

The Synchronous Online Video Classroom: Student Perceptions and Preferences

Christian Misuro, Asia University

Abstract

This paper contains an analysis of the results of a survey of student perspectives on synchronous video lessons. Student opinions were solicited on a set of perceived benefits of the synchronous video environment, based on the positive experiences of the author with teaching these types of lessons. Participants also stated a preference for either these or classroom lessons and gave reasons for their choices. The results indicate that participants appreciate the convenience of synchronous video lessons, but that many prefer classroom lessons due to a desire to interact with teachers and peers. Two groups of study participants, 1) males and 2) those with experience in remote video lessons in both high school and university, also agreed more with other perceived benefits including increased ability to listen to and understand the teacher and improved concentration in the remote video environment. These two groups also tended to prefer these lessons slightly more overall than classroom lessons.

Introduction

During the recent pandemic, students and institutions around the world entered a new level of engagement with online learning, a medium which had been growing in importance for years to that point (Lalani & Li, 2020). This new environment had advantages and drawbacks valued differently by all participants in these lessons. This study, conducted at a small, private university in Tokyo, Japan, seeks to understand student attitudes towards some perceived benefits of the synchronous online video classroom, as well as preferences for either these or classroom lessons and reasons for these preferences.

ERT During the COVID-19 Pandemic

The Emergency Remote Teaching (ERT) enacted as a response to the pandemic in 2020 was substantively different from planned online learning strategies due to its improvisational and temporary nature, as well as the varying protocols employed at times of differing perceived danger levels (Hodges et al., 2020). English classes at the university in this study during the 2020-2021 school year were taught wholly online, with 50% synchronous video lessons and 50% asynchronous content (Pierwieniecki, 2021, p. 114). The author of the current study taught English during the 2021-2022 year at the same university. During that year, the English classes shifted between classroom and remote content, with the remote lessons mostly delivered synchronously using the teleconferencing platform Zoom. The LMS platform Manaba was used to provide additional asynchronous online support during that time.

Though its ability to closely replicate traditional lessons (Giesbers et al., 2014) while obviating the need to commute (Julsrud et al., 2012) proved useful in the crisis of the pandemic, research into the role of synchronous videoconferencing platforms in the classroom has produced mixed results. It has been found to increase teacher presence (Marshall & Kostka, 2020) and foster engagement with peers (Knapp, 2018), and students in classes using synchronous video have been shown to perform at the same (Ng, 2020) or better levels (Vurdien, 2019) than those in traditional classroom lessons. Students, however, have expressed a preference for classroom lessons, often due to feeling “alone” and missing interactions with and motivation from peers (Ng, 2020; Trinder, 2015; Vurdien, 2019). Another problem many have found with synchronous video is that it can render body language and facial expressions, which can be important conveyors of meaning (Kock, 2011, p. 384), difficult to read (Bao, 2020; Blum, 2020; Hampel & Stickler, 2012; Ng, 2020).

According to Blum (2020), “all the communicative signs that embodied humans rely on are thinned, attenuated, made more effortful or entirely impossible” (p. 3).

The experiences of the author with teaching synchronous video lessons were overwhelmingly positive. This was not due solely to the convenience of not having to commute and the comfortable study environment of one’s own home, undoubtedly two of the major advantages of these types of lessons, but for other reasons as well. For example, remote lessons proved to facilitate communication with the class in important ways. One did not have to constantly raise or project one’s voice or move about and repeat what had been said so that all parts of the room could hear, as words spoken at normal pitch could be heard clearly through headphones. Visual aids, images, and slides were likewise easy for all to see at the click of a button. Students at the back of the classroom were no longer straining forward and squinting or taking pictures of the blackboard or monitor at the front and then reading their smartphone screens. Zoom’s chat function, in which dialogue can be typed and shared instantly with the class, was also found to be an elegant substitution for the blackboard, and students were also able to use this function to aid communication in case of poor pronunciation. Zoom breakout rooms were found to be an effective way to facilitate small-group work: it was quicker and easier than desk rearrangement in class, with the additional benefit of allowing for random group assignments rather than the students always being placed with those sitting nearest to them in class. Cameras were required to be turned on with faces showing in the synchronous videoconferencing classes of the author; the class was found much easier to monitor than in the physical classroom, where attention cannot be focused on everyone at the same time. Importantly, the students always appeared more focused than they had been in the classroom, without distractions from other classmates and being unable in appearance to look at their phones, and no one was nodding off or sleeping. Finally, L1 use seemed to have disappeared completely. It was suspected that L1 was used less overall in a synchronous online environment, in which each student was effectively in dialogue with the teacher alone for at least the main part of class.

