559/_pdf

Brooks, R., & Goldstein, S. (2008). The mindset of teachers capable of fostering

    resilience in students. *Canadian Journal of School Psychology*, *23*(1), 114-126.

Brown, M. S., Baltes, B. (2017). The relationship between social change involvement and

    education. *Journal of Social Change*, *9*(1), 131–140 ©Walden University, LLC,

    Minneapolis, MN doi: 10.5590/JOSC.2017.09.1.13

Burrell, D., Finch, A., Fisher, J., Rahim, E., & Dawson, M. (2011). The use of engaging

    and experiential learning innovative teaching practices for graduate

    students. *Review of Higher Education and Self-Learning, 4*(11), 45–53. Retrieved

    from https://www.researchgate.net

Burston, J. (2014). The reality of MALL: Still on the fringes. *CALICO Journal*, *31*(1),

    103. doi:10.11139/cj.31.1.103-125

Butler, Y. G., & Iino, M. (2005). Current Japanese reforms in English language

    education: The 2003 "action plan." *Language Policy*, *4*(1), 25-45.

Cahyani, H., & Cahyono, B. Y. (2012). Teachers' attitudes and technology use in

    Indonesian EFL classrooms. *Teflin Journal*, *23*(2), 130-148. Retrieved from

    http://www.teflin.org/journal/index.php/journal/article/viewFile/143/135

Cain, J., & Fink III, J. L. (2010). Legal and ethical issues regarding social media and pharmacy education. *American journal of pharmaceutical education*, *74*(10), 184. doi: 10.5688/aj7410184

Caro-Bruce, C., & Zeichner, K. (1998). Classroom action research: The nature and impact of an action research professional development program in one urban school district. *Final report. Madison Metropolitan School District. Retrieved February*, *27*, 2002.

Cepic, R., Vorkapic, S., Loncaric, D., Andic, D., & Mihic, S. (2015). Considering transversal competences, personality and reputation in the context of the teachers' professional development. *International Education Studies, 8*(2), 8-20. doi:10.5539/ies.v8n2p8

Cervatiuc, A. (2009). Identity, good language learning, and adult immigrants in Canada. *Journal of Language, Identity & Education*, *8*(4), 254-271. doi:10.1080/15348450903130439

Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal Of Adult Education*, *39*(2), 25-35. Retrieved from http://www.mpaea.org

Chapple, J. (2015). Teaching in English is not necessarily the teaching of English. *International Education Studies, 8*(3), 1-13. doi:10.5539/ies.v8n3pl

Chen, P., Lee, C., Lin, H., & Zhang, C. (2016). Factors that develop effective professional learning communities in Taiwan. *Asia Pacific Journal of Education, 36*(2), 248-265. doi:10.1080/02188791.2016.1148853

Condie, R., & Livingston, K. (2007). Blending online learning with traditional approaches: Changing practices. *British Journal of Educational Technology, 38*(2), 337-348. doi:10.111/j.1467-8535.2006.00630.x

Cranton, P. (2006). *Understanding and promoting transformative learning*: *A guide for educators of adults*. San Francisco, CA: Jossey-Bass.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Laureate custom ed.). Boston, MA: Pearson Education, Inc.

Cutrone, P. (2009). Overcoming Japanese EFL learners' fear of speaking. *Language Studies Working Papers*, *1*, 55-63. Retrieved from http://naosite.lb.nagasaki-u.ac.jp/dspace/bitstream/10069/28554/1/LSWP_1_55.pdf

Dearden, J. (2014). English as a medium of instruction-a growing global phenomenon: *Phase 1*. London: British Council.

Dengerink, J., Lunenberg, M., & Kools, Q. (2015). What and how teacher educators prefer to learn. *Journal of Education for Teaching*, *41*(1), 78-96. doi:10.1080/02607476.2014.992635

Desimone, L. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational researcher*, *38*(3), 181–199.

Devlin-Scherer, R., & Sardone, N. B. (2013). Collaboration as a form of professional development: Improving learning for faculty and students. *College Teaching, 61*(1), 30-37. doi:10.1080/87567555.2012.714815

Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to
the educational process. *Lexington, MA: Heath*, *35*(64), 690-698.

Ding, A. C. E., Ottenbreit-Leftwich, A., Lu, Y. H., & Glazewski, K. (2019). EFL
teachers' pedagogical beliefs and practices with regard to using
technology. *Journal of Digital Learning in Teacher Education*, 1-20.
doi:10.1080/21532974.2018.1537816

Doherty, I. (2014). Professional development: Designing for the cognitive and affective
domains. *Journal of Learning Design, 7*(3), 1-15. Retrieved from
http://files.eric.ed.gov/fulltext/EJ1048747.pdf

Dörnyei, Z. (2001). New themes and approaches in second language motivation research.
Annual review of applied linguistics, *21*, 43-59. Retrieved from
http://www.zoltandornyei.co.uk/uploads/2001-dornyei-aral.pdf

Dörnyei, Z., & Chan, L. (2013). Motivation and vision: An analysis of future L2 self-
images, sensory styles, and imagery capacity across two target languages.
Language Learning, 63(3), 437-462. doi:10.1111/lang.12005

Dörnyei, Z. & Ushioda, E. (2011). *Teaching and researching: Motivation* (2nd ed.).
London: Longman.

Ducate, L. C., & Lomicka, L. L. (2008). Adventures in the blogosphere: From blog
readers to blog writers. *Computer Assisted Language Learning*, *21*, 9–28.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York, NY: Random
House.

Education Testing Service. (2016). 2016 report on test takers worldwide: The TOEIC listening and reading test. *2016 Test Data*. Retrieved from: http://www.ets.org/s/toeic/pdf/ww_data_report_unlweb.pdf

Ellis, G. (1994). *The appropriateness of the communicative approach in Vietnam*. Unpublished master's thesis, Australia: La Trobe University.

Ellis, G. (1996). How culturally appropriate is the communicative approach? *ELT Journal, 50*(3), 213-218.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Engelbrecht, W., & Ankiewicz, P. (2016). Criteria for continuing professional development of technology teachers' professional knowledge: A theoretical perspective. *International Journal of Technology and Design Education, 26*(2), 259-284. doi:10.1007/s10798-015-9309-0

Ertmer, P. A., Ottenbreit-Leftwich, A., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*, *2*, 423-435.

Falout, J. (2012). Coping with demotivation: EFL learners' remotivation processes. *TESL-EJ*, *16*(3), n3. Retrieved from http://files.eric.ed.gov/fulltext/EJ995738.pdf

Farrell, T. S. (2013). Reflecting on ESL teacher expertise. *System 41*(4), 1070–82.

Farrell, T. S. (2015a). It's not who you are! It's how you teach! Critical competencies associated with effective teaching. *RELC Journal, 46*(1), 79–88. doi:10.1177/0033688214568096

Farrell, T. S. (2015b). *Promoting teacher reflection in second language education: a framework for TESOL professionals*. New York, NY: Routledge.

Floris, F. D. (2013). English language teaching in Japan issues and challenges: An interview with Toshinobu Nagamine and Masaki Oda. *English Language Teaching World Online: Voices from the Classroom (ELTWO)*, *5*, 1-7.

Frey, B. B., Lohmeier, J. H., Lee, S. W., & Tollefson, N. (2006). Measuring collaboration among grant partners. *American Journal of Evaluation 27*, 383–92.

Fullan, M. (2007). *The new meaning of educational change*. New York, NY: Teachers College Press.

García-Sánchez, S., & Luján-García, C. (2016). Ubiquitous knowledge and experiences to foster EFL learning affordances. *Computer Assisted Language Learning*, *29*(7), 1169-1180. doi:10.1080/09588221.2016.1176047

Gardner, R. C., Smythe, P. C. & Clement, R. (1979). Intensive second language study in a bicultural milieu: An investigation of attitudes, motivation and language proficiency. *Language Learning, 29*(2), 305-320.

Garza Mitchell, R. (2009). Ethics in an online environment. *New Directions for Community Colleges, 2009*(148), 63–70. doi:10.1002/cc.387

Gebre, E., Saroyan, A., & Bracewell, R. (2014). Students' engagement in technology rich classrooms and its relationship to professors' conceptions of effective teaching. *British Journal of Educational Technology*, *45*(1), 83-96.

Gohar, M. J., & Sadeghi, N. (2015). The impact of learning style preferences on foreign language achievement: A case study of Iranian EFL students. *Procedia-Social and Behavioral Sciences*, *171*, 754-764.

Golonka, E., Bowles, A., Frank, V., Richardson, D., & Freynik, S. (2014). Technologies for foreign language learning: a review of technology types and their effectiveness. *Computer Assisted Language Learning, 27*(1), 70-105. doi:10.1080/09588221.2012.700315

Gorsuch, G. J. (1998). Yakudoku EFL instruction in two Japanese high school classrooms: An exploratory study. *JALT Journal, 20*, 6-32.

