Applying a Framework for Psycholinguistic Environment Design to an Online Synchronous Language Learning Course: Virtual Language Learning – Japanese in the Cal State University

A DOUBLE PLAN B PROJECT
SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
OF THE UNIVERSITY OF MINNESOTA
BY

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In partial fulfillment of the requirement for the M.A. degree
in the program on
Teaching English as a Second Language,
University of Minnesota

Accepted as a Double Plan B Project:

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Project Supervisor	Date

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Abstract

Can an online synchronous language course provide the psycholinguistic environments considered necessary for language learning? “Virtual Language Learning-Japanese” was the product of a content base developed at the turn of the millennium in the pursuit of developing language learning courses among California State University (CSU) campuses that would use synchronous and asynchronous delivery modes via internet technologies. That project sought to enhance and strengthen existing programs in order to maximize cost effectiveness and enrollments for strategic and less commonly taught languages. However the psycholinguistic support for learning from the materials and approach to instruction for the course developed in that project have not been reviewed. This study reviews the course, “Japan: Land and People” that has persisted from that project and is currently offered in synchronous online mode from California State University, Monterey Bay to students from around the CSU system, through the lens of Doughty and Long’s (2003) framework of Methodological Principles for Computer Assisted Language Learning. The framework’s 10 principles are identified, and are related to Second Language Acquisition theory and research findings. After exploring the principles and their basis, the paper explains the organization and motivation of the course, and a detailed description of a single lesson from the course is provided. The lesson is then reviewed from the perspective of the methodological principles. This study concludes that incorporating synchronous technology based learning with robust backend data driven tools to assist the instructor in classroom decisions successfully meets the psycholinguistic requirements for language learning.

Introduction

> *Technology that can be taken for granted is already light years ahead of the profession's ability to integrate a principled use of it into the classroom and the curriculum* (Garrett, 1991, p. 74).

This epigraph comes from Dr. Nina Garrett, former Director of Language Study at Yale University, past-president of the International Association of Language Learning Technology and early advocate for computer assisted language learning (CALL), who argued that computers should be used in support of learning rather than being relegated to the mere 'drill-and-kill' exercises that were available at that time. More important to the goals of this analysis, she recognized that technology would have little effect on learning if it were not integrated into the curriculum. And she recognized that that integration would require a principled approach (Chapelle, 2009). This paper describes the course content, classroom approaches, and technologies employed to develop Japanese language proficiency through the facilitation of interaction for all four skill areas in a synchronous online video and audio enabled language course. The course design was intended to address the need of providing Intermediate-Low and -Mid level language instruction, as described by the American Council on the Teaching of Foreign Languages (ACTFL, 1985) Proficiency Guidelines. The course is offered on a California State University (CSU) campus and utilizes various Internet technologies to provide access for all learners whether they are able to be physically present on the campus where the course is offered or not.

The course, *Japan: Land and People* (JLP), introduces the language and culture of Japan in a thematic approach. Selected topics are Geography, Climate, Population,

and Industries. It is designed to develop Japanese language skills and to introduce various aspects of Japanese culture as related to course topics, using technology and web-based materials to facilitate interaction and learning between students who are physically on the host campus and those who attend virtually via Internet technologies. In this class, students learn through web-enhanced lessons and via synchronous online live or electronically live class meetings. This paper distinguishes between 'synchronous' or real-time communication and interaction, such as that which occurs naturally in the face-to-face classroom, as well as that which can occur through videoconferencing and text-chat, from 'asynchronous' or off-line communication that occurs when learners are not necessarily on-line at the same time through tools such as email, discussion forums, or review and/or manipulation of digital learning objects (Hrastinski, 2008).

The course designers, instructors and students have expressed satisfaction with their learning experiences, course outcomes, and technologies employed to facilitate those factors (Masuyama, Saito-Abbott, Sekine, Leonard & Shea, 2009; Saito-Abbott 2002), however the course has not been evaluated through the lens of a principled approach. For this study, Doughty and Long's (2003) Framework for Methodological Principles for CALL will be applied to a discrete unit of the course within a larger module of course content, in order to review the way the interactions and content delivery attend to these principles for the design of, and in pedagogical practice of, delivering that course.

The current consensus in CALL research is that it is not the technology, but the particular uses of technology that affect second language acquisition (Kern, 2006). Long and Doughty (2003) identify that it is not the technology *per se*, but the pedagogy used in

the learning environment that makes it relevant. Moreover, even from the field of distance learning (DL), Ariza and Hancock (2003) argue that second language acquisition (SLA) theory is more appropriate for language learning taught in the distance learning environment than the application of distance education theory. Clearly, a SLA-motivated theory for an online course will begin to create an optimal psycholinguistic environment for online synchronous language learning. In the first section of this paper Doughty and Long's methodological principles for task based language teaching (TBLT) will be reviewed. Following that, the course will be described and finally the elements enabling interaction, input and the learner will be explored from the perspective that they fit into this model. The appendices contain additional information about the various applications utilized in offering the course and the course syllabus.

Literature Review

A Framework for Methodological Principles for CALL

Doughty and Long (2003) provide a framework of methodological principles (MP) for language teaching, both in distance learning or CALL environments and the face-to-face classroom. This framework comes from a background based on TBLT or task-based instruction (TBI), which is argued by Doughty and Long to constitute a "coherent, theoretically motivated approach to all six components of the design, implementation and evaluation of a genuinely task-based language teaching program" (p. 50) and provides an optimal psycholinguistic environment for foreign language learning. While Doughty and Long do not define 'psycholinguistic' in their 2003 paper, the term is commonly understood to recognize the inseparability of language from its underlying mental machinery and the external world (Altmann, 2001), and references the

psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language.

TBLT comes from cognitive and interactionist SLA theory; it is not a theory of SLA, but rather a theory of language teaching. There are three fundamental SLA findings that guide TBLT: that acquisition of grammar does not take place in a linear additive fashion, but is a complex, organic process (Lightbown, 2000; Long, 1985); that form is best learned through focus on meaning (Prabhu, 1982; as cited in Brumfit, 1984, p. 102) and grappling with meaning can lead to the acquisition of form if that meaning is encoded in comprehensible input, slightly above their current level of comprehension (Krashen's (1985) "Input Hypothesis"); and, finally, that output is at least as necessary as input (Gass, 1997; Swain, 1985). Each of these SLA findings supports this framework and appears in various MPs below. Additionally, TBLT offers motivational elements, emphasizes variety in resources, and individualizes instruction.

The term 'task' itself should be defined, however. Doughty and Long (2003) do not define the term. Written just a few years prior to the Doughty and Long article, Nunan (1989) considers 'task' to be that part of classroom work that involves learners in "comprehending, manipulating producing or interacting in the target language" while their attention is focused on meaning rather than form (p. 10). Willis (2004) provides a broad range of definitions that grow from an effort on the part of language instructors to develop a meaning-focused approach to teaching that reflects "real-life language use" (p. 8). Willis classifies various approaches to TBI as classroom activities related to either "citation, simulation or replication" (p. 17) of real-world language use, yet notes that

other TBI practitioners consider only replication activities to be genuinely task-based, and the others only displaying control of form.

The Framework for Methodological Principles identifies 10 principles as laid out in the table below. The four columns indicate the Activity category; Principles for the activity; L2 Implementation engages with how the principle might be actualized in the face-to-face classroom, and not online; and the implementation in the CALL environment. Note this framework was developed with asynchronous computer-mediated communication (CMC) in mind, thus the examples below reflect that perspective. MP1 and 2 focus on activities, MP 3 and 4 focus on input to the learner; 5-9 focus on learning processes and finally, MP 10 pays attention to the learners and how instruction attends to their individualized needs.

Table 1

Framework for Methodological Principles

Methodological Principles	**Principles**	**L2 Implementation**	**CALL Implementation**
Re: ACTIVITIES			
MP1	Use tasks, not texts, as the unit of analysis.	task-based language teaching (TBLT; target tasks, pedagogical tasks, task sequencing)	simulations; tutorials; worldware
MP2	Promote learning by doing.		
Re: INPUT			
MP3	Elaborate input (do not simplify; do not rely solely on "authentic" texts).	negotiation of meaning; interactional modification; elaboration	computer-mediated communication / discussion; authoring
MP4	Provide rich (not impoverished) input.	exposure to varied input sources	corpora; concordancing
Re: LEARNING PROCESSES			

MP5	Encourage inductive ("chunk") learning.	implicit instruction	design and coding features
MP6	Focus on form.	attention; form-function mapping	design and coding features
MP7	Provide negative feedback.	feedback on error (e.g., recasts); error "correction"	response feedback
MP8	Respect "learner syllabuses"/develop-mental processes.	timing of pedagogical intervention to developmental readiness	adaptivity
MP9	Promote cooperative/ collaborative learning.	negotiation of meaning; interactional modification	problem-solving; computer-mediated communication / discussion
Re: LEARNERS			
MP10	Individualize instruction (according to communicative needs, and psycholinguistically).	needs analysis; consideration of individual differences (e.g., memory and aptitude) and learning strategies	branching; adaptivity; autonomous learning

(Doughty and Long, 2003, p. 52)

Following is a summary of each MP as described and developed by Doughty and Long, with a reference to SLA findings that support the framework:

Methodological Principles One and Two focus on activities that are central to a TBLT approach, as follows.

MP1: *Use tasks not texts as the unit of analysis.* Using spoken or written texts, the static records of someone else's task, puts the focus of learning on an object, not on the process. Doughty and Long identify their focus on task in this framework in order to develop an analytical approach, but they note that task also serves as a meaningful unit for planning, delivering and recalling lessons. 'Task' in this case, may be most easily differentiated from activity or exercise, in that a task focuses on meaning focused

language use, as distinct from an activity or exercise that might encourage learners to focus more on an awareness of correct usage (Ellis, R., 2003). The focus on TBLT lessons is on task completion, and for the instructor that would mean developing a series of pedagogic tasks sequenced in terms of task complexity, task difficulty and task conditions in order to build up the learner's abilities to perform target tasks indentified in a needs analysis prior to the course or event. Appropriate tasks can be used to stimulate optimum conditions for learning, engage student interest, and stimulate both productive and receptive language use (Willis, 2004). As part of sequencing, Skehan (1998) observes that giving learners the opportunity to plan produces greater complexity of language.

Rod Ellis (2003) summarizes various classifications of tasks into three categories: 1. a 'gap principle' task uses a construct that identifies gaps or variations in understanding which require some kind of communicative interaction to take place to bridge the gap, and can include information gaps, reasoning gaps and opinion gaps between learners; 2. reaching a decision or solution where learners engage in convergent (or divergent) tasks in order to cooperatively develop a conclusion or resolution; and 3. cognitive processes, such as listing, ordering and sorting, comparing and contrasting, problem solving, sharing personal experiences, and creative tasks and projects that can be used to develop a set of tasks around one theme or topic.

MP2*: Promote learning by doing* or *l'education integrale.* This has long been the guiding principle of many educational philosophies and gets at the idea that hands-on experience with real tasks brings abstract theory and concepts to life and makes them more understandable. This movement in educational theory has a long history springing

from work of the 19th century educational reformer, Paul Roban, who held that education should not be simply academic, but rather integrated to the productive, working life of the pupil (McLaren, 1981). It is at the heart of 'problem based learning' (PBL) and, Doughty and Long argue, can successfully equip learners to meet their present or future real-world needs through sequenced pedagogic tasks. PBL has been criticized for overloading learners in the early stages of the learning, partially with cognitive load (Sweller, Merrienboer & Paas, 1998) that exceeds the schema the learner brings to the scenario, but in PBL, support systems, which include resources germane to the problem domain as well as instructional staff, should be provided to scaffold students skills "just in time" and within their learning comfort zone (Vygotsky's Zone of Proximal Development), (Lantolf, 2000).

Methodological Principles Three and Four attend to the nature of the input provided in TBLT.

MP3*: Elaborated input* in language learning describes the negotiation of meaning and interactional modifications that native speakers use with learners in discourse. Elaborated input overcomes the dilemma that both genuine and simplified texts may be psycholinguistically inappropriate for learners. Elaborated input occurs naturally in teacher speak and learner-learner discourse when engaged in negotiating for meaning, for example while working cooperatively on task completion. Interlocutors almost automatically tend to provide elaborations necessary for mutual understanding (Long, 1980, 1981a, 1981b).

Elaborated input provides the lexical and grammatical items learners need to encounter and successfully presents L2 samples that are closer to authentic language use.

While often cited as a desirable characteristic of materials, interaction and discourse in language learning environments, the identification of materials 'authenticity' is not easy. Dunkel (1995) identifies that authenticity is described with vague, holistic and imprecise terms. Widdowson (1979) observes that authenticity, rather than something that is inherent to the text itself, is often tied to the act of interpretation. Thus, the label 'authentic' when applied to learning materials from the perspective of the materials writer, could be perceived as inauthentic to the learner when the task performed with those materials is separate from the original task. In the same way, activities authentic to the classroom, such as reading a short story and writing a reaction to it, may not be authentic tasks outside of the classroom.