These enthusiastic assessments of the author have not been shared by instructors in all quarters. Describing specifically the Zoom videoconferencing platform, Ng (2020) found it more difficult to monitor video images of students than real people, noting that, “The lineup of videos resembles security footage” (p. 70). She also mentioned problems monitoring Zoom breakout rooms, finding that entering and exiting each room was disruptive to discussions taking place there and suspecting that students in breakout rooms may only be

using L2 when the teacher was present (p. 69). Blum (2020) noted that the platform accommodates only one person speaking at a time, disrupting class flow and the “exuberance” of students trying to speak over one another (p. 2).

Previous Research on Student Perspectives in Japan

Results of several similar studies of university student perspectives on lessons during pandemic ERT have been published recently, two of which were done at the same university in the current study (Pierwieniecki, 2021; Price, 2021). Student participants in these studies gave similar mixed opinions about the benefits and drawbacks of these lessons. On the positive side, respondents commonly expressed satisfaction with the convenience and time-saving opportunities provided by remote lessons (Pierwieniecki, 2021, p. 118-119), such as not having to commute (Lafleur et al., 2021, p. 130; Price, 2021, p. 137). Also mentioned was the protection afforded against the novel coronavirus itself (Pierwieniecki, 2021, p. 119; Price, 2021, p. 136). Social isolation or lack of contact with peers and teachers was a significant perceived drawback with remote lessons mentioned in all studies reviewed (Lafleur et al., 2021; Pierwieniecki, 2021; Price, 2021; Yazawa, 2021). Other problems included those with Internet connectivity or other ‘technical’ issues (Pierwieniecki, 2021, p. 120; Price, 2021, p. 137; Lafleur et al., 2021, p. 130), as well as several problems with communication presented by the online environment: students in the Lafleur et al. (2021) study reported difficulties hearing the teacher during Zoom lessons (p. 130), and respondents in the Pierwieniecki (2021) study cited a range of online communication issues, including, “poor comprehension of conversations, facial expressions, and emotions through online media” (p. 121). The home study environment received mixed reviews in the above-mentioned study by Price (2021). “My room is more comfortable than the classroom” was the most commonly selected “positive point” of remote lessons selected by respondents to the survey in that study, but “It is embarrassing for my family to hear me during class” was also commonly chosen as a negative aspect (Price, 2021, p. 137). An interesting point in this study, conducted at the end of the first semester in 2021, was the greater number of students who did not want to return to the classroom in the second semester than did. Price (2021) theorized that this could be due to some initial concerns about the online environment being allayed as students became used to the situation (p. 137).

Research Questions

This study was designed broadly to determine student attitudes towards lessons using remote videoconferencing platforms and specifically to gauge whether they shared several of the author's personal assessments of the benefits of the medium. The research questions for the study were as follows:

1. Do students agree with the author's assessments of the benefits of synchronous video lessons?
2. Do students prefer synchronous video lessons or classroom lessons?
3. What factors affected student preferences?

Methodology

Participants & Methods

Responses were obtained from 54 current university students, all of whom were current or former members of the present author's classes. The current study differs from the previous ones conducted at the same university in that it is retrospective; the research was done at the end of the first semester of the 2022-2023 academic year. At this time, lessons had returned to being conducted on campus, barring individual students who had problems entering the country due to visa restrictions. Participants therefore reflected on past experiences with remote videoconferencing. Participants were also invited to comment on all past experience with remote video lessons, instead of just the first semester of the 2020-2021 academic year at the university in question, resulting in a wider field of analysis.

Data Collection & Analysis

Data was collected through a Google Forms survey (Appendix 1) administered via university email addresses. It featured items collecting demographic and technical (software and device used, etc.) information followed by content items. The content items were a mix of quantitative and qualitative statements, a method chosen to increase the range of findings about this phenomenon (Haq, 2015, p. 11). The quantitative items were a mix of Likert-scale and multiple-choice response items, while the qualitative items solicited write-in responses concerning preferences (Research Question 3). The survey items appeared in English and Japanese, into which they were translated by an experienced native translator, and qualitative responses were solicited in either language. Regarding terminology in the survey, the term

“remote video tool” (“リモートビデオツール” in Japanese) was used in place of “synchronous video” for ease of comprehension.