Gorsuch, G. J. (2000). EFL educational policies and educational cultures: Influences on teachers' approval of communicative activities. *TESOL Quarterly, 34*(4), 675-710.

Gray, J., & Campbell-Evans, G. (2002). Beginning teachers as teacher-researchers. *Australian Journal of Teacher Education*, *27*(1), 4.

Green, K., & Fujita, J. (2016). Students of different subjects have different levels of extrinsic and intrinsic motivation to learn English: Two different groups of EFL students in Japan. *English Language Teaching*, *9*(9), 156-165. doi:10.5539/elt.v9n9p156

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching, 8*(3), 381-391. doi:10.1080/135406002100000512

Harnish, R. J., & Bridges, K. R. (2011). Effect of syllabus tone: Students' perceptions of

   instructor and course. *Social Psychology of Education*, *14*(3), 319-330. Retrieved

   from

   https://www.researchgate.net/profile/Richard_Harnish/publication/226452721_Ef

   fect_of_syllabus_tone_students_perceptions_of_instructor_and_course/links/00b4

   951bf53fa48641000000.pdf

Harris, J. (2005). Our agenda for technology integration: It's time to choose.

   Contemporary Issues in Technology and Teacher Education, *5*(2). Retrieved from

   http://www.citejournal.org/vol5/iss2/editorial/article1.cfm.

Harumi, S. (2011). Classroom silence: Voices from Japanese EFL learners. *ETL Journal*,

   65, 260-269. doi:10.1093/elt/ccq046

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY:

   SUNY Press.

Herbert, S., & Rainford, M. (2014). Developing a model for continuous professional

   development by action research. *Professional Development in Education*, *40*(2),

   243-264. doi:10.1080/19415257.2013.794748

Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York,

   NY: Wiley.

Hismanoglu, M. (2012). Prospective EFL teachers' perceptions of ICT integration: A

   study of distance higher education in Turkey. *Educational Technology & Society*,

   15(1): 185-196. Retrieved from http://citeseerx.ist.psu.edu/

Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal, 70*(2), 125-132.

Hsu, L. (2013). English as a foreign language learners' perception of mobile assisted language learning: a cross-national study, *Computer Assisted Language Learning, 26*(3), 197-213. Retrieved from the Walden Library databases

Hu, G., & Lee McKay, S. (2012). English language education in East Asia: Some recent developments. *Journal of Multilingual and Multicultural Development*, *33*(4), 345-362. doi:10.1080/01434632.2012.661434

Hu, G. W. and Alsagoff, L. (2010). A public policy perspective on English medium instruction in China. *Journal of Multilingual and Multicultural Development*, *31*, 365–82.

Humphries, S., & Burns, A. (2015). 'In reality it's almost impossible': CLT-oriented curriculum change. *ELT Journal*, *69*(3), 239-248. Retrieved from https://academic.oup.com/journals

Hwang, W., Shadiev, R., Hsu, J., Huang, Y., Hsu G., & Lin, Y. (2016). Effects of storytelling to facilitate EFL speaking using web-based multimedia system. *Computer Assisted Language Learning*. doi:10.1080/09588221.2014.927367

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.). *Sociolinguistics* (55-67). Harmonds Worth, England: Penguin Books.

Ingvarson, L., Meiers, M., & Beavis, A. (2005). Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes and efficacy. *Education Policy Analysis Archives*, *13*(10), 1–26.

Jang, S. J. (2008). The effects of integrating technology, observation and writing into a teacher education method course. *Computers & Education*, *50*(3): 853-865.

Japan Times. (2015). *Disappointing levels of English.* Retrieved from https://www.japantimes.co.jp/opinion/2015/03/28/editorials/disappointing-levels-english/#.WlqE1BST-AY

Junco, R., Elavsky, C. M., & Heiberger, G. (2013). Putting Twitter to the test: Assessing outcomes for student collaboration, engagement and success. *British Journal of Educational Technology*, *44*, 273-287.

Junco, R., Heibergert, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning* 27, 119–132.

Jung, I., Kudo, M., & Choi, S. (2012). Stress in Japanese learners engaged in online collaborative learning in English. *British Journal Of Educational Technology*, *43*(6), 1016-1029. doi: 10.111/j.1467-8535.2011.01271.x

Kalanzadeh, G. A., & Bakhtiarvand, M. (2011). *Perceived problems in using communicative language teaching (CLT) by EFL Iranian teachers*. Unpublished doctoral dissertation, Payame Noor University of Andimeshk, Andimeshk, Iran.

Kalanzadeh, G. A., Soleimani, H., & Bakhtiarvand, M. (2014). Exploring the influence of using technology on Iranian EFL students' motivation. *Procedia-Social and Behavioral Sciences*, *98*, 814-823. doi:10.1016/j.sbspro.2014.03.486

Karimi, M. N. (2011). The effects of professional development initiatives on EFL teachers' degree of self-efficacy. *Australian Journal of Teacher Education (Online)*, *36*(6), 50. Retrieved from http://eric.ed.gov

Kassens-Noor, E. (2012). Twitter as a teaching practice to enhance active and informal

    learning in higher education: The case of sustainable tweets. *Active Learning in*

    Higher Education, *13*(1), 9–21.

Kawai, Y. (2007). Japanese nationalism and the global spread of English: An analysis of

    Japanese governmental and public discourses on English. *Language and*

    Intercultural Communication, *7*(1), 37-55. doi: 10.2167/laic174

Keller, J. (1999). Motivation and methods. *New Directions for Teaching and Learning*,

    78(Summer). doi:10.1002/tl.7804

Keller, J., & Suzuki, K. (2004). Learner motivation and E-learning design: A

    multinationally validated process. *Journal of Educational Media*, *29*(3), 229– 239.

    doi:10.1080/1358165042000283084

Kikuchi, K., & Brown, C. (2009). English educational policy for high schools in Japan:

    Ideals vs. reality. *RELC Journal*, *40*(2), 172-191.

Kim, C., Kim, M. K., Lee, C., Spector, J. M., & DeMeester, K. (2013). Teacher beliefs

    and technology integration. *Teaching and Teacher Education*, *29*, 76-85.

    Retrieved from

    http://www.sciencedirect.com/science/article/pii/S0742051X1200131X

King, J. J. (2013). Silence in the second language classrooms of Japanese

    universities. *Applied Linguistics*, *34*(3), 325-343. Retrieved from the Walden

    Library databases.

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to*

    andragogy (2nd ed.). New York, NY: Cambridge Books.

Kobayashi, Y. (2013) Global English capital and the domestic economy: The case of Japan from the 1970s to early 2012. *Journal of Multilingual and Multicultural Development*, *34*(1), 1-13. doi: 10.1080/01434632.2012.712134

Koelsch, L. E. (2013). Reconceptualizing the member check interview. *International Journal of Qualitative Methods*, *12*(1), 168-179.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, *4*(2), 193-212.

Kondo, M., Ishikawa, Y., Smith, C., Sakamoto, K., Shimomura, H., & Wada, N. (2012). Mobile assisted language learning in university EFL courses in Japan: Developing attitudes and skills for self-regulated learning. *ReCALL: The Journal of EUROCALL*, *24*(2), 169-187.

Koosha, M., & Yakhabi, M. (2013). Problems associated with the use of communicative language teaching in EFL contexts and possible solutions. *International Journal of Foreign Language Teaching and Research*, *1*(2), 63-76.

Korthagen, F. (2017). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and Teaching*, *23*(4), 387-405. doi: 10.1080/13540602.2016.1211523

Labone, E., & Long, J. (2016). Features of effective professional learning: A case study of the implementation of a system-based professional learning model. *Professional Development in Education*, *42*(1), 54-77. doi:10.1080/19415257.2014.948689

Lai, C. (2015). Modeling teachers' influence on learners' self-directed use of technology for language learning outside the classroom. *Computers & Education*, *82*, 74-83. Retrieved from https://doi.org/10.1016/j.compedu.2014.11.005

Latchem, C., Jung, I. Aoki, K., & Ozkul, A. E. (2008). The tortoise and the hare enigma in e-transformation in Japanese and Korean higher education. *British Journal of Educational Technology, 39*(4), 610-630.

Li, D. (1998). It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea. TESOL Quarterly, *32*, 677–703. doi:10.2307/3588000

Li, L., & Walsh, S. (2011). Technology uptake in Chinese EFL classes. *Language Teaching Research*, *15*(1): 99-125. doi:10.1177/1362168810383347

Lightbown, P. M., & Spada N. (1999). *How languages are learned (Revised Edition)*. Oxford: Oxford University Press.

Littlewood, W. (2014). Communication-oriented language teaching: Where are we now? Where do we go from here? *Language Teaching, 47*(3), 349-362. doi:10.1017/S0261444812000134.