MP4*: Provide rich input* in terms of a range of text types. This is the opposite of providing linguistically simplified input, which tends to occur in a learning environment where grammar, vocabulary or sentence lengths are controlled. Adult foreign language learners require a variety of text types, such as task-specific and domain-specific target-language, which is often absent in textbooks marketed toward broad adoption, yet present in real life situations (Cathcart, 1989). While large amounts of elaborated text have been shown to be necessary for adult learning, unstructured web-searches on the part of the learner are not advised, but rather the course developer should develop corpora with specific relevance to the tasks in the course.

Methodological Principles Five, Six, Seven, Eight and Nine are identified with the learning processes that are going on inside the learner.

MP5*: Encourage inductive learning* recognizes that adults seem to be naturally attuned to store elements of language in chunks (e.g. *j'm'appelle,* in French 'my name

is'), perhaps at the lexical level, which encourages declarative knowledge, or the ability to identify what something is, but not necessarily to use it, in contrast with deployable syntactic knowledge, which can be used appropriately in context. Doughty and Long suggest that if adult learners are to sound like natives, they need to be exposed to, and encouraged to incorporate whole 'chunks' of input. It should be noted that at this writing there is controversy over the target of 'native-like' as an appropriate model for second language learners as opposed to intelligibility, with a focus on successfully "negotiating cross-cultural interactional norms" (Hinkel, 2006, p. 116). Over time it is expected that the adult learner will inductively process and integrate such 'chunks'. Incorporating 'chunks' or "formulaic sequences" (Wray, 2000) has been shown in research on implicit learning of complex systems to not require the ability to express the rules about the system until after the task is complete, and that knowledge is not necessary for completing the task (Berry, 1997), a pattern that tends to contrast with the natural learning pattern of adults. Encouraging learners to engage with chunks in the DL environment should be a goal of TBLT in this environment.

MP6*: Focus on form* follows the suggestion that although adults learn much of their L2 grammar incidentally, through use in a meaningful context, a focus on meaning alone is not adequate to accomplish native-like competence (Lapkin, Hart & Swain, 1991). Doughty and Long suggest that bringing the learner's attention to linguistic features from time to time—to encourage 'noticing' of these features—while they work with communicative tasks can help learners achieve greater levels of accuracy. Providing explicit information about form can help learners recognize patterns and notice them in subsequent input (Schmidt, 1990). Rod Ellis (2005) observes that while there can be

several interpretations of ‘focus on form’ which can confuse ‘language as process’ with ‘language as object’ or a simplistic view of forms as individual graphic or phonetic examples of forms, Schmidt (1990) and Long (1988) would insist the term refer to form-function mapping, in other words, the connection critical for learning is making the correlation between a particular form and the meaning it realizes in communication. Long (1988, 1991b) has best captured the distinction between ‘focus on form’ and ‘focus on formS’, where the former refers to drawing attention to, or noticing, a linguistic feature in meaning-engaged communication, as opposed to the latter which suggests a traditional approach of teaching discrete points of grammar in discrete lessons. Focus on form assumes a degree of similarity between L1 and L2 acquisition in that both processes engage with comprehensible input in natural interaction. However, it also assumes that exposure in SLA is insufficient and learners need to have their attention focused on grammatical detail in order to acquire that knowledge.

Thus focus on form should be provided organically in synchronous sessions as that would capture the connection between form and function. In asynchronous mode the input tends to be more intentional and often directly related to the task, but, nonetheless, concerned with the form in context and not as a discrete linguistic element. Doughty and Long (2003) provide a sample of various focus on form techniques organized from less to more explicit: 1. saturating the text with an ‘input flood’ of L2 models; 2. input elaboration or modifying the discourse to make it comprehensible (see MP3 for more); 3. input enhancement accomplished by drawing learner attention through visual highlighting or auditory stress; 4. corrective feedback upon learner error; and, 5. input processing, which gives learners practice in using L2 rather than L1 cues. Regardless of

the technique, the emphasis should be on providing focus on form only when a learner need arises. In the synchronous environment, ‘recasting’, or modeling by the instructor or another learner through repeating an error-utterance back to the learner who produced the error with the error corrected, can be an effective choice. Rod Ellis and Sheen (2006) provide a review of various types of recasts, which can include corrective and noncorrective, simple or complex, and the nature of the change to be didactic or communicative. They note that due to the multifunctional nature of recasts, learners may encounter problems in identifying the corrective intention of the recast, yet that problem “does not negate their acquisitional potential.” In the asynchronous learning environment coding features could include popup windows and mouse-hover tools, font changes, animations, and concordancing tools that provide input flooding.

MP7*: Provide negative feedback* to learners with the shortest gap possible between triggering event and the feedback; corrective recasts, or recasts that indicate that the learner’s use of the form is incorrect, for example, must likely come within the gap of working memory, so that learners can make a comparison between the feedback information and their own language production. Depending on the method used, negative feedback can be closely related to focus on form (Methodological Principle 6). In asynchronous online written feedback, it is not clear what form negative feedback should take; in synchronous environments, it can be developed as part of the task design.

Negative feedback, and feedback in general, is a part of a cognitive approach to SLA and is seen to provide reinforcement and other information for a learner to modify their behavior. As a part of hypothesis testing in the development of interlanguage, feedback allows learners to confirm, disconfirm and possibly modify their developing

interlanguage rules. Negative feedback should be seen as separate from negative evidence which is provided in the form of explicit grammar teaching (Ellis, R. & Sheen 2006). White (1989, 1991 in Gass, 1997) demonstrated that negative evidence can show L2 ungrammaticality when the L1 counterpart is grammatical.

Feedback in the asynchronous environment can readily be provided through written input, such as instructor comments or editing, requests for clarification, etc.; however, research has shown that the effectiveness of negative feedback, or "knowledge of results" diminishes as the time between the output and the feedback occur (Annett, 1969, as cited in Chaudron, 1988, p. 133). While negative feedback can include explicit correction, clarification requests, metalinguistic information, elicitation and repetition (Ellis, R., & Sheen, 2006), recasts are suggested as ideal forms for use in the synchronous environment because they do not intrude on the processing of meaning while the learner is engaged in a task, and they are pervasive in child-adult discourse (Doughty & Long, 2003).

P8*: Respect "learner syllabuses" and developmental processes* that are the normal part of the developmental process, such as developmental plateaus, and stages and sequences deemed impervious to instruction. Corder (1967) observed that errors made in child language acquisition and SLA provide evidence that a learner uses a definite system, or "built in syllabus", of language throughout the learner's development, though it should be noted that while both processes seem to have a system, the systems are different in the process of first and second language acquisition. The built-in syllabus may be more efficient and effective than an instructor defined learning sequence because it derives from the learner's cognitive processes and constraints. Various developmental sequences

and stages in interlanguage development have been shown to be impervious to instruction. These fixed series of stages in the evolution of grammatical, phonological and semantic systems cannot be skipped or the order of acquisition changed. For example, Pica's (1983) study of morphological production among ESL students, called the four-stage sequence for ESL negation, showed the accuracy order did not vary regardless of the instructional conditions. The six-stage sequence for English relative clauses sequences for relative clause formation follows a hierarchical order in which learners show greater accuracy for subject relativization (Doughty, 1991; Gass, 1982; among others). Pica (2005) provides a rich overview of recent findings on this topic and also reminds us that instruction designed to attend to these issues should retain a cognitive rather than behaviorist approach. Respect for the learner syllabus is roundly supported in the TBLT approach to language teaching, and by employing an analytic syllabus, not a synthetic one, where it is language that is the focus.

MP9*: Promote cooperative/collaborative learning* in order to promote a 'scaffolded' and facilitative discourse across utterances and speakers.

Interactionist SLA theory predicts that learners have greater potential for language development with activities where interaction takes place. Major theoretical perspectives on interaction include input modification through interaction, input and interaction during incidental vocabulary learning, and negotiation of form and meaning. Krashen's *Input Hypothesis* (1985) establishes the importance of comprehensible input. And other theorists, such as Pica (1994) and Long (1985), take an interactionist position by acknowledging the role of two-way communication, and assert that conversational interaction facilitates SLA under certain conditions. Swain's *Comprehensible Output*

Hypothesis (1995) brings to the fore the argument that output generates better acquisition, asserting that output serves four primary functions in SLA: 1) enhances fluency; 2) creates awareness of language knowledge gaps; 3) provides opportunities to experiment with language forms and structures; and 4) obtains feedback from others about language use. Comprehensible output assists learners in conveying meaning while providing linguistic challenges. ". . . in producing the L2 (the second, or target language), a learner will on occasion become aware of (i.e., notice) a linguistic problem (brought to his/ her attention either by external feedback or internal feedback). Noticing a problem 'pushes' the learner to modify his/ her output" (Swain & Lapkin, 1995, p. 373, as cited in Chapelle, 1997, p. 61). Vygotsky's (1962) socio-cultural theory of human mental processing has been applied to define the role of interaction in SLA. Lightbown and Spada (1999) suggest students may learn equally well from their peers as their teachers. Interaction would seem essential to language learning processes and we must consider how it is accommodated for in the online language learning environment.

Case studies have identified sources of student frustration and dissatisfaction in asynchronous courses as stemming from isolation, technological problems, minimal or untimely feedback, and ambiguous instructions. However, the concept of interaction may not be limited to that interaction between people alone in the realm of CMC, but would include any type of two-way exchange, including between people and "between person and computer" (Chapelle 2003, p. 55), as shown in Table 2. Table 2 also reflects Rod Ellis' (1999) argument that interaction or 'intra-action' can also refer to the intrapersonal activity involved in mental processing, the research has not yet shown that this kind of interaction actually promotes SLA the way human to human interaction does. Yet, overall,

there is strong argument for attending to interactionist theory when evaluating language development in technology enhanced or mediated environments for both synchronous and asynchronous.

Table 2
Benefits Hypothesized by the Interaction Hypothesis of Three Types of Interaction

Benefits Hypothesized by the Interaction Hypothesis of Three Types of Interaction

Basic Types of Interactions		*Benefits According to the Interaction Hypothesis*
Inter-	1. Between people	Negotiation of meaning
	2. Between person and computer	Obtaining enhances, or modified, input
Intra-	3. Within the person's mind	Directing attention to linguistic form in the input

(Chapelle, 2003, p. 56)

Finally, Methodological Principle Ten involves attending to the unique nature of the individual learner.

MP10*: Individualize instruction* in order to cater to individual differences in goals, interests, motivation, cognitive style and learning strategies. Tailoring instruction to the individual has long been shown to be a benefit for learning, not only in SLA, but also in general education. Each learner is unique, with different learning styles and strategies. Learning styles, the individual's broad, preferred approach to L2 learning, also influence the nature of any person's L2 learning experience (Oxford, 2009). Keefe (1989) defines learning styles as characteristic cognitive, affective and physiological factors that can serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Learning strategies, according to Cohen (1998) are directly tied to the learner's underlying learning styles and other personality-related variables, such as anxiety and self-concept. Dickinson (1990) also identifies the likelihood of

relationship between cognitive styles, motivation and preferred learning processes and strategies in language learning. Additional improvements in learning aptitude (Skehan, 1998) and short-term memory can also be gained by individualizing the syllabus content, respecting internal syllabuses, and allowing for individual modification of pace. Motivation may be the most significant factor for independent learners regarding retention and achievement (Dörnyei, 2001; Gardner & Lambert, 1972).

Finally, inherent to the Doughty and Long framework is the assumption that most distance learning (DL) language courses are taught in the asynchronous mode and that the decisions made in the design of a course for DL must compensate for the lack of proximity between the instructor and learners. However, since the Doughty and Long framework was published in 2003, many changes have come to CMC, including considerable decreases in latency through to improvements in technologies for spoken real time communication (the lack of which once posed a significant impediment to synchronous communication), as well as decreases in cost for desktop video conferencing tools making courses such as the JLP course feasible without expensive dedicated hardware and specially configured networks.

Thus a course such as the JLP course can rely on traditional classroom practices as well as appropriate technologies to facilitate student interaction and language development. Additionally, efficiencies in instructor and student time can be accomplished by employing data-driven tools that allow instructors to better predict learner needs during synchronous instructional sessions, as well as provide timely feedback during asynchronous study time. The focus of the JLP course is to bring the strengths of the face-to-face classroom and the asynchronous online course together

through the mindful application of various technologies. Section III to follow will introduce the course, its content and environment.