Responses to quantitative content items were tabulated automatically and cross-referenced with demographic and technical information using Google Sheets. Responses to qualitative content items were coded thematically using keywords and then compared with demographic and technical information in the same fashion. Translation software and the advice of a native translator were used where necessary with Japanese responses. Complex statistical analysis was eschewed to avoid redundancy.

Results

Quantitative Results

1. Remote lessons are more convenient than in-class lessons. / 教室内のレッスンより、リモートレッスンの方が、利便性が高い。

This was the only statement to which more respondents overall expressed agreement or strong agreement (37% of respondents) than disagreement or strong disagreement (31.6%). More neither agreed nor disagreed (29.6%) than any other single response (See Appendix 2, Figure 1).

2. It is easier to listen to and understand the teacher when I am using remote video software to participate in a lesson. / リモートビデオツールを使用して授業に出席している際の方が、先生の言っていることが分かりやすい。

There was more disagreement or strong disagreement (40.8% of respondents) than agreement or strong agreement (18.6%) with this statement. Almost the same number of respondents neither agreed nor disagreed (40.7%) as disagreed overall (See Appendix 2, Figure 2).

3. Classes on remote video are a better environment to learn English because there are fewer distractions from other class members. / リモート授業は、他のクラスメイトからの邪魔が少ないため、英語を学ぶには比較的良好な環境だ。

More respondents overall expressed disagreement or strong disagreement with this statement (44.4%) than agreement or strong agreement (24.1%) Fewer respondents neither agreed nor disagreed (31.5%) than expressed overall disagreement (See Appendix 2, Figure 3).

4. I speak English more when the class is using remote video software than I do in usual lessons. / 通常の授業より、リモートビデオツールでの授業の方が英語を話す機会が多い。

There was much more disagreement or strong disagreement (66.7% of respondents) than overall agreement (13%) or neither agreement nor disagreement (18.5%) with this statement (See Appendix 2, Figure 4).

5. I prefer remote lessons using video over in-class lessons. / 教室での授業より、ビデオツールを使ったリモート授業の方が好きだ。

More respondents expressed no preference (44.4%) than either preference. More overall preferred classroom lessons (35.2%), but the number of respondents who preferred remote video lessons (20.4%) was not insignificant (See Appendix 2, Figure 5).

6. My answer to the previous question was primarily due to (check all that apply) / 上記質問への答えの主な理由 (該当するものを全て選択してください)

Though more respondents gave a mix of positive and negative reasons for their lesson preferences, those who answered ‘Yes’ to survey Item 5 (“I prefer remote lessons using video over in-class lessons”) tended to list only positive reasons for their preference (10 out of 11 respondents), and those who answered ‘No’ tended to list only negative reasons (13 out of 19 respondents). Of the four statements in survey Item 6 (“My answer to the previous question was primarily due to...”) expressing perceived benefits of synchronous video lessons, ‘Convenience of remote lessons’ was by far the most frequently chosen item (34 out of 54 people, 63% of all respondents), and it was also the most chosen item overall (See Appendix 2, Table 1). It was the most frequently chosen benefit by all respondents regardless of lesson type preference (Question 5). Other perceived benefits frequently chosen here as reasons for lesson type preference included ‘Effectiveness of remote lessons,’ chosen by 27.8% of

respondents, and ‘Comfortable study environment outside of the classroom,’ chosen by 22.2% of respondents. The opposites to these items, the perceived drawbacks of ‘Ineffectiveness of remote lessons’ and ‘Lack of a comfortable study environment outside of the classroom,’ were chosen much less often (9.3% of respondents in both cases).

Of the eight statements here expressing perceived drawbacks of synchronous video lessons, ‘Not enough interaction with class members’ was the most frequently chosen by a large margin. It was chosen almost as frequently as ‘Convenience of remote lessons’ as a reason for lesson preferences (32 out of 54 people, 59.3% of all respondents), and it was the most frequently chosen drawback by respondents regardless of lesson type preference. Other frequently chosen perceived drawbacks included ‘Desire to be on campus / at school’ (33.3% of respondents) and ‘Internet connection issues’ (29.6% of respondents). Other items *not* frequently chosen included ‘Difficulty using remote software’ (9.3% of respondents) and ‘Lack of a good device to take remote lessons on (computer etc.)’ (chosen by only 2 people, 3.7% of respondents). Both ‘Improved concentration and focus in remote lessons’ and its corresponding opposite perceived drawback, ‘Inability to concentrate in remote lessons,’ were chosen relatively often as reasons for lesson type preference by 10 people (18.5% of respondents) and 13 people (24% of respondents), respectively.