Liu, H. J. (2012). Understanding EFL undergraduate anxiety in relation to motivation, autonomy, and language proficiency. *Electronic Journal of Foreign Language Teaching*, *9*(1). Retrieved from http://e-flt.nus.edu.sg/v9n12012/liu.pdf

Lochland, P. W. (2013). Moving beyond communicative language teaching: A situated pedagogy for Japanese EFL classrooms. *TESOL Journal*, *4*(2), 261-273. doi:10.1002/tesj.57

Lodico, M., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (Laureate Education, Inc., custom ed.). San Francisco, CA: John Wiley & Sons.

Machida, T., & Walsh, D. J. (2015). Implementing EFL policy reform in elementary schools in Japan: A case study. *Current Issues in Language Planning*, *16*(3), 221-237.

MacWhinnie, S. G., & Mitchell, C. (2017). English classroom reforms in Japan: A study of Japanese university EFL student anxiety and motivation. *Asian-Pacific Journal of Second and Foreign Language Education*, *2*(1), 7.

Mason, S. (2014). *A mediated way: A discussion of the potential and potential problems for teachers and technology in the Japanese classroom.* Retrieved from https://gair.media.gunma-u.ac.jp/dspace/bitstream/10087/8837/1/2014-mason.pdf

Matsuoka, R., & Rahimi, A. (2010). The positive effect of conference participation on reducing L2 communication apprehension. *Procedia: Social and Behavioral Sciences*, *9*, 1845-1854. doi:10.1016/j.sbspro.2010.12.412

McGee, A. (2008). Critical reflections of action research used for professional development in a Middle Eastern gulf state. *Educational action research*, *16*(2), 235–250.

McKee, C., & Tew, W. (2013). Setting the stage for teaching and learning in American higher education: Making the case for faculty development. *New Directions for Teaching and Learning, 33,* 3-14. doi:10.1002/tl.20041

McLoughlin, J. A., Chen Wang, L. C., & Beasley, W. A. (2008). Transforming the college through technology: A change of culture. *Innovative Higher Education, 33*(2), 99–109. doi:10.1007/s10755-008-9065-0

McMillan, D. J., McConnell, B., & O'Sullivan, H. (2016). Continuing professional development – why bother? Perceptions and motivations of teachers in Ireland. *Professional Development in Education*, *42*(1), 150-167. doi:10.1080/19415257.2014.952044

McVeigh, B. J. (2004). Foreign language instruction in Japanese higher education. *Arts and Humanities in Higher Education*, *3*(2), 211–227. JOUR. Retrieved from https://doi.org/10.1177/1474022204042687

Mehring, J. (2016). Present research on the flipped classroom and potential tools for the EFL classroom. *Computers in the Schools*, *33*(1), 1-10. doi:10.1080/07380569.2016.1139912

Mercer, S., & Ryan, S. (2010). A mindset for EFL: Learners' beliefs about the role of natural talent. *ELT journal*, *64*(4), 436-444. doi: 10.1093/elt/ccp083

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

MEXT (2014). *English education reform plan corresponding to globalization*. Tokyo: MEXT.

Miangah, T. M., & Nezarat, A. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems*, *3*(1), 309. doi:10.5121/ijdps.2012.3126

Miles, M. B., & Huberman, A. M., 1994. *Qualitative data analysis.* London: Sage.

Mills, J., Bonner, A., & Francis, K. (2006). The development of constructivist grounded theory. *International Journal of Qualitative Methods*, *5*(1), 25-35.

Mollaei, F., & Riasati, M. J. (2013). Teachers' perceptions of using technology in teaching EFL. *International Journal of Applied Linguistics and English Literature*, *2*(1), 13-22. doi: 10.7575/ijalel.v.2n.1p.13

Mori, S., & Gobel, P. (2006). Motivation and gender in the Japanese EFL classroom. *System*, *34*(2), 194-210. doi:10.1016/j.system.2005.11.002

Mork, C. M. (2014). Benefits of using online student response systems in Japanese EFL classrooms. *JALT CALL Journal*, *10*(2), 127-137. Retrieved from the Walden Library databases.

Mouton, J., Tapp, J., Luthuli, D., & Rogan, J. (1999). *Technology 2005: A national implementation evaluation study.* Stellenbosch: Sentrum vir Interdissiplinere Studies, Universiteit van Stellenbosch.

Nalliveettil, G. M., & Alenazi, T. H. K. (2016). The impact of mobile phones on English language learning: Perceptions of EFL undergraduates. *Journal of Language Teaching and Research, 7*(2), 264-272. doi:10.17507/jltr.0702.04

Narita, I. (2014). English education most effective for Japanese-integrated grammar translation. Retrieved from http://www.japio.or.jp/00yearbook/files/2014book/14_4_02.pdf

Newton, S. E., Eberly, M. B., & Wiggins, R. A. (2001). The syllabus as a tool for student-centered learning. *Journal of General Education*, *50*(1), 56-74. doi:

10.1353/jge.2001.0003

Nishino, T., & Watanabe, M. (2008). Communication-oriented policies versus classroom realities in Japan. *TESOL Quarterly, 42*(1), 133-138.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, *37*, 589–613. doi:10.2307/3588214

O'Donnell, K. (2005). Japanese secondary English teachers: Negotiation of educational roles in the face of curricular reform. *Language, Culture and Curriculum*, *18*(3), 300-315. Retrieved from https://resources.oncourse.iu.edu/access/content/user/mikuleck/Filemanager_Public_Files/L700/Potential_Readings/O_Donnell%202006%20qual.pdf

Ohashi, L. (2015). Enhancing EFL writing courses with the online student response system Socrative. *国際経営・文化研究= Cross-Cultural Business and Cultural Studies*, *19*(1), 135-145.

Ono, Y., Ishihara, M., & Yamashiro, M. (2014). Instant text-based feedback systems: The development of a text-based feedback system and its potential use in foreign language teaching. *Journal of Information Technology and Application in Education*, *3*(1), 1-8. doi: 10.14355/jitae.2014.0301.01

Opfer, V. D. & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, *81*(3), 376–407.

Orr, A. M., & Kukner, J. M. (2015). Fostering a creativity mindset in content area pre-service teachers through their use of literacy strategies. *Thinking Skills and Creativity*, *16*, 69-79. doi: 10.1016/j.tsc.2015.02.003

Owen, P. S., & Demb, A. (2004) Change dynamics and leadership in technology implementation. *Journal of Higher Education, 75*(6), 636-666. doi:10.1353/jhe.2004.0037

Patterson, B., Kilpatrick, J., & Woebkenberg, E. (2010). Evidence for teaching practice: The impact of clickers in a large classroom environment. *Nurse Education Today*, *30*(7), 603-607.

Pfahl, N. L., McClenney, K. M., O'Banion, T., Gonzalez Sullivan, L., & Wilson, C. D. (2010). The learning landscape of community colleges. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of adult and continuing education* (pp. 231-241). Thousand Oaks, CA: Sage Publications.

Poll Everywhere. (2017). Retrieved from https://www.polleverywhere.com

Power, T. (2003). Communicative language teaching: The appeal and poverty of communicative language teaching. *TESOL Quarterly, 25*(7), 87-96. Retrieved from http://www.btinternet.com/~ted.power/esl0404.html

Prensky, M. (2007). Digital game-based learning. St. Paul, MN: Paragon House. Retrieved from http://www.savie.ca/SAGE/Articles/Prensky-Marc-2005%20.pdf

Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal Of Educational Psychology*, *104*(3), 700-712. doi:10.1037/a0027268

Rubin, A., & Babbie, E. R. (2016). *Empowerment series: Research methods for social work*. Belmont, CA: Cengage Learning. Retrieved from https://www.researchgate.net/profile/Allen_Rubin3/publication/237131811_Research_Methods_for_Social_Work/links/55de3b0908ae79830bb5871f.pdf

Rubin, H. J. (2012). In Rubin I. S. (Ed.), *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing, the art of hearing data*. Thousand Oaks, CA: Sage.

Rutz, C., Condon, W., Iverson, E. R., Manduca, C. A., & Willett, G. (2012). Faculty professional development and student learning: What is the relationship? *Change: The Magazine of Higher Learning, 44*(3), 40-47. doi:10.1080/00091383.2012.672915

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54-67. doi:10.1006/ceps.1999.1020

Saito, H., & Ebsworth, M.E. (2004). Seeing English language teaching and learning through the eyes of Japanese EFL and ESL students. *Foreign Language Annals*, *37*(1), 111-124. doi:10.1111/j.1944-9720.2004.tb02178.x

Sakamoto, M. (2012). Moving towards effective English language teaching in Japan: Issues and challenges. *Journal of Multilingual and Multicultural Development*, *33*(4), 409-420. doi:10.1080/01434632.2012.661437

Sakui, K. (2003). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal 58*(2), 155-163.

Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.