Course Development

The Participants

The initial phase of course design for *Japan: Land and People* (JLP) was through a joint venture called 'The Virtual Language Lab Project—Japanese' (VLLJ) between the CSU Chancellor's Office (CO) and Sanako Corporation, formerly Divace and before that Tandberg Educational. The project, set to run from 2000 to 2002, was established to "investigate, experiment and develop an interactive multi-campus distribution system via web-technologies for the delivery of foreign language instruction" (Donovan, 2002, paragraph 1).

Four campus groups of Japanese faculty members and instructional technologists-language lab directors participating in the project were funded to develop a course and offer it once. From CSU Monterey Bay, Dr. Yoshiko Saito-Abbott provided project leadership and oversight for the entire project, designed the pedagogical approach to the course, and authored Modules 1 and 2, and was supported by Gus Leonard who also served as project manager for technology integration; from CSU Chico, Dr. Kimihiko Nomura wrote grammar-focused units for all course modules, and Dr. Cindy Jorth developed extensive HTML templates for interactive activities used in all modules; from CSU Long Beach, Yoko Pusavat worked in concert with Dr. Saito-Abbott to develop Module 3, while Jeff Winters wrote many Adobe Flash-based activities and developed the backend database tools to capture learner interaction and provide feedback and statistics for the instructor during asynchronous activities; San Diego State

University's Dr. Ryu Kitajima authored Module 4 and Dr. Wayne Stromberg recorded and edited most of the initial oral files for all materials and listening activities.

From that initial investment by the CSU, it was hoped other programs and projects might arise, and early on there was significant interest from other CSU campuses. CSU Stanislaus purchased software and invested in training faculty and staff to support a similar Portuguese project, funded through the Portuguese government; ultimately that project was canceled due to lack of local support and faculty and administrative turnover.

The VLLJ course materials developed from this stage were utilized once for testing during this time frame. The software and hardware infrastructure to offer the course in a synchronous mode was not available until the following year, so the test was conducted with students on the CSUMB campus in a face-to-face setting. Perhaps due to the delay in offering the materials as a course between campuses, two of the partner campuses (SDSU and CSU-Chico) left the project at the conclusion of the initial content development phase and one (CSULB) moved to a consulting role. At the end of the development period, CSU Monterey Bay participants retained the materials and began to develop a plan to offer the course in a fully-fledged delivery mode for the CSU campuses.

Since that period of development from 2000 to 2002, the course has been offered four times from one campus, CSU Monterey Bay (CSUMB), under the direction of one faculty member, Dr. Yoshiko Saito-Abbott, with students participating from CSUMB as well as 3 other CSU campuses, San Diego State University (SDSU), CSU Long Beach (CSULB) and CSU Sacramento (CSUS).

The Setting

The CSU system is the largest, most diverse university system in the United States of America (Table 3 below) and in fall 2009 enjoyed an enrollment of 433,054 students at all levels across 23 campuses; 360,618 (83%) were enrolled at the undergraduate level; women constituted 58% of the total enrollment. There is considerable ethnic diversity in the CSU: 35% are White, 5.7% Black, 0.5% Native American, 16% Asian, and 25% Latino/Hispanic. Seventy-two thousand, four-hundred thirty-six (72,436) students were enrolled in a post baccalaureate, credential or graduate program. Only a small number, 2,534 students (0.007%), had declared a major in a Foreign Language undergraduate degree program across all campuses. During academic year (AY) 2007-08, 775 undergraduate students (0.002%) participated in CSU-sponsored study abroad at over 50 programs (Support Programs—Study Abroad, 2008) and 13,157 students (0.04%) paid non-resident tuition fees and can be considered out-of-state or international students. The CSU conferred 73,132 bachelor's degrees in AY 2007-08, of which 675 (0.009%) were in foreign languages. Eighteen thousand four-hundred sixty-three (18,463) master's degrees were also conferred; of those, 135 (0.007%) were in foreign languages.

The CSU employs 47,124 full-time faculty and staff members of which 24,066 are faculty members, 62.1% of those in tenure track positions. There are 1,540 managerial employees in the system comprised of 23 campuses, in addition to the Chancellor's Office (CO), and each campus is charged with serving students in its geographical footprint. Eleven of the 23 campuses have at least 25% Latino enrollment,

making them Hispanic Serving Institutions (HSI), and thus qualify for Federal Title V funding.

Table 3
CSU Summary

CSU System Facts	
Annual Budget	$4.837B
Campuses	23
HSI Qualified Campuses	11
Enrollment Demographics	
Enrollment	433,054
Undergraduate	360,618
Post-graduate	72,436
Non-resident	13,157
Female	58%
Male	42%
White	35%
Black	5.7%
Native American	0.5%
Asian	16%
Latino/Hispanic	25%

Language Study	
FL Major Declared	2,534
Study Abroad (sent)	775
BAs awarded	73,132
BAs in FL	675
MAs awarded	18,463
MAs in FL	135
Employees	
Faculty/Staff	47,124
Faculty	24,066
Tenure Track	62.1%

All campuses look to the governor for centralized funding, and the $4.837B annual budget is distributed from the CO according to the enrollment of Full Time Equivalent (FTE) students across the system; 51% of that is used for employee compensation, and 24% for enrollment growth. Each FTE is funded at the rate of $8,152, with 1/3 of those funds going toward PELL grants and other aid packages. Key initiatives

in the CSU over the time period related to this project were to restore funding for information technology, develop a digital marketplace for courses, restore tenure-track faculty lines to achieve 75% TT over the next 8 years, and expand a pilot program of immersion programs in critical languages including Mandarin, Arabic, Korean, Persian/Farsi, and Russian (California State University, 2008). The VLLJ project was part of a system-wide initiative in the 2000-2002 academic years and was refunded in 2007-2008 to renew efforts at developing fresh collaborative ventures with other system campuses through a Transforming Course Design initiative.

Most of the 25 students who enrolled in Spring 2010 were traditional 18-22 year old college students. None of the students were graduate students. The group included five students who had just returned from a one- or two-semester study abroad experience at one of several Japanese universities; three more took the course as a preparation for a study abroad experience that began after the course started in January. They left for Japan in mid-March, and were able to work ahead through the content prior to leaving. While they engaged with diminished amounts of synchronous experiences in the course, their immersion experience in Japan allowed them to continue their language development, arguably in an enhanced experience. They continued to participate in the asynchronous course requirements. Twelve were juniors or seniors without college level study-abroad experience; two were sophomores who had traveled extensively in Japan or had a year of high-school study abroad experience there. From the above groups, six were heritage-learners with no literacy, just oral knowledge of Japanese. Two non-traditional students between 36 and 32 years old were military veterans who had served in Japan and wished to deepen their knowledge. One student planned to work with Homeland Security

Agency as a Spanish-Japanese specialist after graduation. Finally, there were two native speakers who enrolled in the course. One student was completing his degree at CSUMB and the other was an exchange student who had strong connections to the student group that had just returned from a year abroad at her college. One online student worked for a software development firm and moved lunch breaks to attend the class virtually; he had enrolled in and completed two other courses offered through CSUMB via this mode, as they met his available schedule well, and his motivation was high. This was the only way for the student to accumulate enough units to accomplish the Major in Japanese. The course meets one of several requirements for the major. During this semester, four of the participants joined the class exclusively online; the last time the course was taught, in Spring 2008, there were 8 students who attended synchronous sessions online and 12 who joined face-to-face.

Goals of the Course

The development group, named previously, arrived at the following goals for the course they created. The defined goals of the first course developed under the VLLJ funding period were multifold. The main goals were language learning related, of course, and called for the student to develop culturally appropriate communication skills in both spoken and written Japanese and to gain an understanding of the structure of Japanese language. Additionally the course sought to help students develop an understanding of Japanese culture, as is seen in the following excerpt from the course syllabus under goals:

- To develop culturally appropriate communication skills in three modes of communication (Interpretive mode: listening and reading; Interpersonal mode: speaking and writing; Presentational mode: speaking and writing).
- To develop accuracy in speaking and writing communication with appropriate grammar and syntactic structures.

- To develop an understanding of Japanese culture (Perspectives in Practices and Products). (See Appendix II for full syllabus).

The course design entailed an outcomes based curriculum with assessment tied in at regular intervals to determine if the outcomes were being met. The instructional approach would be content based, and task oriented, stressing discovery learning styles when possible. Of course, attending to learning styles was also desirable. Finally, the course design required the development of a tool that could track student learning processes as they moved through the units and sections. Specifications for that tool are provided later in this paper.

The thematic content selected for this course was Geography. Thus, the course outcomes specify that at the completion of the course, the learner will be able to:

- Describe geographical locations of Japan
- Describe geographical characteristics of Japan
- Explain the climate of Japan and its relationship to culture
- Explain population, family composition, age distribution in Japan.

Source materials for content were identified from various sources ranging from elementary- to high-school level textbooks used in Japan and other sources that incorporate current statistical data, for example 日本国勢図会、国民生活白書、and ジャパンアルマナック等 (*The Japanese National Census, The White Paper on National Life* and the *Japanese Almanac*) and various web-resources; the bulk of materials are authentic materials with attention paid to appropriateness for their intended authentic (Widdowson, 1998) pedagogical purposes. Utilizing resources such as these allowed much of the content provided to the students to be graphic or chart driven, so that there would be rich input--more than just text for students to interact with--at the heart of each

unit. In the following screenshot, Image U2P4, *Climate Zones*, the learner is asked to interpret from the image information the student had been exposed to about climate zones in the previous page. It simply scaffolds the information and pre-existing knowledge, and begins to ask for interpretation of the information. This is building toward a more in-depth exercise interpreting information from graphics later in the unit.

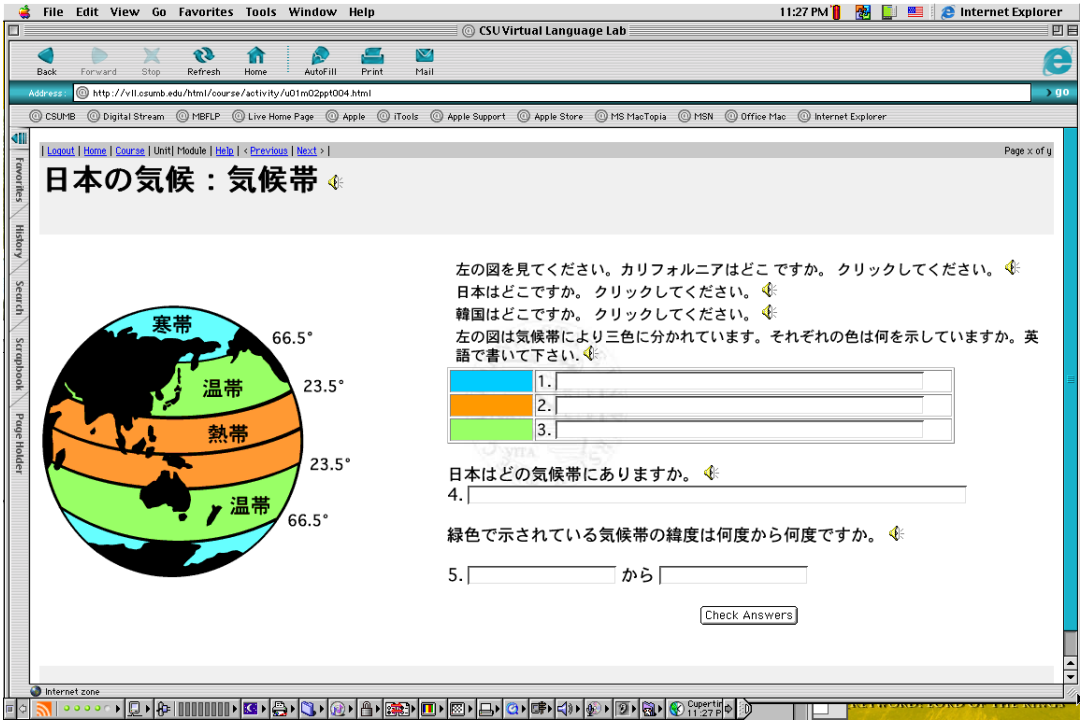


Image U2P4, *Climate Zones*

A primary consideration for the course was to ensure that clear outcomes and expectations were communicated to the students. Each unit starts with a clear statement of outcomes in the L1, as seen in Image U2P2, *Module Statement of Outcomes.* The information is provided in the L1 and L2. Additionally, all of the text has been recorded as an audio file that can be played back if the learner wishes to hear the pronunciation. Students are also encouraged to use glossing tools such as *RikaiChan* (see Appendix I, Software and Applications for details) to support vocabulary and reading strategies.