Qualitative Results

7. Is there anything else that you liked about remote video lessons?／他にリモート授業で好きなことはありますか？（自由回答）

Twenty comments given here centered around timesaving and convenience. Nine mentioned time or its Japanese equivalent (時間) specifically. Six involved not having to go to school, two respondents described not having to worry about what clothes to wear, and two mentioned being able to relax more in general. Eight other comments here involved the effectiveness of different elements of synchronous video software. These included comments that it was easy to share one’s opinion in this format, that the software was easy to use, that it was easy to see PowerPoint and other shared slides, and it was easy to understand what was happening since everyone’s faces could be monitored easily. Several respondents mentioned the Zoom software specifically; three mentioned the utility of the Zoom breakout rooms and one the chat function. Thirteen respondents indicated that there was nothing in particular which they liked.

8. Is there anything else that you disliked about remote video lessons?／他にリモート授業で嫌いなことはありますか？（自由回答）

The largest group of nine comments here concerned not being able to meet friends and teachers or feeling alone or as if one was not in class. Following this group were six comments involving Internet connection issues, such as poor reception or the Japanese equivalent (電波が悪い). Following this was a group of comments that seemed to involve the difficulties of navigating group communication dynamics in this new medium or general issues with the digital environment. Examples included comments indicating a hesitancy to speak in groups, comments indicating issues with conflicting personalities in small-group sessions, and two comments expressing difficulty asking questions in remote video classes. Three respondents mentioned eye stress from looking at a computer screen for too long, and one respondent felt that it was difficult to see others' faces in these classes. Three respondents mentioned an inability to concentrate effectively. Seventeen respondents indicated that they had no particular dislikes; one, however, answered, "All things," a condemnation that was not matched in intensity by any of the positive responses.

Respondents mentioned the amount of Japanese language (L1 at this university) spoken in Zoom breakout rooms, due to the lack of teacher monitoring compared to classroom lessons, in responses for both survey items 7 ("Is there anything else you liked about remote video lessons?") and 8 ("Is there anything else that you disliked about remote video lessons?"). This seems to indicate that some saw this as a positive and some a negative aspect of synchronous video lessons.

Discussion

The results of this study bear some similarities to those of previous studies on remote videoconferencing classrooms in Japan and elsewhere. Viewed as a single group, the respondents agreed with some of the benefits of these lessons perceived by the author and disagreed with others, though ambivalence towards them was also quite significant in most cases. Two groups of respondents, however, tended to agree more with the author's perspectives than the larger group: Male respondents, and respondents with experience of synchronous video lessons in both high school and university. This section will first consider how the research questions of this study can be answered in relation to its overall results and then discuss these two groups of respondents in turn.

Do students agree with the author's assessments of the benefits of synchronous video lessons?

The results of the survey showed general agreement with the author's assessment of the convenience of synchronous video lessons. The survey statement regarding convenience (Item 1) was the only one that obtained more agreement than disagreement. The convenience of remote video lessons was also the benefit chosen most as a reason for lesson type preferences as well as the most significant source of qualitative responses regarding things respondents liked about remote video lessons. This reinforces previous findings about the favorable attitudes of Japanese university students towards the convenience of these lessons (Lafleur et al., 2021; Pierwieniecki, 2021; Price, 2021).

Beyond this was greater ambivalence on several points. Roughly as many respondents neither agreed nor disagreed with the statement regarding the ease of understanding the teacher in remote video lessons (Item 2) as expressed disagreement, with significant agreement also evident. Though previous studies have mentioned the obstructions to communication via body language created by the online environment (Bao, 2020; Blum, 2020; Hampel & Stickler, 2012; Ng, 2020), it has been the author's experience that use of body language in Japan in communication is limited. Rather, the disagreement with this point may have more to do with communication by facial expression, particularly in classes where students were permitted to leave cameras off. Response to the survey item regarding better concentration and fewer distractions in remote lessons was also ambivalent, with 'neither agree nor disagree' being the response selected most as well as significant disagreement and agreement with the statement. Both increased concentration in remote video lessons and inability to concentrate in this environment were often listed as reasons for lesson type preferences. Amongst the several comments related to inability to concentrate in remote video lessons given as additional dislikes (Item 8 above) is perhaps a clue towards the reasons for this: As one respondent explained, "It was sometimes hard for me to concentrate since I was in my room." It would seem that the distractions of the campus classroom were replaced with opportunities to indulge in interests collected in one's personal space for at least some students in a synchronous video environment.