Selvi, A. F. (2016) The role of teacher education at a crossroads of tensions and opportunities. *Asian Englishes*, *18*(3), 258-264, doi:10.1080/13488678.2016.1237010

Shamin, F. (1996). *Learner resistance to innovation in classroom methodology*. Cambridge, UK: Cambridge University Press.

Shon, H., & Smith, L. (2011). A review of poll everywhere audience response system. *Journal Of Technology In Human Services*, *29*(3), 236-245. doi:10.1080/15228835.2011.616475

Stabile, D., & Ritchie, W. (2013). Clarifying the differences between training, development, and enrichment: The role of institutional belief constructs in creating the purpose of faculty learning initiatives. *New Directions for Teaching and Learning, 133,* 71-84. doi:10.1002/tl.20047

Steel, D., & Zhang, R. (2016). Enhancement of teacher training: Key to improvement of English education in Japan. *Procedia-Social and Behavioral Sciences, 217*,16-25.

Steele, D., Zhang, R., & McCornacc, D. (2017). Policy change in teacher training: Challenges to enhance English education in Japan. *MOJEM: Malaysian Online Journal of Educational Management*, *4*(2), 12-26.

Steyl, E. (1998). *Designing a management model for in-service teacher education: The RAU-INSET project*. Doctoral thesis, Johannesburg: Rand Afrikaans University.

Sugino, T. (2010). Teacher demotivational factors in the Japanese language teaching context. *Procedia-Social and Behavioral Sciences*, *3*, 216-226. Retrieved from http://www.sciencedirect.com/science/article/pii/S1877042810014102

Sugita, M., & Takeuchi, O. (2010). What can teachers do to motivate their students? A classroom research on motivational strategy use in the Japanese EFL context. *Innovation in Language Learning and Teaching*, *4*(1), 21-35. Retrieved from http://dx.doi.org/10.1080/17501220802450470

Sugita, M., & Takeuchi, O. (2014). Motivational strategies in EFL classrooms: How do teachers impact students' motivation? *Innovation in Language Learning and Teaching*, *8*(1), 20-38. doi:10.1080/17501229.2012.74113

Tahira, M. (2012). Behind MEXT's new course of study guidelines. *Language Teacher, 36*(3), 3-8. Retrieved from http://www. jalt-publications.org

Takanashi, Y. (2004). TEFL and communication styles in Japanese culture. *Language Culture and Curriculum*, *17*(1), 1-14. doi:10.1080/07908310408666678

Tanabe, Y. (1999). What English language teachers could do for the educational reform in Japan. *Journal of Pan-Pacific Association of Applied Linguistics, 3*, 341-350.

Thomas, D., & Brown, J. S. (2011). *A new culture: Cultivating the imagination for a world of constant change.* Copyright by Douglas Thomas and John Seely Brown

Thorne, S. L., Black, R. W., & Sykes, J. M. (2009). Second language use, socialization, and learning in Internet interest communities and online gaming. *Modern Language Journal*, *93*802-821. doi:10.1111/j.1540-4781.2009.00974.x

Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*, *21*(3), 217-228. doi:10.1111/j.1365-2729.2005.00129.x

Tsuneyoshi, R. (20059. Internationalization strategies in Japan: The dilemmas and possibilities of study abroad programs using English. *Journal of Research in International Education*, *4*, 65-86. doi:10.1177/1475240905050291

Uchida, H. (2004). Information technology-driven education in Japan: Problems and solutions. *Educational Technology Research & Development, 52*(3), 91-111.

Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, *24*(3), 199-210. Retrieved from the Walden Library databases.

Valdes, A. I., & Jones, A. C. (1991). Introduction of communicative language teaching in tourism in Cuba. *TESL Canada Journal, 8*(2), 57-63.

Viberg, O., & Grönlund, Å. (2013). Cross-cultural analysis of users' attitudes toward the use of mobile devices in second and foreign language learning in higher education: A case from Sweden and China. *Computers & Education, 69*(November), 169-180. doi:10.1016/j.compedu.2013.07.014

Wada, C. (2015). English will become compulsory subject for kids from 5th-grade in some primary schools in 2018. *Huffington Post.*

http://www.huffingtonpost.jp/2014/09/27/start-english-education-at-the-fifth-grade-level_n_5892236.html

Walker, A., Recker, M., Ye, L., Robertshaw, M., Sellers, L., & Leary, H. (2012). Comparing technology-related teacher professional development designs: A multilevel study of teacher and student impacts. *Educational Technology Research & Development*, *60*(3), 421-444. doi: 10.1007/s11423-012-9243-8

Wang, S., & Heffernan, N. (2010). Ethical issues in computer-assisted language learning: Perceptions of teachers and learners. *British Journal of Educational Technology, 41*(5), 796–813. doi:10.1111/j.1467-8535.2009.00983.x

Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and practice*. Cambridge, UK: Cambridge University Press.

Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. Review of educational research, 79 (2), 702–739.

Wellborn, J. (1991). Engaged and disaffected action: The conceptualization and measurement of motivation in the academic domain (Unpublished doctoral dissertation). University of Rochester, Rochester.

West, B., Moore, H., & Barry, B. (2015). Beyond the tweet: Using Twitter to enhance engagement, learning, and success among first-year students. *Journal of Marketing Education*, *37*(3), 160-170. doi:10.1177/0273475315586061

White, J., & Mills, D. J. (2014). Examining attitudes towards and usage of smartphone technology among Japanese university students studying EFL. *CALL-EJ*, *15*(2), 1-15. Retrieved from http://www.callej.org/journal/15-2/White_Mills_2014.pd

Williams, K. E., & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching*, *5*(2), 181-191. Retrieved from http://eflt.nus.edu.sg/v5n22008/williams.pdf

Wilson, R. (2010). Why teaching is not priority no. 1. *Chronicle of Higher Education*, September 10, A1, A6, A8.

Wu, W. C. V., Yen, L. L., & Marek, M. (2011). Using online EFL interaction to increase confidence, motivation, and ability. *Educational Technology & Society*, *14*(3), 118-129. Retrieved from http://www.anitacrawley.net/Articles/Wen-chi.pdf

Wyatt, L. G. (2011). Nontraditional student engagement: Increasing adult student success and retention. *Journal of Continuing Higher Education, 59(*1), 10–20. doi:10.1080/07377363.2011.544977

Yamagata, S. (2018). Comparing core-image-based basic verb learning in an EFL junior high school: Learner-centered and teacher-centered approaches. *Language Teaching Research*, *22*(1), 65-93. doi:10.1177/1362168816659784

Yanagi, M., & Baker, A. A. (2016). Challenges experienced by Japanese students with oral communication skills in Australian universities. *TESOL Journal, 7*(3), 621-644.

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal*, *86*, 54-66. doi:10.1111/1540-4781.00136

Yates, S. M. (2007). Teachers' perceptions of their professional learning activities. *International Education Journal*, *8*(2), 213–222.☐

Yin, R. K. (2013a). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage publications.

Yin, R. K. (2013b). Validity and generalization in future case study evaluations. *Evaluation*, *19*(3), 321-332.

Zhai, X., Gu, J., Liu, H., Liang, J. C., & Tsai, C. C. (2017). An experiential learning perspective on students' satisfaction model in a flipped classroom context. *Educational Technology & Society, 20*(1), 198–210.

Zhang, J., & Pang, N. (2016). Investigating the development of professional learning communities: Compare schools in Shanghai and Southwest China. *Asia Pacific Journal of Education*, *36*(2), 217–230.

Zhenhui, R. (2001). Matching teaching styles with learning styles in East Asian contexts. *Internet TESL Journal*, *3*(7), 77-86. Retrieved from http://iteslj.org/Techniques/Zhenhui-TeachingStyles.html

Zuppo, C. M. (2012). Defining ICT in a boundaryless world: The development of a working hierarchy. *International journal of managing information technology*, *4*(3), 13. doi: 10.5121/ijmit.2012.4302