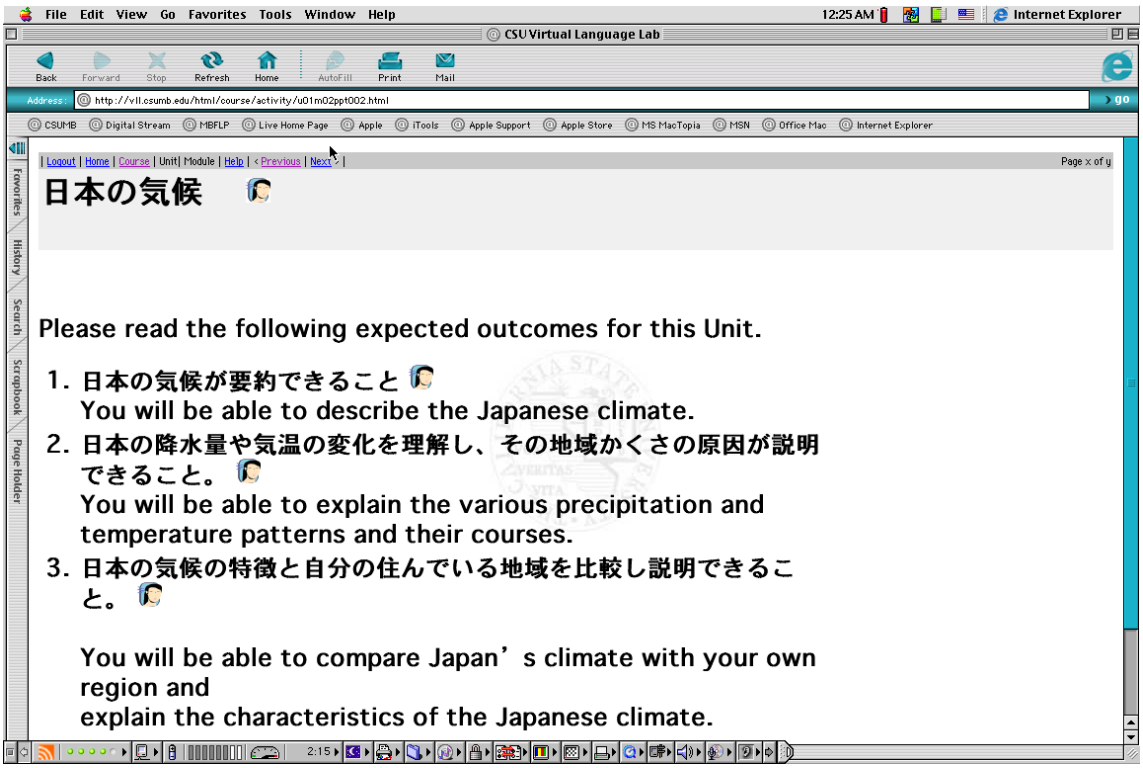


Image U2P2, *Module Statement of Outcomes*

Another goal in the process of materials development was to align the assessment at the end of each unit with the previously stated outcomes. Students are introduced to the content for each unit in the order of the defined outcomes in that unit. In the sample lesson described in Section IV, the tasks are explained in item 2 from Image U2P2, *Module Statement of Outcomes*, above.

Task oriented activities were designed for the materials and course content in order to encourage motivation for participation and engagement. For example, students are asked to access various selected websites and explore various festivals or foods one might encounter during various seasons and then identify and explain which month they might want to visit Japan. Guided discovery learning activities are embedded throughout the lessons. The following image shows a guided learning interaction where the learner is asked to visit one of several external webpages that have been selected by the course

designer, review the content there, and provide input on the information and pages the student visited there. Notice that the student output on Image U2P13, *Guided Discovery Learning Sample* is collected to a database that tracks student interaction and progress over the asynchronous materials as shown below in Graphic II, *Student Stats II*.

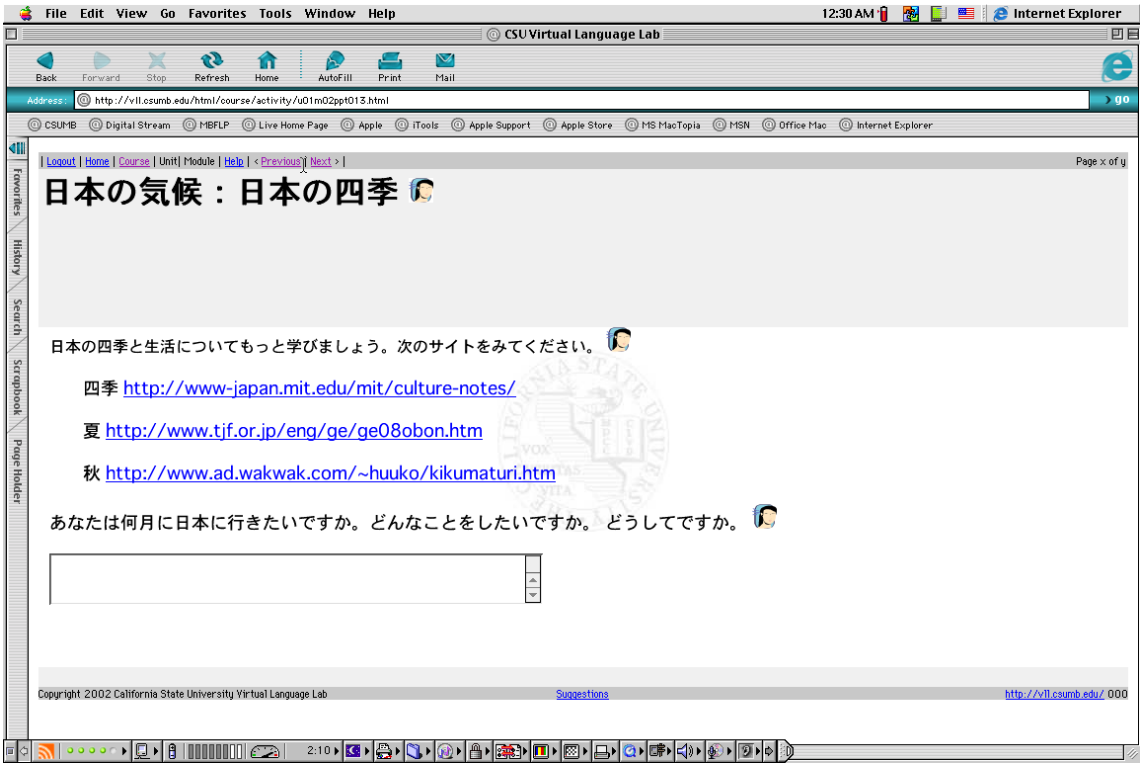
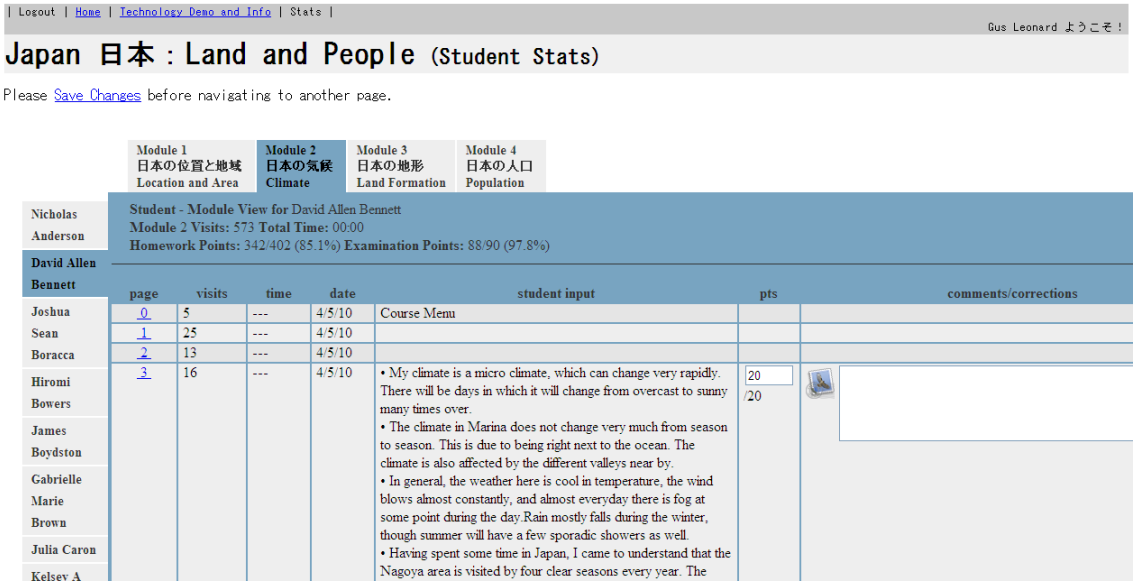


Image U2P13, *Guided Discovery Learning Sample*

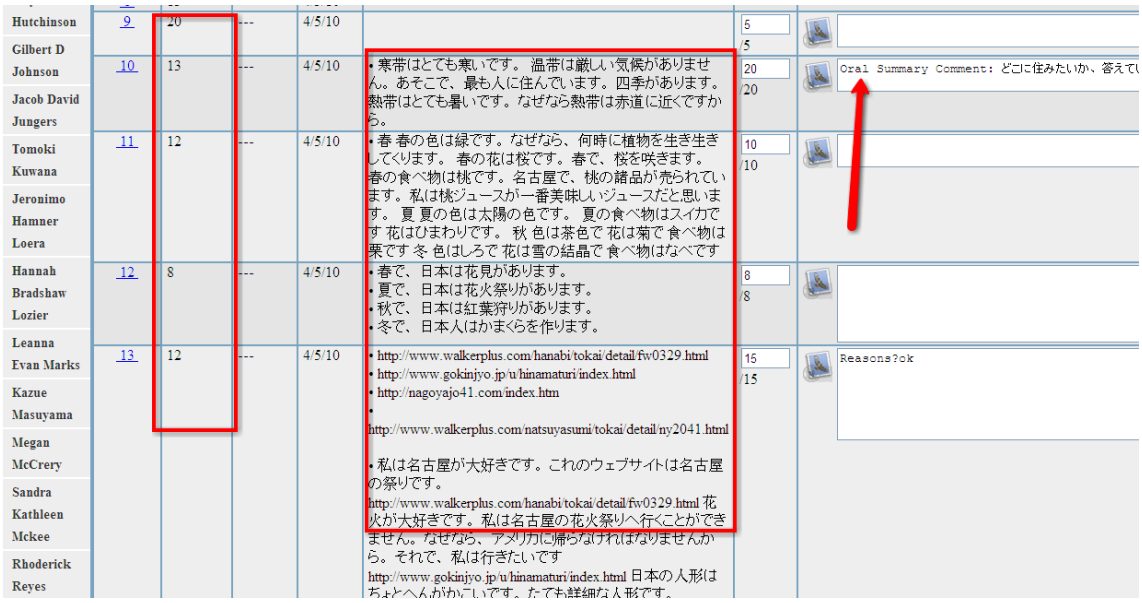
Another major characteristic of the course design was to include a feature to track the students' learning process. While students are learning asynchronously, the instructor can develop an understanding of various areas each student might be having difficulties with, and this information can assist the instructor to design follow up activities for the synchronous sessions. The following graphics, Student Stats I and II, present a view of the tracking system that was built to gather information on student interactions in asynchronous modes. The tool tracks how many times the student visits the page, what

input the student enters on the page in the text fields and with various interactive exercises, and cumulative points earned, and provides a feedback interface for the instructor to comment on the activity. The layout allows the instructor to move between the 4 modules tracking the same student or within one module to compare how other students have done. The detail from page 13 reveals the student has reported on the content and detailed what was engaging there before the synchronous class met, so the instructor will be better prepared to shape the day's lesson to meet the student's needs.



Graphic I, *Student Stats I*

In the next image Graphic II, *Student Stats II*, the red boxes indicate student interactions and input. The arrow marks the feedback tool. This interaction is from Module Two, Unit One, which is the introduction to the materials that will be reviewed in depth in the next section.



Graphic II, *Student Stats II*

Course Format

The content developed in the VLLJ phase is now offered in the CSUMB course catalog as JAPN380, *Japan: Land and People* and is described in the CSUMB catalog as follows:

> "Introduces the language and culture of Japan in a thematic approach. Selected topics are geography, climate, population, and industries. Designed to develop Japanese language skills and introduce various aspects of Japanese culture related to course topics using technology and web-based materials. Hybrid course of synchronous and asynchronous learning." (http://schedule.csumb.edu/classes/fall2009/JAPN/descriptions#JAPN380)

The course is designed for a total of 60 hours over 15 weeks as a 4 credit course. It meets twice a week for 100 minutes. The format of this course is a combination of both asynchronous and synchronous. Students access online materials and learn at their own pace and then they meet via internet technologies or physically to join a synchronous-virtual classroom to interact with the instructor and their peers in real time. In these

synchronous sessions, some students meet face-to-face and others participate entirely through CMC.