Disagreement with the statement regarding more English spoken in remote video lessons (Item 4 above) was greater than both agreement and ambivalence combined. This was the greatest degree of disagreement with any of the statements in the survey. The several comments given (in Japanese) in survey items 7 and 8 related to the tendency to speak L1

when isolated from teacher monitoring in Zoom breakout rooms seem to indicate the reason for this; one respondent also listed, “Less observation from the teacher” as something they liked about remote video lessons. This was anticipated by Ng (2020, p. 69) in her assessment of the value of remote videoconferencing.

Do students prefer synchronous video lessons over classroom lessons? What factors affected student preferences?

Overall ambivalence towards these lessons seemed prevalent, with almost half (44.4%) of respondents expressing no preference for lesson type. The degree to which convenience and a comfortable study environment outside class were selected as reasons for lesson type preferences, as well as the multiple qualitative comments expressing appreciation for elements particularly of the Zoom teleconferencing software, would seem to indicate some student appreciation for these benefits of the synchronous classroom. As the survey contained an item specifically addressing only the convenience of remote video (Item 1), and not a comfortable home environment or the utility of synchronous video software, it is believed that more data affirming student support of these latter ideas is necessary to draw a firmer conclusion regarding their perceptions.

The most significant perceived drawback of synchronous video lessons from the perspective of student participants in this study proved to be isolation from the community of peers and from the traditional campus environment. This was reflective of the reactions to the pandemic characterizing the time during which these lessons took place but is also inherent in the medium to some degree. Aversion to this element of the experience is evidenced by the number of respondents who gave it as a reason for preference of lesson types as well as the many qualitative comments to that effect. This reaffirms findings of previous studies on student perspectives on synchronous video lessons in Japan (Lafleur et al., 2021; Pierwieniecki, 2021; Price, 2021; Yazawa, 2021) and elsewhere (Ng, 2020; Trinder, 2015; Vurdien, 2019). Internet connection issues were also chosen a significant number of times as a reason for lesson type preferences. Qualitative comments about difficulties in synchronous group discussions, as well as one about such things as eye fatigue from looking at the screen, combine with this to paint a general picture of discomfort with the digital environment which affected the results of this study.

Groups differing from overall trends

Two groups of study participants gave responses differing from those of the larger group: male respondents and respondents who had had remote lessons in high school as well as in university. These groups both agreed more with statements pertaining to the benefits of synchronous video lessons and tended to prefer them more overall.

Male respondents were somewhat underrepresented in the study, comprising only 19 people, or 35.2% of all respondents. Nearly as many male respondents agreed with Item 2 (“It is easier to listen to and understand the teacher when I am using remote video software to participate in a lesson.”) as disagreed (5 expressions of agreement, 6 of disagreement), and more agreed with Item 3 (“Classes on remote video are a better environment to learn English because there are fewer distractions from other class members.”) than disagreed (9 expressions of agreement, 4 of disagreement). For comparison, the figures for female respondents were 5 expressions of agreement to 16 of disagreement for Item 2, and 4 of agreement to 20 of disagreement for Item 3. More male respondents preferred remote lessons than did not (See Appendix 2, Figure 6). As to reasons for preferences (Item 5), male respondents gave perceived benefits of remote video, including convenience, effectiveness, and improved concentration, more often than perceived drawbacks. The opposite was true for female respondents, who gave perceived drawbacks including lack of interaction and inability to concentrate more often as reasons for preferences. In qualitative responses, all comments pertaining to not being able to meet peers or feeling alone came from female respondents. Despite the greater numbers of female respondents, more comments relating no additional dislikes of remote video lessons came from male respondents than female.