Appendix A: The Project

Day 1 Sessions

Topic: Technology-Based Pedagogical Teaching Choices

Time: 09:00 – 17:45

Discussion: Problems teachers face in the classroom, Pedagogy vs. Andragogy,

PowerPoint in the classroom

Time	Topic discussion	Program materials	Program activities	Time Allotment	Goal/outcomes
09:00-09:15	• Professional Learning Overview	Learning Program 3-day copy of PowerPoint slides	Listen and verify goals of the training sessions	15 min	• Understand the basis for the professional learning
09:15-09:30	• Introductions	Copy of rules	Interactive discussion of rules	15 min	• Gain familiarity with all activity participants
09:30 - 10:15	• Evidence and rationale for technology in EFL	Copy of PowerPoint	Discussion and personal experiences	45 min	• Understand andragogy style teaching concept
10:15-10:30	Break			15 min	
10:30 - 12:00	• Andragogic Learning Pedagogy vs. Andragogy	Copy of PowerPoint	Interactive review and discussion of Pedagogy and Andragogy	90 min	• Understand top software skills identified in current literature and recent research
12:00 - 13:00	Lunch			60 min	
13:00-14:30	1. Rating and ranking technology workshop 2. Applying	Copy of PowerPoint	Question and answer about the technology examples with personal	90 min	• Take learned materials and activities

	technology to the classroom examples		experiences		back to classroom and clinical settings
14:30-14:45	Break			15 min	
14:45 - 16:00	1. Discussion of classroom technologies pros and cons 2. Technology acceptance Model	Copy of PowerPoint	Discuss interactive ways to incorporate technology in the classroom	75 min	• Get other perspectives and helpful hints to overcome challenges
16:00 - 16:30	• PowerPoint Presentation	Copy of PowerPoint	Listen to Presentation	30 min	• Gain familiarity with the technology
16:30 - 17:15	• Discussion on using PowerPoint	Handout from presenter on PowerPoint	Interactive discussion of Power Point	45 min	• Clarify any misunderstandings • Be able to use ideas in teachers' own lessons
17:15-17:45	• Wrap up and evaluation	Evaluation Handout	Daily evaluation	30 min	• To give feedback on the day's PowerPoint presentations and discussions

Day 1 Evaluation: Introduction to Classroom Technology and Application Pedagogical Training

Thank you for your participation in this Professional Learning session. This evaluation will provide valuable feedback on the effectiveness of this three-day session and information will be used to make further improvements. Please complete the evaluation below for Day 1 of this training program. Results will be shared with you during the next interim session. Your input is greatly appreciated.

Content	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.					
2. The content of the training was well organized and informative.					
3. The provided materials were relevant and informative.					
4. The facilitator was knowledgeable and organized.					
5. The facilitator was able to respond appropriately to my questions.					
6. The learning strategies during the training were useful in helping me process new knowledge.					
7. Objectives of the training were met.					
8. The training helped me gain new knowledge and skills.					
9. The training enhanced my knowledge of the EFL classroom, and PowerPoint and helped me think about ways I can enhance my lessons.					
10. The training enhanced my general knowledge of technology in the EFL classroom.					

A. What suggestions do you have for future workshop improvements?

B. What suggestions do you have for future presentations?

C. Additional Comments

Day 2 Sessions

Topic: Classroom Technology and Application Pedagogical Training Continued

Time: 09:00 – 18:00

Discussion: Prezi, TED Talks, Kahoot, Quizlet

Time	Topic discussion	Program materials	Program activities	Time allotment	Goal/outcomes
09:00-09:30	1. Feedback from the first day 2. Overview of the five presentations	Copy of PowerPoint	1. Feedback review 2. Listen	30 min	• Gain familiarity with all activity participants
09:30-10:00	• Prezi Presentation	Copy of PowerPoint slides	Listen to Presentation	30 min	• Gain familiarity with the technology
10:00-10:45	Discussion on using Prezi	Handout from presenter on Prezi	Interactive discussion of Prezi	45 min	• Clarify any misunderstandings • Be able to use ideas in teachers' own lessons
10:45-11:00	Break			15 min	
11:00-11:30	• TED Talks Presentation	Copy of PowerPoint slides	Listen to Presentation	30 min	Gain familiarity with the technology
11:30-12:15	Discussion on using TED Talks	Handout from presenter on TED Talks	Interactive discussion of TED Talks	45 min	• Clarify any misunderstandings • Be able to use ideas in teachers' own lessons
12:15-13:15	Lunch			60 min	
13:15-13:45	• Kahoot Presentation	Copy of PowerPoint slides	Listen to Presentation	30 min	• Gain familiarity with the technology
13:45-14:15	Discussion on using Kahoot	Handout from Presenter on Kahoot	Interactive discussion of Kahoot	30 min	• Clarify any misunderstandings • Be able to use ideas in teachers' own lessons

Time	Activity	Resources	Method	Duration	Objectives
14:15-14:25	Break			10 min	
14:25-14:55	• Quizlet Presentation	Copy of PowerPoint slides	Listen to Presentation	30 min	• Gain familiarity with the technology
14:55-15:20	Discussion on using Quizlet	Handout from Presenter on Quizlet	Interactive discussion of Quizlet	45 min	• Clarify any misunderstandings • Be able to use ideas in teachers' own lessons
15:20-16:20	• Design a lesson with a chosen technology	Copy of PowerPoint slides	Team workshops	60 min	• Workshop (Design a lesson with a chosen technology)
16:20-16:30	Break			10 min	
16:30-17:15	• Team presentations on their chosen technology	Worksheets, computers, and USBs	Plenary presentation	45 min	• Individual teams will make a 15 min presentation using one of the technologies learned in the PL training
17:15-17:45	Review of the day topics	Copy of PowerPoint slides	Discuss the presentations and make suggestions or comments about the effectiveness of the technology	30 min	• Understand ways to incorporate the technology in classes. Take learned materials and activities back to the EFL classroom
17:45-18:00	Wrap up and evaluation	Evaluation Handout	Daily evaluation	15 min	• To give feedback on the day's PowerPoint presentations and discussions

Day 2 Evaluation: Classroom Technology and Application Pedagogical Training Cont. Thank you for your participation in this Professional Learning session. This evaluation will provide valuable feedback on the effectiveness of this three-day session and information will be used to make further improvements. Please complete the evaluation below for Day 2 of this training program. Results will be shared with you during the next interim session. Your input is greatly appreciated.

Content	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.					
2. The content of the training was well organized and informative.					
3. The provided materials were relevant and informative.					
4. The facilitator was knowledgeable and organized.					
5. The facilitator was able to respond appropriately to my questions.					
6. The learning strategies during the training were useful in helping me process new knowledge.					
7. Objectives of the training were met.					
8. The training helped me gain new knowledge and skills.					
9. The training enhanced my knowledge of the EFL classroom, and PowerPoint and helped me think about ways I can enhance my lessons.					
10. The training enhanced my general knowledge of technology in the EFL classroom.					

A. What suggestions do you have for future workshop improvements?

```
┌─────────────────────────────────────────────────────────────┐
│                                                               │
│                                                               │
│                                                               │
│                                                               │
└─────────────────────────────────────────────────────────────┘
```

B. What suggestions do you have for future technologies or engagement techniques?

```
┌─────────────────────────────────────────────────────────────┐
│                                                               │
│                                                               │
│                                                               │
│                                                               │
└─────────────────────────────────────────────────────────────┘
```

C. Additional suggestions

```
┌─────────────────────────────────────────────────────────────┐
│                                                               │
│                                                               │
│                                                               │
│                                                               │
└─────────────────────────────────────────────────────────────┘
```

Day 3 Sessions
Topic: Classroom Technology and Application Pedagogical Training Continued
Time: 09:00 – 18:00
Discussion: Poll Everywhere, Google Classroom, Monday.com, and team presentations

Time	Topic discussion	Program materials	Program activities	Time allotment	Goal/outcomes
09:00 - 09:30	Feedback from the second day Overview of the five presentations	Copy of PowerPoint slides	Feedback review Listen	30 min	Gain familiarity with all activity participants
09:30 - 10:00	Poll Everywhere Presentation	Copy of PowerPoint slides	Listen to presentation	30 min	Gain familiarity with the technology
10:00 - 10:45	Discussion on using Poll Everywhere	Handout from presenter on Poll Everywhere Copy of PowerPoint	Interactive discussion of Poll Everywhere	45 min	Clarify any misunderstandings Be able to use ideas in teachers' own lessons
10:45 - 11:00	Break			15 min	
11:00 - 11:30	Google Classroom Presentation	Copy of PowerPoint slides	Listen to presentation	30 min	Gain familiarity with the technology
11:30 - 12:15	Discussion on using Google Classroom	Handout from presenter on Google Classroom	Interactive discussion of Google	45 min	Clarify any misunderstandings Be able to use ideas in teachers' own lessons
12:15 - 13:15	Lunch			60 min	
13:15 - 13:45	Monday.com Presentation	Handout from presenter Copy of	Listen to presentation	30 min	Gain familiarity with the

		PowerPoint			technology
13:45 - 14:15	Discussion on using Monday.com	Handout	Interactive discussion of Monday.com	45 min	Clarify any misunderstandings Be able to use ideas in teachers' own lessons
14:15 - 14:30	Break			15 min	
14:30 - 15:30	Design a lesson with a chosen technology	Worksheets, computers, and USBs	Team workshops	60 min	Individual teams will make a 15 min presentation using one of the technologies learned in the PL training.
15:30 - 15:45	Break			15 min	
15:45 - 17:15	Team presentations on their chosen technology	Copy of Presentations	Three teams will present	90 min	Clarify any misunderstandings Be able to use ideas in teachers' own lessons
17:15 - 17:45	Review of the day's topics	Copy of PowerPoint slides	Discuss the presentations and make suggestions or comments about the effectiveness of the technology	30 min	Understand ways to incorporate the technology in classes. Take learned materials and activities back to the EFL classroom.