The students this course intends to serve have completed 2 years of Japanese or are ACTFL Intermediate-Low or Intermediate-Mid level students. Ideally, the students have completed the initial sequence of the Beginning and Intermediate courses, as well as the introductory course at the advanced level, JAPN301 (5 courses total).

It is also important for students to have basic computer knowledge and skills in order to take this course, and as all high school students in California are required to complete technology courses in middle and high school, most students are able to meet those criteria.

Content Delivery Sequence

The intended delivery sequence of course content provided synchronous and asynchronous session time for the students. The expectation was the student would work for two hours prior to class meeting time completing various self-paced learning activities defined in the online ‘course book’. The ‘course book’ materials were built on a homegrown database system that allowed the instructor to view time on task, number of times the student viewed the materials, student input (if any), and provided a navigation aide to move linearly through the exercises. The instructor could check into the database at any time to monitor this progress, as well as be available during office hours to assist the student.

During the two 100-minute synchronous class sessions each week the student had the opportunity to interact and communicate with the instructor and classmates through voice and web-video conferencing tools. The instructor, having already observed the

students' progress before class could allocate time more effectively to focus on problem or difficult areas, develop group and pair activities to support the content addressed in that unit, and provide clarification for students. This process was repeated throughout the 15 week semester (see Image III, *Content Delivery Sequence).*

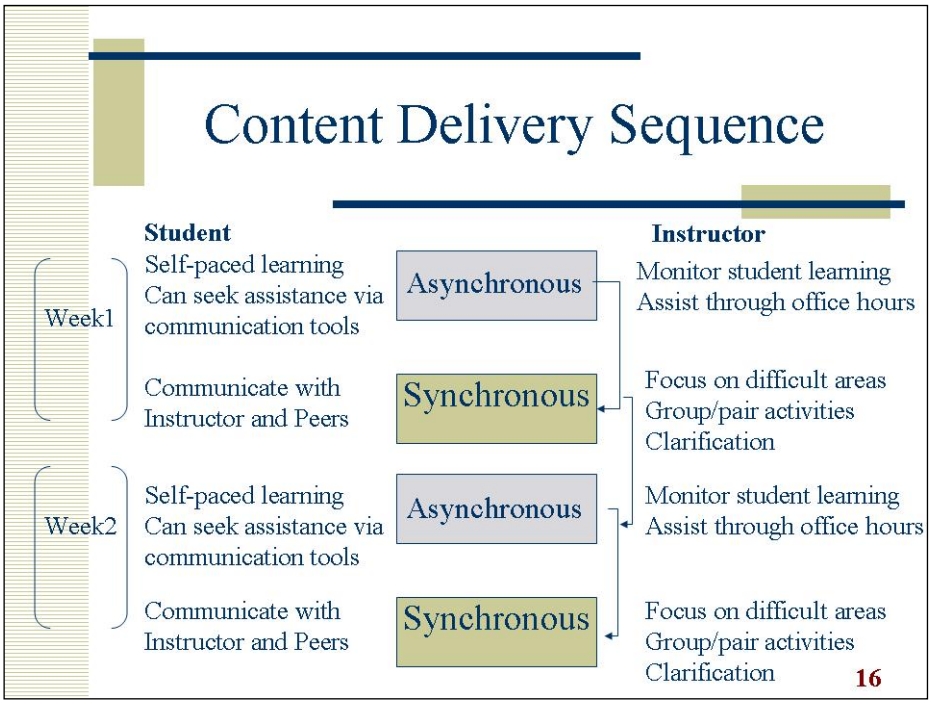


Image III, *Content Delivery Sequence* (Saito-Abbott, Pusavat, and Leonard, 2002)

Learning-Sequenced Tasks

Saito-Abbott (2004) explains that a seamlessly sequenced series of tasks is critical to successful learning and sustained motivation. The lessons in JLP are modeled along the 5-step process used in the CSUMB lower-division language courses as follows and a relationship to the MPs described above on pages 5-17 can be observed.

Step 1: Setting the Stage. First, the instructor entices student interest in the theme by introducing a familiar topic or theme through a video clip or other engaging medium. Saito-Abbott suggests students will usually engage in tasks more readily when it is something to which they can relate. This aspect of motivation ties in well with

methodological principles (MPs) 1 and 2 that are related to activities, and MP 10, the needs of the learner. Similarly, the media and subsequent discussion address MP 4 regarding rich input.

Step 2: Input Activities. Using the same materials, the instructor provides simple receptive tasks (comprehensible input) for acquisition of new vocabulary and grammar. This step attends again to tasks and active learning in MPs 1 and 2, rather than explicitly focusing on a language feature or didactic element; the step also addresses MPs 3 and 4 on input, as well as the learning processes in MP 8, respecting the learner's pace, and the learner himself, in MP10. While Saito-Abbott's overview does not specify this, it would stand to reason that the activities in this step would also encourage inductive learning, MP 5, as the activities involve comprehending new instruction or direction, but not necessarily having to produce it yet.

Step 3: Guided Practice. Following the tasks in Step 2, the teacher encourages student language production. There is a focus on students' learning to produce new lexical items and forms of the items that are more likely to be needed to perform the outcomes; these activities follow MPs 1, 2, 3, 4, and 8, as well as provide opportunities to focus on form (MP 6) and receive negative feedback (MP 7).

Step 4: Independent Activities. In Step 4 the instructor provides tasks similar to the final assessment tasks with minimal assistance to prepare students for Assessment in Step 5. Again, there is a focus on task in this step, as well as attention to the learning process as in the previous stage; additionally there is a focus on cooperative learning to accomplish the final task, in accordance with MP 9.

Step 5: Assessment. In this stage students demonstrate the outcomes designated

in the unit. The assessment is actually the completion of tasks that demonstrate the student has achieved the unit outcomes. The student performance on the tasks is then reviewed by the instructor in order to assist in the sequencing of the next unit and to develop strategies for continued effective and successful instruction.

Saito-Abbott (2003) argues that the coordinated and incremental organization of tasks through these five steps assists with the vertical and horizontal articulation or alignment of the courses within a given program. The approach is also argued to minimize the "marathon effect" (p. 135) where students' progress or learning plateaus become more distinct as learners spread out over time across the proficiency spectrum.

Approach

A thematic unit approach was used to address the content of Japan's geography. The course was organized into four modules under the title *Land and People of Japan*: Module 1: Location and Area of Japan; Module 2: Climate; Module 3: Land Formation; Module 4: Demographics.

Each module includes several units; for example, Module 2 includes 7 units. Module 2: 日本の気候 (Climate of Japan); Unit 1: 気候帯 (Climate Zones); Unit 2: 各地の気候 (Overall Climate); Unit 3: 日本各地域の降水量と気温 (Regional temperature and precipitation in Japan); Unit 4: 桜 (Cherry Blossoms); Unit 5: 読解 1 読解 2 (Reading 1 and Reading 2); Unit 6: 文法と表; 現(Grammar); Unit 7: 復習とテスト (Review and Unit Exam). Units 1 to 7 are sequential and increasingly difficult and each builds from the previous lesson. The students are encouraged to study the materials in order, and while they can access any page at any time, the navigation design delivers

each page in order. Unit 1 typically starts with very easy content and the vocabulary necessary to understand the next lesson. Units 5 and 6 are related around the final outcomes of the module. Each module is built on a design to provide the student with a learning sequence, similar to what is reviewed in the above section on Course Format (p. 28).

During the course development phase of this project, the instructors were creating new content that did not have an accompanying textbook or workbook, and the Internet was chosen to publish and distribute their work. The development process was fairly simple. The content authors, Saito-Abbott, Pusavat, Kitajima and Nomura, developed units and modules in PowerPoint and the lab directors and staff, Stromberg, Leonard, Jorth and Winters, converted that content to HTML using Adobe Dreamweaver, a popular webpage editor, and NJStar, a word processing application that works well between the various encoding schemas for Japanese. Following that initial content development sequence done in straight HTML and testing of materials with a student group, the materials were revised as needed. Subsequently, the interactive exercises were moved into Flash scripts, and all the materials were converted into a Unicode-friendly Php/MySQL database system that was written to address the following requirements: a) Allow students and faculty to monitor student progress; b) Provide immediate feedback; c) Allow integration of asynchronous materials with synchronous course events; d) Provide learning material management system; e) Allow authenticated access to course materials; f) Allow for eventual instructional effectiveness assessment; g) Handle Japanese + other character sets (Unicode); h) Collect wide range of learner interaction

data; i) Be scalable; j) Display a variety of interfaces for students, instructors, TA's, administration, researchers, etc.; and k) Analyze integration of asynchronous materials.

Observing a lesson

Class meeting physical organization

The face-to-face students who gather on the CSUMB campus meet in a small classroom set up with desks arranged in a horseshoe pattern with an additional row of desks across the front of the room. The desks are 24 x 30" in size and allow a student to have a laptop computer, as well as various books arranged in front of the student. Twelve of the face-to-face students provide their own laptops, including both Apple and PC operating systems; the technician prepares 8 tablet style computers for each session for students who do not have their own laptop computer for the class. The tablet computer allows pen-based input, in addition to 'normal' input, and some students use this for some small group whiteboard exercises. All online participants provide their own computer, headset and webcam. There are adequate electrical outlets in the room; however, for safety, four extension cords and power strips are set up before the class starts. If there were an emergency during class that required evacuation, there is too much danger of students tripping over tightly stretched power supply cables.

The classroom's instructor station has an Apple and a PC computer, as well as a set of cables for connecting a laptop to the projector and sound system. The instructor usually connects to the system using a laptop computer with a webcam, as there is no webcam in the classroom computer, and uses a wired network connection. The sound system is not used, as that creates echoes and other feedback over the system. The online students who join the class can be seen on the projected image from the teacher's

computer, as well as on each participating student's computer, through the Adobe Connect Pro interfaces used during the lesson if they choose to turn on their webcams. Several students in the face-to-face classroom also enable their webcams, and an additional laptop based webcam is enabled by the technician to provide a flexible view of the entire classroom for the remote participants. That camera is moved by a technician, student or instructor on occasion if there is significant, extended in-room interaction. Two separate wireless networks provide robust coverage for the classroom, and even with 20 users in the classroom and potential other users within range to use the access nodes, the campus network staff have verified approximately 30% of the available bandwidth is consumed during a normal class session, even with the volume of video and audio distributed in the session.

Instructional Sequence—A Day in the Life

At this point this paper has reviewed theory, tools, and content that is used in this environment. But how does it all fit together? This section describes a sample 80-minute synchronous instructional sequence from the perspectives of the teacher, student and technology support person. The content covered in this slice is selected from Module 2, Unit 2, JLP site pages 23-29, in week 6 of the 16-week semester. Time counters are provided to break the instructional time into shorter chunks in order to facilitate understanding of how techniques, roles and interactions change through the sequence. Methodological Principles (MP) will be identified by number; Face-to-face (f2f) are distinguished from Online (OL) students.

For clarity, the following Table 3 summarizes the instructional sequence and flow of the general activities being undertaken by the teacher, students and technician, if

applicable. The Narrative of Instructional Sequence below provides more detail as well as insights on the specific MP and TLTT employed.Table 4
Instructional Sequence and Flow

Time	Instructional Goal	Teacher	Students	Technician
-15	Preparation time	Reviews asynchronous student work	Begin to arrive	Logs into system Sets up classroom
-5	Get ready	Logs in	Log in	Support as needed
0	Warm up	Greet, review recent content,	Respond as directed	Support late comers
15	Authentic material comprehension check	Play clips, check comprehension, identify key content/vocabulary	Respond as directed	Monitor
35	Small Group Activity	Assign task, monitor progress	Participate in group	Assist group assignments
45	Review & Introduce new materials	Guides review of map; introduce data points for map	Respond via voice and text-chat	Monitors
55	Small group activity	Model activity; provide instructions, monitor groups, respond to requests	Role play	Monitors
70	Lesson Recap	Elicit summaries, Review homework	Respond appropriately	Monitors
80	Lesson Closes	Log out	Log out	Stop recording, forward transcript and upload

Narrative of Instructional Sequence

T-15: The technology support person logs into the Adobe Connect Pro (ACP) interface for students to log in. This interface serves as the virtual classroom environment. The class has used the same link for the course all semester, and the text-chat content still appears from the previous session. He sends that to his email and will forward that to the instructor in case it has not been uploaded to the Learning Management System yet. He

posts a simple graphic file, composed in PowerPoint, in the ACP “Share Web” interface to remind students to conduct the connectivity test and run the “Audio Settings Wizard” before class starts and sets up a second laptop on the desk where the teacher will sit for the class so she has a view of the student view at all times. He also enables the webcam on this station, but disables the microphone to avoid audio feedback. He notices that at 7 minutes before class only 15 of the 25 students enrolled in the class have arrived and are ready to begin. Ten students are in the physical room (F2F) and the rest online (OL). They are mostly text and audio chatting idly in English (L1) and getting ready for the weekend. At this point in the semester the users have developed some skills with the ACP interface and are set to ‘Participant’ status, so they have full webcam capability when desired without needing to make a special request.