The smaller group of respondents reporting experience with remote lessons in both high school and university, 11 people (20% of all respondents), was comprised of six male and five female subjects. They followed a similar pattern to the male respondents. More of this group agreed with Item 2 (“It is easier to listen to and understand the teacher when I am using remote video software to participate in a lesson.”) than disagreed (4 expressions of agreement, 3 of disagreement), and there was a closer parity in responses to Item 3 (“Classes on remote video are a better environment to learn English because there are fewer distractions from other class members.”, 4 agreement to 5 disagreement). Other students disagreed with both of these statements in much greater numbers. More of the students with experience in high school and university preferred remote video lessons than did not (See Appendix 2, Figure 7). Their reasons for preferences clustered around perceived benefits

rather than drawbacks, such as convenience and effectiveness of remote video lessons, in a similar fashion to male respondents. They also provided more positive than negative observations of these lessons in their qualitative responses.

Conclusion

The results of this study indicate that its participants, current university students who have taken remote synchronous lessons over the past two years, tend to share the study author's appreciation for their convenience. More data is needed to verify the preliminary findings here that students value the comfortable study environs outside of the classroom. The same is true regarding student appreciation of video teleconferencing software, such as the Zoom platform, used for these lessons. Findings, however, seem to indicate that contrary to the initial impressions of the author, L2 is in fact not spoken more in these lessons than in the classroom. This may be related to the limited opportunities for monitoring small group discussions in these lessons. Though preferences for remote or classroom lessons were mixed among respondents overall, the isolation from peers and instructors was viewed by study participants as the biggest drawback of synchronous video lessons. Other problems with the digital environment, such as Internet connection issues, also appeared to be significant reasons for lesson preferences. For many, these disadvantages outweighed the benefits of synchronous video lessons valued by the study's author.

Two groups of respondents expressed greater regard for these benefits and more overall preference for remote video than classroom lessons: male respondents and those with experience in these lessons in both high school and university. These groups were found to agree more with two additional ideas that the larger group of respondents was more ambivalent towards: that it was easier to listen to and understand the teacher in these lessons and that the remote video environment aided concentration and lessened distractions.

Limitations and Areas for Further Study

Issues with the conclusiveness of the findings of this study are presented by its sample size as well as its homogeneity. The relatively small number of participants were all from the same Japanese university. A more comprehensive study would therefore include data from a larger group of institutions within Japan as well as overseas. Greater focus on the groups found here to hold more positive perceptions of synchronous video lessons, male students and those with experience in these lessons in both high school and university, should also be

a topic for further research, to both confirm these results in a larger study and also potentially determine the particular reasons for the differences between these groups and the other participants. More research should also be done to deliver more specific conclusions on issues addressed only generally in this study, such as student perceptions of study environs and the ease of using video teleconferencing software.

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Appendix 1: Sample Survey Items

1. Remote lessons are more convenient than in-class lessons. / 教室内でのレッスンより、リモートレッスンの方が、利便性が高い。
2. It is easier to listen to and understand the teacher when I am using remote video software to participate in a lesson. / リモートビデオツールを使用して授業に出席している際の方が、先生の言っていることが分かりやすい。
3. Classes on remote video are a better environment to learn English because there are fewer distractions from other class members. / リモート授業は、他のクラスメイトからの邪魔が少ないため、英語を学ぶには比較的良好な環境だ。
4. I speak English more when the class is using remote video software than I do in usual lessons. / 通常の授業より、リモートビデオツールでの授業の方が英語を話す機会が多い。
5. I prefer remote lessons using video over in-class lessons. / 教室での授業より、ビデオツールを使ったリモート授業の方が好きだ。
6. My answer to the previous question was primarily due to (check all that apply) / 上記質問への答えの主な理由（該当するものを全て選択してください）: Convenience of remote lessons / リモート授業の利便性, Effectiveness of remote lessons / リモート授業の有効性, Comfortable study environment outside of the classroom / 教室の外は居心地が良く勉強に適している, Improved concentration and focus in remote lessons / リモート授業は、集中力が高まる, Ineffectiveness of remote lessons / リモートレッスンの無効性, Lack of a comfortable study environment outside of the classroom / 教室の外は、居心地が悪く勉強に適していない, Inability to concentrate in remote lessons / リモート授業では集中できない, Not enough interaction with other class members / 他のクラスメイトとの交流が少ない, Desire to be on campus/at school / キャンパス、または学校に行きたい, Internet connection issues / インターネット接続の問題, Difficulty using remote lesson software / リモート授業ツール使用が難しい, Lack of a good device to take remote lessons on (computer, etc.) / (コンピューターなど) リモート授業を受ける機器が無い
7. Is there anything else that you liked about remote video lessons? / 他にリモート授業で好きなことはありますか？（自由回答）
8. Is there anything else that you disliked about remote video lessons? / 他にリモート授業で嫌いなことはありますか？（自由回答）

Appendix 2: Figures and Tables

Figure 1: Remote lessons are more convenient than in-class lessons.