17:45 - 18:00	Wrap up and evaluation	Evaluation Handout	Daily evaluation	15 min	To give feedback on the day's PowerPoint presentations and discussions

Day 3 Evaluation: Classroom Technology and Application Pedagogical Training Cont. Thank you for your participation in this Professional Learning session. This evaluation will provide valuable feedback on the effectiveness of this three-day session and information will be used to make further improvements. Please complete the evaluation below for Day 3 of this training program. Results will be shared with you during the next interim session. Your input is greatly appreciated.

Content	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.					
2. The content of the training was well organized and informative.					
3. The provided materials were relevant and informative.					
4. The facilitator was knowledgeable and organized.					
5. The facilitator was able to respond appropriately to my questions.					
6. The learning strategies during the training were useful in helping me process new knowledge.					
7. Objectives of the training were met.					
8. The training helped me gain new knowledge and skills.					
9. The training enhanced my understanding of the specific technology and applications studied in today's session (Poll Everywhere, Google Classroom, Monday.com).					
10. The training enhanced my general knowledge of technology in the EFL classroom.					

A. What suggestions do you have for future workshop improvements?

```
┌────────────────────────────────────────────────┐
│                                                │
│                                                │
│                                                │
│                                                │
└────────────────────────────────────────────────┘
```

B. What suggestions do you have for future technologies or engagement techniques?

```
┌────────────────────────────────────────────────┐
│                                                │
│                                                │
│                                                │
│                                                │
└────────────────────────────────────────────────┘
```

C. Additional suggestions

```
┌────────────────────────────────────────────────┐
│                                                │
│                                                │
│                                                │
│                                                │
└────────────────────────────────────────────────┘
```

Classroom Technology and Application Pedagogical Training Professional Learning Seminar

Robert J. McClung

Doctoral Candidate – Walden University

Daily Activity Agenda

- Day 1:
  - Introductions
  - Need for Technology in the EFL classroom
- Day 2: Specific Technology Presentations and Workshops
  - Skills-based Presentations on Power Point, Prezi, Kahoot and Quizlet
  - Teacher Workshops
- Day 3: Specific Technology Presentations and Workshops
  - Collaborative-based Presentations on Poll Everywhere, Google Classroom, Monday.com

2

Outline

- Professional Development Overview
- Day 1
  - Introductions
  - Background
  - Constructivist Classrooms
  - Activities
  - Participant Roles
  - Technologies / Apps
  - Evaluation

3

Professional Learning

- Provide the opportunity for a collaborative setting to enhance teacher relations
- Share ideas with peers
- Better equip teachers with technological skills and experiential learning knowledge

4

Professional Learning

- Aid teachers in their classrooms by giving them more confidence,
- Create a network of like-minded individuals with shared goals who they can then turn to and rely on.
- Training will focus on teacher needs
- Will also have a trickle-down effect on students' engagement and with similar language skills and predictable results on future tests.

5

Professional Learning Program

Classroom climates rich in emotion and connection through technology might provide a better learning environment.

Teachers incorporate a variety of technology focused lessons in their classes.

6

Professional Learning

- The mornings will be lecture based and will focus on a particular software, application, or device with a lecture and interactive discussion. After lunch, one or two of the participants from my research who is an expert or frequently uses the particular tool in their classroom will present on actual classroom experience.
- This will be followed by a focused discussion and hands-on application with the tools so teachers can ask detailed questions and receive practical experience.

7

Objectives

PL Program

1st • EFL university students will gain more confidence

2nd • Teachers can correlate students expectations with textbook selection and syllabus design

3rd • Aid teacher training for continuous improvement

8

Introductions

- Facilitator:
  - R. J. McClung
  - 7 years Canadian military
  - MSc In ELT management
  - 12 years of university EFL teaching experience
- Participants Introductions
  - Name, Position, Experience

9

Professional Learning Background

Background
- Education system struggling to improve English education
- Students are passive learners

Traditional
- Teacher-centered classroom
- 30-35 students
- Overhead projector, blackboard, and handouts

Modern
- Student-centered classroom
- 40-50 students
- Shy and hesitant
- Overhead projector, blackboard, classroom PC and handouts
- Available Wi-Fi system
- LMS and handheld technology

10

Problem

- University students lack a foundation in language skills
- Not motivated and suffer high levels of anxiety
- Language skills, especially fluency are not improving
- Low ranking on international tests (Education Testing Service, 2016)
- Lack of innovated methods such as *yakudoku*
- 68.1% of 2,326 classroom teachers' unprepared and lacking confidence in their ability to teach English (Benesse, 2010)

11

Rationale

Students
- Extremely Hesitant
- Lack motivation in using EFL
- Already using handheld smartphone devices

Teachers
- Limited classroom time
- Large speaking and writing classes
- Technology focused textbooks

12

Andragogy

- Adult education involves more than just the imparting of information to mature-aged students; it is the key to developing knowledge and skills in order to compete in the 21st century (Chan 2010).

- The goal of adult education should be self-actualization; thus, the learning process should involve the whole emotional, psychological, and intellectual being.

Andragogic learning

- Teachers are able to capitalize on students' willingness and readiness to learn in the classroom
- With this approach the needs of the adult learner are paramount. Student centered learning complements Knowles' theory of andragogy

Success

- Academic success is intertwined with students increased interest in their studies which allows for a greater extension in pursuing their goals (Aik & Tway, 2006)

Teachers' Goals

- Our job as educators according to Knowles, Elwood, Holton, and Swanson (1998) is to:

"To move students away from their old learning and into new patterns of learning where they become self directed taking responsibility for their own learning and the direction it takes" (cited in McGrath, 2009, 109).

Pedagogy vs. Andragogy

Pedagogy	Andragogy
- Children are dependent on a teacher	- Adult students are independent and self-directed
- Teachers assume responsibility for learning	- Tend to assume responsibility for their learning
- Teachers evaluate the learning	- Aid in evaluating their own learning

Orientation to Learning

Pedagogy	Andragogy
- Content is sequential, logical	- Driven by life and work needs rather than by subject matter
- Learning is prescribed for student	- Internally motivated

Lesson planning

Pedagogy	Andragogy
• Plans made by teacher • Little input from learner	• Collaborative in nature • Teacher serves as a facilitator

19

Learning Style and Climate

- Knowledge is transmitted
- Didactic approach

- Inquiry based projects
- Experimental in nature

• Authority oriented • Competitive • Formal • Judgemental	• Relaxed • Mutually respectful • Informal • Collaborative

20

Evaluation of Learning

Pedagogy	Andragogy
• Done by the teacher • Judged against peers • With grades	• Done by the learner • Evidence of learning evaluated by peers • Judged against a criterion

21

Morning Wrap-Up

- Summarize the skills taught in the morning sessions
- Discuss ideas and time lines for afternoon workshops

22

Technology in the classroom

Reason For	Benefits
The use of technology-enhanced learning in teaching practice can help to address some of the challenges currently facing teaching within higher education (Higher Education Funding Council for England [HEFCE] 2009)	1. Facilitate formative assessment 2. Promote engagement

23

Common Technology used with EFL students

QR codes

Quizlet

Speaking Pal

24

Technology Acceptance Model

Perceived usefulness

External Variations — Acceptance or Intention to use — Actual use of the system

Perceived ease of use

External Variations

(Davis et al., 1989)

25

Unified Theory of Acceptance and Use of Technology (UTAUT)

Performance Expectancy

Effort Expectancy

Social Influence

Facilitating Conditions

Behavioral Intention

Use Behavior

Gender   Age   Experience   Voluntariness of Use

(Venkatesh, 2003)

26

Participants' Roles

- Day's 2 and 3
- 8 presenters
- Technology Presentations
  – Skill-based and collaborative-centered

- Teachers should ask questions
- Design a mock lesson using one of the chosen technologies, software, or applications
- Share lessons with colleagues
- Improve understanding

27

Technologies, Software, and Applications

- Computer, iPad, tablet, iPhone
- Skill-based software and applications
  - Power Point, Prezi, TED, Kahoot and Quizlet
- Collaborative-based software and applications
  - Poll Everywhere, Google Classroom, Monday.com

28

Power Point

29

Discussion

1. What questions do you have for the presenter?
2. Have you used PowerPoint in your classes before?
3. In your opinion, what are the advantages and disadvantages of using PowerPoint?
4. Which classes could you use PowerPoint with? Why?
5. Which classes would you not use PowerPoint with? Why not?

30

Wrap-Up

- First day of training summary
- Reflection on the training
- Share thoughts and ideas for future training and activities
- Complete evaluation for Day 1

31

Evaluation

- Please fill out the feedback form for Day 1 before you leave
- See you tomorrow!