T-5: The instructor has logged in and is running the “Audio Setup Wizard”. The instructor had a prep period the hour before, and was able to review the latest student postings to the discussion board and pre-readings and activities on the VLLJ site, as well as review the recordings on the last NanoGong (online oral) summary activity. She also selected two student recordings for uploading to ACP for playback during class, as well as 2 video clips, of which only 13 students have already viewed, according to the Learning Management System. Eight students looked over the video transcriptions and vocabulary sheets. She now turns on her webcam and appears alongside 8 other faces. Students continue to arrive both virtually and in the CSUMB classroom which is arranged in a horseshoe with the teacher station and projection screen at the front. The back chat quietly fades out. One OL cannot start her webcam and text-chats that she is

leaving to go to a public computer lab. She will arrive back about 5 minutes after class starts.

T-10: The technician starts the session recorder in ACP. All text, video and audio will now be recorded and made available after the session for students to review. The teacher switches ACP to "Big Web Cams" interface and orally welcomes everyone to class. The students respond in chorus, as is typical of Japanese classes. She calls roll orally to ensure students have their microphones enabled and are ready to use them. All students respond orally; some of the OL and some F2F also use text-chat to respond.

The instructor comments that some of the students have adopted pseudonyms as they logged into the session today. She comments on the weather outside today and yesterday and invites two F2F and one OL to orally describe in L2 the weather where they are and hypothesize what it might be like where they are from. All students are asked to text-chat their opinions on the weather and compare those responses with where they are from. There is L1 and L2 side talk between F2F students as they type their comments. During side talk, nothing is heard from the OL participants, though two participants are in the same remote location and their lips can be seen moving, and the OL participants don't hear anything from the F2F group except from the front row where the teacher's microphone picks up the sound. Small text comments are seen from the faster typing students as the text input continues to display to everyone. Most respond as requested by the instructor. In turn, some OL and F2F students are invited to read aloud the text phrases and the teacher recasts errors in pronunciation or text input of *kanji* (Chinese characters) or *hiragana* or *katakana* phonetic alphabets. This type of interaction occurs regularly through the class session.

OL and F2F students revise their text-chat as the recast continues. One OL's text invites probing on her *kanji* character that has some political overtones and a short oral conversation develops between teacher and OL. The student with the camera problem reenters the session and the teacher conducts an audio check with her by asking directly about the weather. The technician, who has been monitoring the audio connections from the front corner of the room so he can easily view all F2F students and access the instructor's location, also sends a private message via text-chat offering additional technical support. Because ACP allows for multiple views, the text-chat is available at all times to all users and does not interfere with concurrent audio-based communication. There are several layers of communication occurring in this session: written text-chat from all participants, voice from teacher and participant to all participants, video streams from 7 sources, and oral between participants in the same location that may not be sensed by all participants.

T15: Teacher launches a video clip within ACP "Web Sharing" layout. Synchronized playback in ACP allows for stopping and starting so the OL and F2F students are paced together; teacher pauses during playback to check on general gist comprehension by identifying and repeating some key phrases and invites suggestions for meaning via oral or text-chat. The vocabulary list from the JLP course site is pasted into the text-chat window and students can draw on that for new or specific terms as they begin to describe the events they see. A typical pattern is that both the OL and F2F students respond reluctantly at first and then with more enthusiasm or sense of volunteerism as the lesson proceeds. The recent study abroad returnees hesitate perhaps because they don't want to dominate the session. The students from the lower division

are quiet. This time, one F2F student offers a quiet comment. He is rewarded and drawn out. The technician sends a text-chat reminder to all students to turn on their microphones. The teacher notices and repeats the reminder in Japanese. An OL student submits a text comment about the video. It's read aloud by the teacher and approved orally with a recast on the verb phrase with particle use. As a full class they continue to review selected parts of video clip and develop an understanding of the gist of the clip. The clip features an international group touring northern Japan encountering various culturally specific foods, events and locations and a blizzard, which is not a common experience for Californians. The open-ended questions from the teacher ask about the students' personal experiences with snow and cold. Through the video streams students can see other students nod and shake their heads as they agree or disagree.

T35: The teacher starts a review of the climates and regions of Japan performed as a small group activity in groups of 5 students. Note that groups can be comprised of all F2F, all OL or mixture of each with random grouping in Adobe Connect Pro. The teacher considers possibly reassigning groups for some students to balance learner levels and face-to-face and local learner groups. Teacher sends a link to JLP page for students to review their own input from the most recent quiz and asks students to copy and paste their responses completed before into group's text-chat window. Within the group the students read aloud and review content; the teacher monitors from group to group, listening and following oral conversation and text-chat. Most students read their own content; occasionally another student may correct a misread character. In the small groups there is more oral output and interaction between students than in the larger classroom. F2F and OL students take turns speaking. Students still rely on written text to

read from. A few students use the *Rikaichan* extension to read their own writing. One student looks to his notes in the course packet regularly. All are speaking in L2 at the start of the breakout, but start to use L1 as the group work continues.

T45: End breakout sessions; come back to the full classroom. The instructor introduces a new content section to all students by displaying a familiar graphic that features average temperatures and precipitation for a given region of Japan. The students should have reviewed this section before class, and most of them had, according to the database. The instructor elicits descriptions via text and voice, changes the graphic to new content; again elicits descriptions via text and voice. The instructor changes to a new graphic from another region with more data points, and elicits descriptions via text and voice. The goal is to draw on students' recent exposure to the regional climate differences in Japan developed in unit 1, and now begin to tie that to an understanding of precipitation and temperature patterns in Japan that affect the way culture is expressed on a regional level in products, practice and language.

T55: The teacher prepares for small group activity with instructions and a model of the activity and assigns tasks for group members. She sends participants into small groups, launches web-content to the groups; students begin role play and problem solving. The teacher monitors progress and encourages participation, provides feedback and responds to text and oral questions and assistance requests. Toward the end of the planned period, the instructor sends a text message to all groups to begin to wrap up their work and to copy notes from the text-chat and note pad areas from the breakout session to another document so they can refer to them during the next segment of the session. The student talk fades away as they wrap up.

T70: The teacher ends the break-out session and returns the students' interfaces to the large classroom. She begins to elicit oral summaries from each group about their choices and decisions made in the interaction. One student usually speaks for each group, however groups that had less agreement have more students speaking. The instructor encourages the students to make comparisons between the groups' findings via text and voice. The instructor closes the session with a recap of the day's lesson session and reminds the students about assignments they should complete prior to the next session.

T80: The teacher now stops the recording, and but does not leave the session, while the students remain in the classroom or online and begin to work on various assignments, such as the upcoming sections in the JLP content, the posts and responses that are due for the online forums, or they consult with the instructor. The technician posts a link to the session recording and uploads the text-chat transcript to the Learning Management System for eventual access by students. One-by-one all students and the instructor log out of the session.

Applying the Framework

In this section the Framework for Methodological Principles will be used to evaluate the session described above. The particular methodological principle will be identified first, and examples are provided of how this was attended to in the lesson, with comments on the particular technology that was utilized for the interaction. Further notes will explore how a technology could have been used differently or substituted to attend to the principle more effectively.

MP1: Use tasks, not texts, as the unit of analysis

Aside from the overall tasks inherent to Module 2, built on developing several cognitive processes of being able to describe, list and compare features of the Japanese climate, several smaller tasks were observed in this lesson that are sequenced to develop greater complexity of language. Some examples of this occurred in the first 15 minutes of class, where students were asked to describe or make guesses about the current weather; in the second section, students work together to determine the meaning of the videos they watch; and in the group activity section starting at 45 minutes, students conduct roleplays and participate in problem solving. Teacher led tasks were usually introduced by an oral prompt sent through the ACP tool. Student responses were also provided through the ACP audio connection, as well as the integrated text-chat feature. Students usually learn turn-taking quickly in order to not talk over another participant, as there is no 3-dimensionality in the audio tool that could allow a student to attend to one signal over another. The breakout session capability of ACP enables students to be placed in small groups; however, pair work is not possible in a class of this size, due to the limit of 5 breakout groups in one session.

MP2: Promote learning by doing

Problem-based learning has been criticized for the potential of overwhelming learners, but when the approach to the problem is sequenced, scaffolded and supported, there is great potential for learning. Sequencing is of course, a major function of both the classroom sessions as well as the online materials provided to the students. For example, the small group activity at minute 35, leads into the content section at minute 45. The students will have just reviewed the regions and those characteristics before going into a

unit that provides greater detail on those characteristics. The warm up at the start of class activates knowledge about weather and description before viewing the video clips that engage more deeply with weather and description of where each student comes from. This leads well into an online forum assignment for each student to promote their own town. The technologies that attend well to the definitions of this MP are found in synchronous use of the oral and text-chat tools that allow students to negotiate meaning and accomplish tasks, as reviewed above. In the asynchronous activities, the content organized in the LMS allows the instructor to closely follow the student learning outcomes as they are attained; as well, the discussion forums in the LMS encourage students to read and write for meaning, thus using the language they are learning in immediately meaningful tasks. **MP3: Elaborate input**

Elaborated input is the term given to the moderated discourse of native speakers with non-native speakers as they negotiate for meaning during task completion (Doughty and Long, 2003, p. 59). It can also be provided for through elaborated texts in the asynchronous stand-alone environment.

In this lesson both instructor-student and student-student interactions were developed around task completion. In the warm-up section, the instructor utilized student output in the oral and text-chat interactions to recast the utterances, paraphrase them, and connect between students who had not yet participated in the interaction.

For example, at Time 7:20 the instructor asked one student about what she thought about the food in the video:

S: じゃっぱなべがおいしそうだと思いました。
[I thought the Jappanabe (soup dish) looked delicious.]

T: おいしそうだった。

[It looked delicious. (confirmation of student statement)]

S: はい。
[Yes.]

T: なにがおいしそうだった？
[What looked delicious?]

S: あのー、魚がすきですから、ちょっと食べてみたい。
[Well… I like fish, so I kind of wanted to eat it.]

T: 魚がすきだから食べてみたかった。
[I like fish, so I wanted to try eating it.]

This interaction, conducted orally, allowed the student and teacher to negotiate meaning, identify what was unclear, and deepen their understanding of what was appealing to the student.

During the small group activities, the students utilized role play to identify resolutions for problems. Their communication occurred through voice communications supported by Adobe Connect and textually recording (typing) responses in either note Pods or in the group text-chat Pod to share out with the larger class after the exercise had concluded. Because there was no 'correct' answer, there were multiple responses possible.

Note that in this lesson, text-chat is heavily relied upon for interaction. While this can assist with learning related to focus on form, Doughty and Long (2003, p. 60) raise concerns about depending too heavily on text-chat to accommodate the principle of elaborate input, and suggest that not enough is known about how text-based turn-taking among multiple participants is negotiated. However, in the case of the JLP course, the instructor tends to reply orally to student text-chat output and attends to statements one by one. Often she will highlight the phrase or word that needs attention so all students can see it and then ask the student or the group to respond to the detail.

It was observed that students tend to use more oral interaction in the small group sessions than in the full classroom. In the breakout sessions the interface is set up to provide a whiteboard, text-chat and notes area, in addition to audio and video support for all participants and some of the students gravitate toward using each of those tools to participate in the breakout session.

MP4: Provide rich input

This principle establishes that rich input for adult learners should be provided from sources that can provide linguistic complexity, as well as quality, quantity, variety, genuineness and relevance (Doughty & Long, 2003, p. 62). The background materials the students were to have reviewed before class provide input from text and audio sources that are scaffolded in organization so that new concepts and vocabulary are reviewed in new ways each time, and connect to deeper meaning over time. The original sources for most of these course materials, such as the graphs introduced at the 45 minute new materials introduction and the video with supporting transcript and vocabulary materials, are real-world materials, but supported in presentation so as not to overwhelm. The web-search tasks are designed around preselected web-pages in order to provide rich input that is learner-level appropriate. Additionally, from the multiple modes of communication available to the learners and instructor at the same time, there are various ways to address this principle. Text-chat can be responded to with voice, and vice versa; the whiteboard can be used to draw a relationship or location rather than trying to describe it; or a previously identified web-page can be opened up to everyone to engage more detail and attend to multiple learning styles such as visual, aural, and verbal. After the live class session, the Moodle forums provide input from materials other students have developed

to attend to the same task, and thus can provide for the student to broaden his engagement with the materials and task.