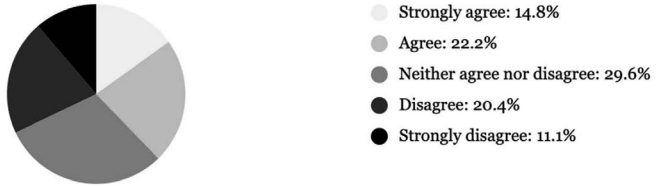


Figure 2: It is easier to listen to and understand the teacher when I am using remote video software to participate in a lesson.

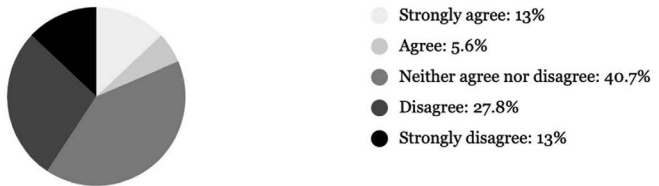


Figure 3: Classes on remote video are a better environment to learn English because there are fewer distractions from other class members.

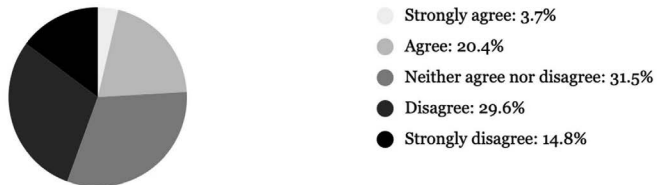


Figure 4: I speak English more when the class is using remote video software than I do in usual lessons.



Figure 5: I prefer remote lessons using video over in-class lessons.



Figure 6: I prefer remote lessons using video over in-class lessons.

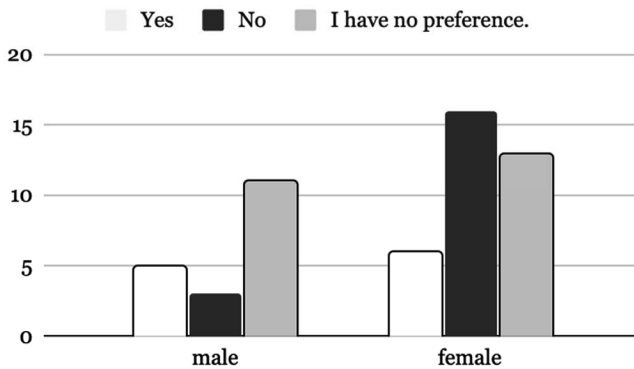


Figure 7: I prefer remote lessons using video over in-class lessons.

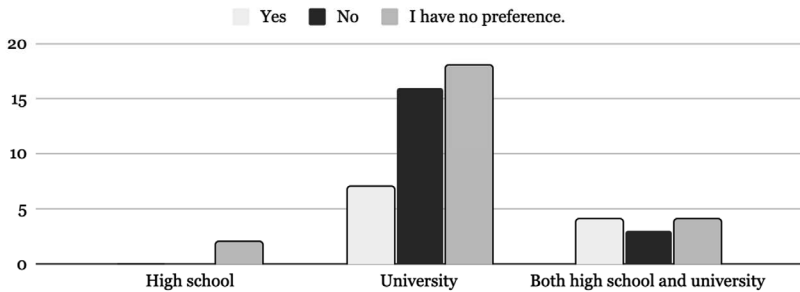


Table 1: My answer to the previous question (regarding lesson preferences) was primarily due to (check all that apply)

Reasons for preferences	Times selected
Convenience of remote lessons	34
Effectiveness of remote lessons	15
Comfortable study environment outside of the classroom	12
Improved concentration and focus in remote lessons	10
Ineffectiveness of remote lessons	5
Lack of a comfortable study environment outside of the classroom	5
Inability to concentrate in remote lessons	13
Not enough interaction with other class members	32
Desire to be on campus/at school	18
Internet connection issues	16
Difficulty using remote lesson software	5
Lack of a good device to take remote lessons on (computer etc.)	2