32

References

- Arnold-Garza, S. (2014). The flipped classroom assessing an innovative teaching model for effective and engaging library instruction. *College & Research Libraries News, 75*(1), 10-13. Retrieved from http://crln.acrl.org/content/75/1/10.short
- Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal Of Adult Education, 39*(2), 25-35. Retrieved from http://www.mpaea.org
- Knowles, M.S. (1980). *The modern practice of adult education: From pedagogy to andragogy* (2nd ed.). New York: Cambridge Books.
- Knowles, M.S. (1984). *The adult learner. A neglected species* (3rd ed.). Houston: Gulf.
- Knowles, M.S., Elwood, R. Holton III, and A. Swanson (1998). *The adult learner: The definitive classic in adult education and human resource development.* 5th edition, New York: Heinemann.
- Lewis, T. (2014) Quoting, paraphrasing and summarizing. Retrieved from https://www.youtube.com/watch?v=ssTKVakPvwQ
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.
- McGrath, V. (2009). Reviewing the evidence on how adult students learn: An examination of Knowles' model of andragogy. *Adult learner: The Irish Journal Of Adult And Community Education,* 99-110. Retrieved from http://files.eric.ed.gov/fulltext/EJ860562.pdf
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*(1), 54-67. doi:10.1006/ceps.1999.1020
- Tek Aik, C., & Tway, D. C. (2006). Elements and principles of training as a performance improvement solution. *Performance improvement, 45*(3), 28-32. Retrieved from http://www.wiley.com.ezp.waldenulibrary.org

33

Day 2

34

Outline

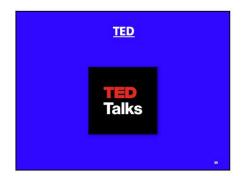- Day 2
  - Feedback
  - Presentations
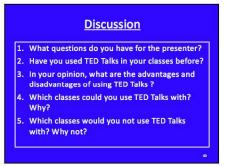 - Discussion
  - Workshops
  - Evaluation

35

Presentations

- Four presentations followed by discussions on each
- 1st Prezi
- 2nd TED Talks
- 3rd Kahoot
- 4th Quizlet
- Refer to handouts from the presenters on background information and questionnaire

36
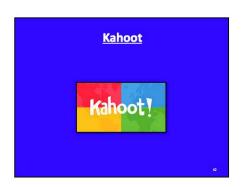
2018/11/16

Prezi

37

Discussion

1. What questions do you have for the presenter?
2. Have you used Prezi in your classes before?
3. In your opinion, what are the advantages and disadvantages of using Prezi?
4. Which classes could you use Prezi with? Why?
5. Which classes would you not use Prezi with? Why not?

38

TED

39

Discussion

1. What questions do you have for the presenter?
2. Have you used TED Talks in your classes before?
3. In your opinion, what are the advantages and disadvantages of using TED Talks ?
4. Which classes could you use TED Talks with? Why?
5. Which classes would you not use TED Talks with? Why not?

40

Morning Wrap-Up

- Summarize the presentations and skills taught in the morning sessions
- Discuss ideas and time lines for afternoon presentation and workshops
- Form a team or group of three for the afternoon lesson development

41

Kahoot

42

Discussion

1. What questions do you have for the presenter?
2. Have you used Kahoot in your classes before?
3. In your opinion, what are the advantages and disadvantages of using Kahoot?
4. Which classes could you use Kahoot with? Why?
5. Which classes would you not use Kahoot with? Why not?

43

Quizlet

44

Afternoon Wrap-Up

- Summarize the skills taught in the morning sessions
- Discuss ideas and time lines for afternoon workshops
- Form a team or group of three for the afternoon lesson development

45

Workshops

- Choose two software or applications that you liked best
- Pick a lesson from last semester or one you will design for the next semester
- Incorporate the software or application into your lesson
- Present your finding in groups of 3-4

46

Afternoon Wrap-Up

- Second day of training summary
- Reflection on the training
- Share thoughts and ideas for future training and activities
- Complete evaluation for Day 2

47

Evaluation

- Please fill out the feedback form for Day 2 before you leave
- See you tomorrow!

48

Day 3

Outline

- Day 3
  - Feedback
  - Presentations
  - Discussion
  - Workshops
  - Wrap up of the 3-day training sessions
  - Evaluation

Presentations

- Three presentations followed by discussions on each
- 1st Poll Everywhere
- 2nd Google Classroom
- 3rd Monday.com
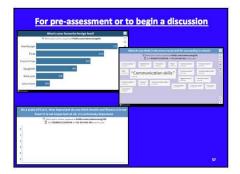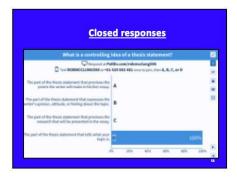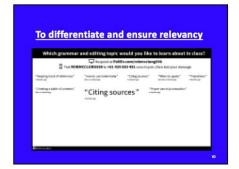- Refer to handouts to see background information and questionnaire

---

Poll Everywhere

Poll Everywhere

How to Respond to Polls

What one word would you use to describe yourself?

Respond at PollEv.com/robmcclung598

Text ROBMCCLUNG598 to +61 429 883 481 once to join, then text your message

Students can respond by texting their answer with a code or by submitting their response to a link from the Poll Everywhere page.

Advantages

☺ Teachers can quickly and easily create and save numerous open response or a variety of multiple-choice style questions

☺ Makes tasks much more engaging:
  1. Encourage students to try spelling English words
  2. Prompt students to produce short simple English phrases

✂ Stop mimicking the more common responses written in students' course books

✂ Stop uttering answers in Japanese to classmates around them

Advantages

- Easy to facilitate and can get immediate feedback
- Allows students to participate by answering a variety of questions including illustrations and schematics (Chartrand, 2016; Mork, 2014; Stowell, 2015).

Advantages

- Students download to their own mobile system without having the need to share login or passwords with the instructor or other students (Poll Everywhere, 2017).
- Risks of a leak are incredibly small since the Poll Everywhere application does not share usernames with the instructor or the students.
- The presenters' information is generated by the application with an anonymous code, making it virtually impossible for any other details to be uncovered by users in or outside of the classroom (Poll Everywhere, 2017).

For pre-assessment or to begin a discussion

Closed responses

Open responses

To differentiate and ensure relevancy

Downside and Potential Negative Outcomes

- For teachers, use of Poll Everywhere may include financial and time implications for set up and the ability to learn and effectively use it in the classroom
- Having more than 40 students in the classroom will result in the instructor needing to change from a Higher Education Free program to an Individual Instructor Plan ($349/ six months)
- For students, this includes adjusting to new methods of teaching and perceptions of being monitored.

Downside and Potential Negative Outcomes

- Unlike social media platforms such as Facebook or Twitter, the teacher has the ability with Poll Everywhere to instantly erase or block responses that may be deemed offensive (Poll Everywhere, 2017).
- Only the paid version of the system allows the instructor to monitor each student's individual response.
- Free version, students have a relatively high chance of maintaining anonymity which makes it extremely important for the instructor to remain vigil to all replies.

Classroom research example

Methodology

- Examined perceptions of Poll Everywhere
- Do students feel that multiple choice Poll Everywhere quizzes have a positive impact on their learning experience?

- A series of 3 formative quizzes were scheduled at the end of each module.
- Each quiz consisted of 10 multiple choice questions and each question had 3 or 4 multiple choice answers.
- Students were allowed to talk to partners and could change their answer if they felt they were incorrect.
- Answers were provided once all students had responded
- The class was graded as a whole
- All the questions and answers were given to students at the end of class.

Quantitative

- An in class survey to all 35 students was distributed that contained 5 quantitative questions assessing whether Poll Everywhere:
1. Provided useful feedback
2. Clarified understanding
3. Promoted peer discussion
4. Encouraged review and further study
5. Increased overall engagement

Likert scale where 1=(strongly agree) and 4 (strongly disagree).

Evaluation

Survey Results

Qualitative

- Students were also asked:
1. How they felt the quizzes impacted their learning
2. What they felt were the most and least helpful parts of the activity
3. What poll activity helped them the most?
4. Should Poll Everywhere be used in listening and speaking classes?