MP5: Encourage inductive learning

In adult learning, overly explicit analysis of language has been shown to interfere with the development of deployable language ability in spontaneous interaction (Doughty & Long, 2003, p. 63). It is suggested that 'chunk learning' be encouraged to develop these skills (Ellis, N., 1998; Schmidt, 1995). The nature of the synchronous oral communication that occurs in this classroom challenges the limitations of traditional online, asynchronous learning environments. At higher levels of proficiency, examination for features of spoken discourse, such as turn-taking and coherence devices, can identify the internalization of memorized chunks (Taguchi, 2007). In this lesson students worked with information rich graphs, and were given communicative tasks to interpret them in a meaningful context, such as the precipitation graph below. They were given feedback from the instructor and classmates about their attempts to understand and explain the information.

Outside of this lesson and related to assessment of the students' progress through the course, each of the course modules contains several longer reading passages which employ the reading recall protocol (Bernhardt, 1983). The reading recall protocol is an essay-like instrument scored by summing discrete propositions recalled correctly (Chun & Plass, 1996). It has been shown to emphasize process over product, and to focus on communication of larger concepts between the reader and text, and not on discrete interpretation of meaning or vocabulary. At other places in the course, learning strategies are suggested to assist learners' responses to longer statements and questions. The

reading recall protocol sections are delivered through Moodle, because Moodle can restrict access to a resource based on time, so students cannot view materials in advance of the instructor's schedule.

MP6: Focus on form

This principle encourages the learning environment to assist the learning in attending to linguistic detail—to encourage noticing—while the learner is engaged in meaningful communicative tasks. Doughty and Long (2003) identify challenges with employing recasting as a practice in asynchronous distance learning environments (p. 64); however it is used frequently in the JLP course, as seen above in the warm up session, and the first small group exercise, as are techniques such as input enhancement by highlighting text from text-chats, which can also be orally commented on.

An example of this blending of spoken and text-chat interaction and recast occurred during this lesson while students were reviewing vocabulary terms. The instructor led the interactions orally, but the students were instructed to reply through the text-chat tool.

> T: 気候帯の種類を書いてください。では、はい、気候帯の種類を書いて出してください。チャットルームに書いて出してください。気候帯の種類、どんな気候帯の種類がありますか。
> [Instructor (orally):Write the variety of climate zone. Now, yes, write and submit the variety of climate zone please. Write and submit in the chat-room. The variety of climate zone, what kinds of climate zones are there?]
>
> トモキ： 熱帯、温帯、寒帯
> [Tomoki: Tropical Zone, Temperate Zone, Arctic Zone]
>
> ビッキー： 温帯、寒帯、熱帯
> [Vicki: Tropical Zone, Temperate Zone, Arctic Zone]
>
> ジョンウッド： 温帯、熱帯、歓待
> [John Wood: Tropical Zone, Temperate Zone, *Welcome]

T: トモキ、ビッキー、おー、がんばりカードだね。
[Tomoki, Vicki, I give you the 'hard work' award.]

Ss: ハハハ
[Ha ha ha (laughter)]
T: ウッドさんもいいです。ウッドさんの「かんたい」、漢字がちょっと間違ってるけど。
[Mr. Wood is good, too. However the Arctic Zone *kanji* character is a little different.]
[No response from student. Teacher changes topic]

In the above sample, three students are able to respond to the direction nearly simultaneously, due to the employment of technology. In contrast, if the interaction were simply oral, or in a non-online environment where a student might be asked to write on the board, the participants would be limited to just the teacher and one student. However, in this synchronous, CMC environment, all students can provide output and interact with each other or the instructor, as is appropriate.

The following interaction occurred between the instructor and a student where the instructor was drawing attention to a common student error with indicating time. The interaction occurred orally, and demonstrates the use of recast as a technique to assist the student focus on form. In this sample, there are two corrections. In the first, there was uptake and the student noticed the form and corrected, but in the second correction, the student does not recognize the corrective feedback and simply agrees with what is stated.

S: 冬のときに電車の中にまだ暖かいからです。
[in the time of winter, because in the train it's still warm]

T: 冬に
[In winter]

S: 冬に電車の中にまだあたたかいです。
[In winter, in the train it's still warm]

T: 中に入ると暖かいから
[That's because when you go inside, it's warm]

S: はい
[Yes]

It should be noted that Doughty and Long (2003) indicate that "recasting may not be the best choice for distance learning" (p. 64), especially in the context of asynchronous interaction. In the above examples, the spoken interaction demonstrates uptake, while the written example does not.

An additional strength inherent to the use of electronic texts employed in the JLP course is another aspect of focus on form. Because learners have access to all course texts at all times, the computer allows various lexical support tools such as *RikaiChan* to be employed whenever appropriate by either the student or the instructor. These tools allow elaboration and enhancement of the instructional materials in a natural and integrated fashion. Instructors have noted (Masuyama, 2009) that students are often able to read at levels beyond their proficiency levels by employing lexical tools to deal with unknown *kanji* and appropriate strategies for inferencing meaning.

MP7: Provide negative feedback

While the questions around effect, immediacy and negative feedback remain unresolved (Annett, 1969), there is still evidence that negative feedback is a valuable instructional practice in language learning (Schmidt, 2001). Doughty and Long (2003) identify this procedure as the greatest challenge for distance foreign language education, primarily because of the asynchronous perspective their study takes. However, this lesson, and all synchronous sessions of this course, provides negative feedback in several ways during the lesson, similar to the way it can be handled in a non-CMC face-to-face

classroom. Corrective recast is a commonly employed technique by this instructor and occurred in the warm up, the authentic material comprehension check, and the lesson recap for both the textual and oral output from learners. Learners, too, provided negative feedback for each other while negotiating meaning and making decisions, for example in the second small group activity. Additional feedback for errors in writing is provided by the instructor through the technologies offered in the asynchronous Moodle discussion forums and by the asynchronous Flash-based interactive exercises for multiple areas such as vocabulary and meaning problems from the JLP materials.

MP8: Respect "learner syllabuses" and developmental processes

Internal readiness for language learning, or the ‘learner syllabus’, in various developmental sequences appears to be impervious to instruction, and makes the concept that ‘they’ll learn what we teach them, when we teach them’ impossible (Doughty and Long, 2003, p. 66). Approaching language learning through a task-based approach, such as in JLP, allows the focus of instruction to shift from discrete language units, defined and sequenced by the course or instructor, to meaningful, learner-negotiated collaborative tasks. Thus the learner’s own syllabus is allowed to guide and mediate the instruction. In this lesson the learner was encouraged to engage with classmates, the instructor, multiple sources of information and linguistic input to increase the learner’s ability to articulate and understand the role of climate in Japan and on its language and lifestyles, in relation to the learner’s own. Doughty and Long (2003) highlight the use of ‘focus on form’ which was encouraged in several sequences and recasting which was actively practiced by the instructor. Additionally, this experienced instructor came to the lesson directly from having reviewed each student’s progress and success with the JLP materials through

the database records, so the instructor could adjust attention to certain areas of the content as they moved through. The video section would normally have been introduced during the previous class session, but the support materials had not been ready, so the lesson was delayed.

MP9: Promote cooperative and collaborative learning

Positive effects from collaborative learning have been well documented across many disciplines in general and the facilitative role for language development in particular is well accepted (Gass, 2003). The importance of clear goals for technology-mediated communication has also been demonstrated to help motivate and increase engagement for the learner (Warschauer & Kern, 2000). In this course environment the instructor must take an active role in engaging with the students not present in the physical classroom. Perhaps the greatest impediment to a collaborative experience occurs when classroom students fail to observe good etiquette by turning on their microphones when they speak. This occurred more commonly during teacher-fronted activities than during small-group work, but it is an issue that requires active attention. However the nature of the tasks, such as the role play in the second small group activity, requires students to interact, collaborate and engage with each other's opinions. Typically, the face-to-face sessions enjoyed solid cooperation and engagement; however, some of the asynchronous course activities, such as posting to the forums, were not completed in as timely a fashion by the students. The JLP database system, however, features a 'status' link, so students could check their progress and grade assigned by the instructor and this was a feature used by all on a regular basis. Students would often ask about it at the start or end of class time, although it was not addressed in this lesson.

MP10: Individualize instruction

Tailoring instruction and tasks to the individual can attend to individual goals, interests, motivations and styles and strategies. In the lesson the instructor applied this methodology in a few key instances. The warm up in the first 15 minutes attended to the circumstances of each particular learner. Output was welcomed from the mode preferred by the student—text-chat was as acceptable as oral production. Each student's output was observed and included in the discussions along the way, and, in the case of text-chat utterances, perhaps better attended to because it was seen by all students. From the JLP database, the instructor came prepared for the lesson knowing which sections had been completed by which students and which had not gone as well, so additional attention could be brought there. The students' previous work was integrated into the small group work at minute 35, and each student could review his previous work and continue from that point. The follow up activity for this lesson in the JLP materials includes a short writing exercise and a creative writing piece about the learner's chosen location. Of course, this is completed asynchronously, so the learner can pace the activity himself.

Discussion

This paper seeks to validate the design of the synchronous online course *Japan: Land and People* by considering it through the framework of methodological principles for TBLT which contribute to an optimal psycholinguistic environment for language learning. In the section above it was shown that all of the principles were met at one or more points in the lesson. In that sense, the design and instructional implementation could be interpreted as consistent with the framework and therefore that the course does provide the psycholinguistic elements necessary for language learning.

Because we can demonstrate that the various methodological principles were attended to, we need to evaluate along other criteria as well. It should be observed that Doughty and Long do not prescribe a frequency rate for these principles that would define a "more optimal" or "less optimal" level of psycholinguistic environment for distance learning of languages. We have established that all elements are present in this course. However, in the future, developing a rubric for evaluation and a method to ensure inter-rater reliability would be an appropriate next step before using a tool such as this to evaluate a course or learning environment.

The JLP course models content development through an inter-institutional approach, seeking to bring instructional faculty together and encourage course development that can meet the needs of learners from a variety of institutions. And yet, this approach also saw significant withdrawal from the project once the initial content was created. In hindsight, this is not surprising because in small language programs, there is often not enough depth of faculty to offer the required programs and courses for the major or minor to permit extended periods of faculty buyout. Additionally, several human factors such as illness, retirement and changes in domestic status interfered with individuals' ability to participate in this collaborative venture.

CSU Chico was an initial partner in the development process, and would normally be part of this Northern California language partnership, but that connection did not continue past the development years. San Jose State University has indicated interest in partnering to offer classes; however, with the current restrictive budgets, there is little opportunity for experimentation with new funding models for any program in the Less Commonly Taught Languages.

As newer technologies become available to the development staff, it has become clear there need to be alterations made to the open-source learning management system (LMS) environment. At this point in time, the Php/MySQL wrapper functions from a database operating in Moodle, the LMS employed at CSUMB, which provides access authentication and reporting on student use, and has been observed by the instructors (Masuyama et al., 2009) to be effective for increasing awareness of learner status in the course and learning process. The next steps for that data system will be to migrate the materials and exercises to Sharable Content Object Reference Model (SCORM) compliant tags and containers, as Moodle is now capable of handling such objects. SCORM is a collection of standards and specifications for e-learning systems first developed by the Department of Defense as the need for interoperability and reusability of learning objects became apparent in the rapid growth of distributed learning environments facilitated by the Internet (Office of the Under Secretary of Defense for Personnel and Readiness, 2010). Currently JLP requires managing two grade book systems—VLLJ and Moodle—and both student and faculty users look forward to having that interface simplified with the SCORM-based content integrated directly into Moodle.

Conclusions and Next Steps

The intention of this exploration was to evaluate the design of the synchronous online course *Japan: Land and People* by considering it through the lens of methodological principles described in TBLT which contribute to an optimal psycholinguistic environment for language learning. In the section above it was shown that all of the methodological principles were met at one or more points in the lesson,

although there is not a clear measure of the degree to which the learning environment should provide those elements.

An additional goal was to use the framework to evaluate an online synchronous course, because at the time of their writing, Doughty and Long had not utilized the framework to identify components of synchronous courses that could fulfill those criteria. This course, *Japan: Land and People* has been described using that framework. The next step for this project would be to more deeply explore and identify the platforms, tools and application of those tools to ensure the provision of these psycholinguistic environments.

This course was in many ways enabled by technology, which allowed for rich interactions by both students and the course instructor. From the description of the live synchronous session, students are engaged in real language production in a variety of modalities, interpersonal interactions, negotiations and input types. The participants converse with both native and non-native speakers and negotiate meaning with the other participants in the course. They are able to practice and engage with the other participants in a focused manner, provide rich, immediate feedback and exercise and develop skills from all four modalities over multiple opportunities during one lesson. The course allows for varying amounts of interaction with other participants by focusing on language development within a contextual environment. And most significantly, the technologies employed allowed full participation in the course to participants unable to be present on the local campus.