- Utilized the "framework technique" (Ritchie & Spencer, 2002)

4 stages:
1. Emergent themes
2. Framework applied to the data
3. Labelled
4. Mapped and synthesized

67

Student responses

➢ Overall very positive
➢ Facilitated peer learning through discussion and the anonymity encouraged increased engagement.
➢ Students also reported increased confidence both in terms of general subject knowledge assessment.
➢ Some found that identifying mistakes or gaps in knowledge helped them to recognize areas for improvement,
➢ Others found this experience somewhat discouraging
➢ All students stated they wanted to try it in other classes

68

Summary

- Collate real-time, individual responses
- Provide immediate formative feedback on learning
- Allow teachers and students to:
  1. Reflect
  2. Review
  3. Recap material
- Maintain a student-centered approach

69

Conclusion and Future Work

- The study and use of Poll Everywhere in the EFL classroom is far from over.
  1. Evaluate open and closed polls in promotion of critical thinking and language acquisition
  2. Compare how the SRS works with both higher and lower level students
  3. Test students ability to use Poll Everywhere in presentation classes

70

Conclusion

- Initial findings have shown that student response systems such as Poll Everywhere can increase student engagement.
- Research suggests that use of SRS technology can:
  1. improve achievement
  2. focus more on in-class material
  3. Increase motivation in classes and promote active learning

71

References

- Burston, J. (2014). MALL: The pedagogical challenges. *Computer Assisted Language Learning, 27*(4), 344-357.
- Brooks, R., & Goldstein, S. (2008). The mindset of teachers capable of fostering resilience in students. *Canadian Journal of School Psychology, 23*(1), 114-126.
- Burrell, D., Finch, A., Fisher, J., Rahim, E., & Dawson, M. (2011). The use of engaging and experiential learning innovative teaching practices for graduate students. *Review of Higher Education and Self-Learning, 4*(11), 45–53.
- Cain, J., & Fink III, J. L. (2010). Legal and ethical issues regarding social media and pharmacy education. *American journal of pharmaceutical education, 74*(10), 184.
- Cardoso, W. (2010). Clickers in the classroom: The students' perspective. *Contact 36*(2), 36-55. Retrieved from the Walden Library databases.
- Chartrand, R. (2016). Advantages and disadvantages of using mobile devices in a university language classroom. Retrieved from http://repository.kurume-u.ac.jp/dspace/bitstream/11316/445/1/gaiken23_1-13.pdf
- Cutrone, P. (2009). Overcoming Japanese EFL learners' fear of speaking. *Language Studies Working Papers, 1*, 55-63.
- Ellis, R. (1994). *The Study of Second Language Acquisition.* Oxford: Oxford University Press.

72

Discussion

1. What questions do you have for the presenter?
2. Have you used Google Classroom in your classes before?
3. In your opinion, what are the advantages and disadvantages of using Google Classroom ?
4. Which classes could you use Google Classroom with? Why?
5. Which classes would you not use Google Classroom with? Why not?

79

Monday.com

80

Discussion

1. What questions do you have for the presenter?
2. Have you used Monday.com in your classes before?
3. In your opinion, what are the advantages and disadvantages of using Monday.com?
4. Which classes could you use Monday.com with? Why?
5. Which classes would you not use Monday.com with? Why not?

81

Workshops

- Choose two software or applications that you liked best
- Pick a lesson from last semester or one you will design for the next semester
- Incorporate the software or application into your lesson
- Present your finding in groups of 3-4

82

Wrap-Up

- Third day of training summary
- Reflection on the Day 3 training and the overall course
- Share thoughts and ideas for future training and activities
- Complete the professional learning evaluation for the end of the training course

83

Evaluation

- Please fill out the feedback form for Day 3 before you leave
- Thank you for participating in the Professional Learning training sessions!

84

Appendix B: Letter to the Dean

Date
Dean of English Education
[institution name redacted]

Dear Professor [redacted],

I am writing to request permission to conduct a research study at [redacted]. I am currently enrolled in an online Ed.D course at Walden University in Minneapolis, Minnesota, U.S.A. and am in the process of writing my Capstone Project. This study is entitled the English Language Teachers' Technology-Based Pedagogical Choices' Impact on Japanese University Students.

I hope that the school administration will allow me to recruit nine full time or part-time English as Foreign Language (EFL) instructors. Interested teachers, who volunteer to participate, will be given a consent form to sign at the beginning of the study.

If approval is granted, teachers will be interviewed to gain their perspective and a single lesson will be observed. A follow up interview after the observation will also be required. No costs will be incurred by either the university or the individual participants.

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call next week and would be happy to answer any questions or concerns that you may have at that time. You may contact me at my email address: [redacted].

If you agree, kindly sign the Letter of Consent and return the signed form in the enclosed self-addressed envelope. Alternatively, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this study at your institution.

Sincerely,

Robert John McClung
Ed.D Candidate
Walden University

Appendix C: Letter of Cooperation

[institution name redacted]

Date

Dear Robert J. McClung,

Based on my review of your research proposal, I give permission for you to conduct the study entitled English Language Teachers' Technology-Based Pedagogical Choices' Impact on Japanese University Students within the classrooms at Kansai University. As part of this study, I authorize you to interview individual teachers, observe classroom lessons, and collect data based on participants' syllabi and classroom handouts. All of the interviews will be member checked and the results of the research will be disseminated to both native and non-native teachers through a presentation or publication. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: Access to the teachers' planning rooms to conduct interviews and individual teachers' classrooms to observe lessons. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the student will not be naming our organization in the doctoral project report that is published in Proquest.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

[redacted]
Director of English
[institution name redacted]

Walden University policy on electronic signatures: An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically. Electronic signatures are regulated by the Uniform Electronic Transactions Act. Electronic signatures are only valid when the signer is either (a) the sender of the email, or (b) copied on the email containing the signed document. Legally an "electronic signature" can be the person's typed name, their email address, or any other identifying

marker. Walden University staff verifies any electronic signatures that do not originate from a password-protected source (i.e., an email address officially on file with Walden).

Appendix D: Interview Questions

Interview Questions	Conceptual Framework
1. How does andragogy or an adult learning based pedagogy lend itself to student engagement and collaboration?	Knowles' Andragogy
2. How does a technology-based classroom help in meeting the needs of your learners' language learning process?	Kolb's Experiential Learning Theory
3. In your opinion, how does technology benefit or hinder student engagement?	Knowles' Andragogy
4. How has students' motivation to engage in classroom skill-based activities changed with the implementation of technology in the classroom?	Kolb's Experiential Learning Theory
5. What technologies or downloadable applications do you feel work best with students' past EFL learning experiences?	Kolb's Experiential Learning Theory
6. What learning style best suits the majority of your students and how has that affected your own technology-based teaching style?	Knowles' Andragogy
7. In your opinion, how has learning with technology aided students' holistic process of adaption to EFL?	Kolb's Experiential Learning Theory
8. How does technology-based classrooms benefit active learning?	Kolb's Experiential Learning Theory
9. In your opinion, what changes in anxiety and motivation have you witnessed since using an interactive technology friendly classroom?	Knowles' Andragogy
10. What other factors, besides the use of technology to engage learners, impact learning processes and outcomes?	Kolb's Experiential Learning Theory

Appendix E: Interview Follow-Up Questions

1. How often do you encourage your students to use technology and/or software?

2. What technologies and software do you use in the classroom and how do you choose the most appropriate technology to use?

3. What learning skills are you trying to aid students with most by utilizing technology in the classroom?

4. What programs or software from students' regular lives outside the classroom are applicable to the EFL classroom?

5. What activities do you feel do not work well with technology?

6. How do you use technology to make your classroom more student-centered?

7. How do you measure students' language skills progress in the use of your chosen technology?

8. How have attitudes towards language study changed among first year university students studying compulsory English over a 12-month period?

Appendix F: Observation Checklist

Teacher's Name	Date Class/Period	Conceptual Framework: Knowles' Theory and Kolb's Experiential Leaning methods	Yes	No	Comments
		1. Teacher uses learning as a process to build on future outcomes.			
		2. Teacher uses a continuous process grounded in experience.			
		3. Goals of the lesson require the resolution of conflict and adaptation to the outside world.			
		4. Learning technologies lend themselves to a holistic process of adaptation.			
		5. The technology used provides learning transactions between the students and the greater environment.			
		6. The technology and/or teacher provides opportunities for creating knowledge.			
		7. Overall lesson style: A) Experience B) Reflect C) Conceptualize D) Plan E) Mutuality F) Collaborative G) Informal			

		H) Experimental			
		I) Motivational			
		J) Problem centered			
		K) Self-directed			
		L) Involved			
		M) Diverging			
		N) Assimilating			
		O) Converging			
		P) Accommodating			

Appendix G: Lesson Plan Checklist

Teacher's Name Date Class /Period	15-week syllabus Pedagogy	In-class handout(s) /In-class Media or Software to be used	Conceptual Framework: Knowles' Theory and Kolb's Experiential Leaning methods		
1.			Teacher and/or Students	Yes	No
			A) Experience		
			B) Reflect		
			C) Conceptualize		
			D) Plan		
			E) Mutuality		
			F) Collaborative		
			G) Informal		
			H) Experimental		
			I) Motivational		
			J) Problem-centered		
			K) Self-directed		
			L) Involved		
			M) Diverging		
			N) Assimilating		
			O) Converging		
			P) Accommodating		
2.			A) Experience		
			B) Reflect		
			C) Conceptualize		
			D) Plan		

	E) Mutuality		
	F) Collaborative		
	G) Informal		
	H) Experimental		
	I) Motivational		
	J) Problem-centered		
	K) Self-directed		
	L) Involved		
	M) Diverging		
	N) Assimilating		
	O) Converging		
	P) Accommodating		