The preparation for classroom events is intentional and based on the course design and sequencing of instruction, yet the reality of the classroom experience is an organic event and must be able to adapt to the needs and mood of the students. The database of

student interaction with the course materials allowed the instructor to have deep knowledge of the learners' readiness before each lesson so that during the lesson, the teacher already had a well articulated source of information as to where the students were and how prepared they were for the day's intended materials, as the instructor had observed their interactions prior to coming into the classroom that day. From this information, and the interactions the students engage in, the instructor is better prepared to adjust her pedagogy and pacing appropriate to the class' needs that day. Indeed, the participants can be more productive during class time, and further, this suggests the instructor could be capable of attending to individual student requirements in a meaningful way. Technology empowered the instructor to plan for and provide individual attention to learner needs by adjusting the pace and sequencing of the in-class lesson based on the report from the work the students completed prior to the class session. The technology employed enables a broad range of time-tested classroom activities associated with TBLT approaches in the 'normal' non-technology mediated face-to-face classroom.

Ultimately, the technology is limited in the way it can compensate for learner participation, engagement and interaction. The execution of a TBLT lesson in this environment requires a well designed and sequenced course and lesson, directed by a skilled instructor, who is capable of managing the information-intensive technology environment, facilitating student interaction and providing appropriate, timely feedback.

Technology enabled broader participation by students. For example, in the use of text-chat based output during interactions every student was able to participate; students employed technology-mediated communication as regularly students as non-technology-mediated communication. For example, while one might expect that the in-room students

might prefer to participate orally rather than textually, in fact, the face-to-face students participated in text-chat as much as the online students did. This is partially due to the instructor technique, but could also be due to the ability of the student to plan their output and interaction.

A concern that ultimately must be addressed in a course taught in this fashion is supporting the active participation of the face-to-face students with their online classmates. While the online students must use the technologies in order to participate with their classmates and instructor in the synchronous sessions, the face-to-face students do not necessarily have to do so during teacher fronted interaction. For example, if the students do not intentionally activate their microphones, they effectively exclude and isolate their online classmates from participating in the interaction. It is important to address this concern at multiple levels from instructions in the syllabus and by designing tasks that will attend to developing interaction and some level of interpersonal relationship between face-to-face and online learners, to reminders during the instructional sessions from both the instructor and peers. If these relationships can be developed, then an added benefit of connecting the online and face-to-face learners is discussed in Masuyama (2009), which identified an increase in learner motivation and engagement as a result of quality interaction between the two groups.

Using Doughty and Long's (2003) Framework Methodological Principles, the synchronous online course, *Japan: Land and People*, has been shown to provide quality interaction and support multiple levels of input and feedback through audio, visuals, and text. Applying various time-tested models for face-to-face and essential elements for successful language learning in the distance environment to evaluate a single lesson

sequence, this course, content, instructional sequence and language interaction have been shown to provide relatively high quality of negotiation, feedback, input and output for language learning in the synchronous delivery mode.

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Appendix I: Software and Applications

Rikaichan

Rikaichan is a popup Japanese-English/German/French/Russian dictionary extension for Firefox. It is popular among student users because it is simple to use in synchronous or asynchronous class sessions, requiring the student to just hover the mouse over a Japanese character or compound character. This action will provide a view that has automatically de-inflected the verbs and adjectives and shows the meaning or keyword in English, on/kun readings (Chinese and Japanese pronunciations), and other information. For text that appears as a graphic or other inaccessible format, *Rikaichan* has an optional toolbar that allows you to manually type the word to lookup. This extension is licensed under GNU General Public License v2 and has been released for the Firefox and Chrome browsers and uses Jim Breen's electronic dictionary core, EDICT, as the reference set. Forerunners to this tool, such as Rikai and WWWJDIC required cumbersome copy and paste operations on the part of the user, or for the webpage to be rendered from the server side which cannot work with web content hosted on authenticated sites.

For more detail, see http://www.polarcloud.com/rikaichan/, and https://chrome.google.com/extensions/detail/jipdnfibhldikgcjhfnomkfpcebammhp

Adobe Connect Pro

Adobe® Connect Pro (ACP) is multifunctional application categorized as web conferencing software, that is often used in the corporate and education sectors for distance learning, meeting and collaboration. ACP can be purchased outright for installation and support at the campus level, accessed through an agreement where Adobe

hosts the application, or as a managed service that is installed on the campus, but Adobe engineers maintain the system. There is also a 'free' application, Acrobat.com, for up to 3 concurrent users that is useful for student meetings outside of the main class session which meets in ACP, however many of the richer features such as session recording and customizable layouts are not available in the free or low cost versions, however Remote Control is available allowing one user to remotely access the other user's computer for collaboration or technical support.

ACP claims a maximum user capacity is 1500 with On Premise licenses, and up to 80,000 for a Webcast using hosted support. On the CSUMB campus, the license allows a maximum of 50 concurrent users in any combination, and on a practical level in the synchronous classroom 40 students is a large group, although that depends on the activities planned for the session. ACP is aware that the trend in higher education is toward the use of Learning Management Systems (LMS), and their Application Programming Interface (API) has been used successfully to integrate with Moodle, Blackboard, Angel and others. Those features are not utilized in this course.

ACP utilizes several technologies and interfaces to promote interactive communication. The core of the audio communication system is a Voice over Internet Protocol (VoIP) tool that allows users to speak freely, with little latency between the speaker and the receiver. With all VoIP tools, just like the telephone, there is some level of slowness endemic to the tool, and must be adapted for. That delay mostly goes unnoticed unless there are users talking to each other in the same location where they can see the other's lips move and the audio follows later.

The ACP interface is built on Adobe's Flash® runtime and is accessed by installing the Flash plugin to the browser; Adobe claims 98% of computers in the world have the Flash player installed. Recently Adobe has also released an Adobe Connect Pro 'app' for the Apple iPhone/iPodTouch/iPad device, which has proven to be useful for monitoring class meetings or attending webinar-type events where no input is required other than the occasional text-chat.

ACP identifies 3 levels of permissions in the session, Hosts, Presenters and Participants. Hosts set up the classroom, make changes to the layout design of the interface, and often moderate sessions if the instructor is new to the system. Presenters can open files, send links, upload and play content, switch to layouts at any given time, and enable web camera. Members at the 'Participant' setting have the fewest privileges, but have full access to the text-chat, and can view content and hear audio from the system. In application, during the first session with ACP we begin to give some students 'Presenter' privileges so they can turn on their webcams and provide video back to the instructor. This must be done gradually, as Presenters have the ability to change the interface layout during the session and that usually surprises all users, including the instructor.

The ACP interface is comprised of 'Pods' that are arranged within a window to provide access to the various functions of the application. The available Pods (with subsets in parenthesis), shown in Image 1, *Pods* below, are Share (My Computer Screen, Select from My Computer, Select from Content Library and New Whiteboard), Attendee List, Camera and Voice, Chat (standard for all to see or Presenter Chat for discussion between multiple presenters), Note (Standard notes for everyone, Discussion Notes, and

Presenter Notes that are hidden from Participants), Poll, File Share, Web Links, and Breakout Pods. Pods available in the Breakouts include an Attendee List, Chat, File Share, Note and Whiteboard. In the lower right corner of the screen there is the Status tool. This has the capacity to provide visual feedback, emoticons and requests for behavior modification as follows: Raise Hand, Agree, Disagree, Step Away, Speak Louder, Speak Softer, Speed Up, Slow Down, Laughter, Applause and Clear My Status. Additional features in the ACP interface include an Audio Settings Wizard tool; settings to manage access and entry in the session including, Auto Promote to Presenter for incoming Participants, Block Guest Access when the session is set to allow anyone with the URL to attend, Place Participants on Hold, Invite Participants and Block Incoming Attendees; Room Branding capability if a logo or other is desired; and a variety of options to show Presenter and Host cursors to attendees or presenters. ACP sessions can be recorded and the file saved back to the ACP server. Once the session is recorded, the recording of all audio and video of the session can be edited, and a URL can be made public and watched from that server, or downloaded as a Flash movie to a Host desktop for editing and sharing on another site.

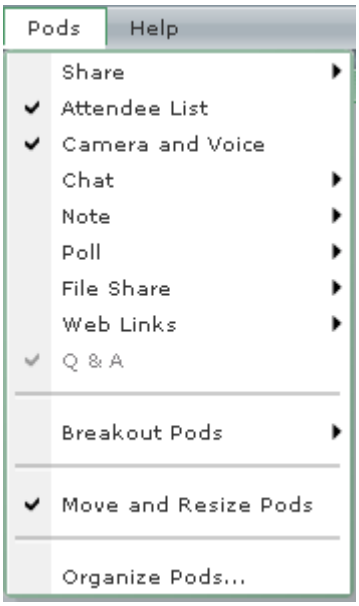

Image 1, *Pods*

In the JLP course, the ACP layout was determined by the instructor working with the instructional technology support staff to provide access to appropriate resources with minimal reconfiguration. Three interface layouts were selected to be used regularly and dubbed according to the main interactions they might support: “Big Web Cams” was intended for general conversation and directed activities. It was allocated the center 50% of the screen to viewing web cams of active participants; the Attendee List pod was opened on the left side just enough to view all names, and below that a small Note pod; on the right side of the screen was the Chat pod to support text-chat (See Image 2, *Big Web Cams layout*). In the layout dubbed “Chat View”, 75% of the screen was dedicated to viewing the text-chat at 16 point font; below that was a small strip of Camera and Voice pod to maintain visual contact with Presenters; to the right of that was a small Web Links pod and on the left was a tall slender Attendee List pod (see Image 3, *Chat View layout*). The third layout developed for this course was titled “Share Web” as the focus was on sharing web pages and content for guided instruction and presentations: the Share pod was given over 50% of the screen space at the center top; below that the Camera and

Voice pod; to the left the Attendee List Pod; and the Chat and Web Links pods on the right (see Image 4, *Share Web layout*).

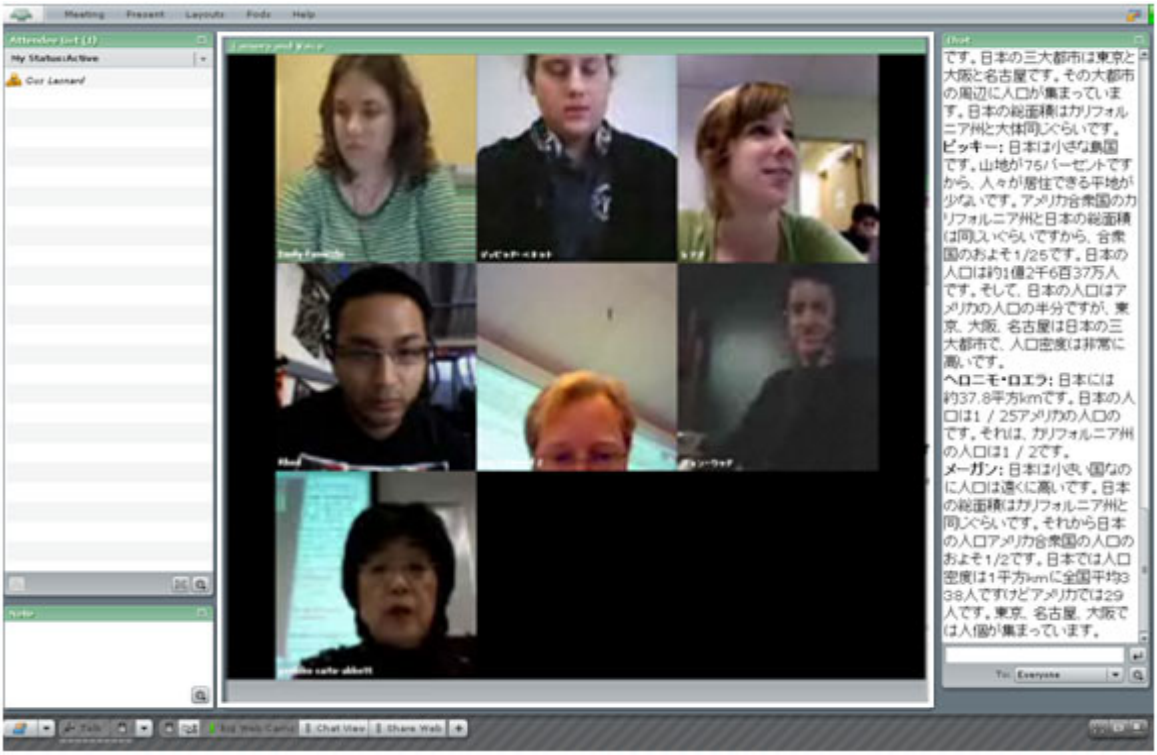

Image 2, *Big Web Cams layout*

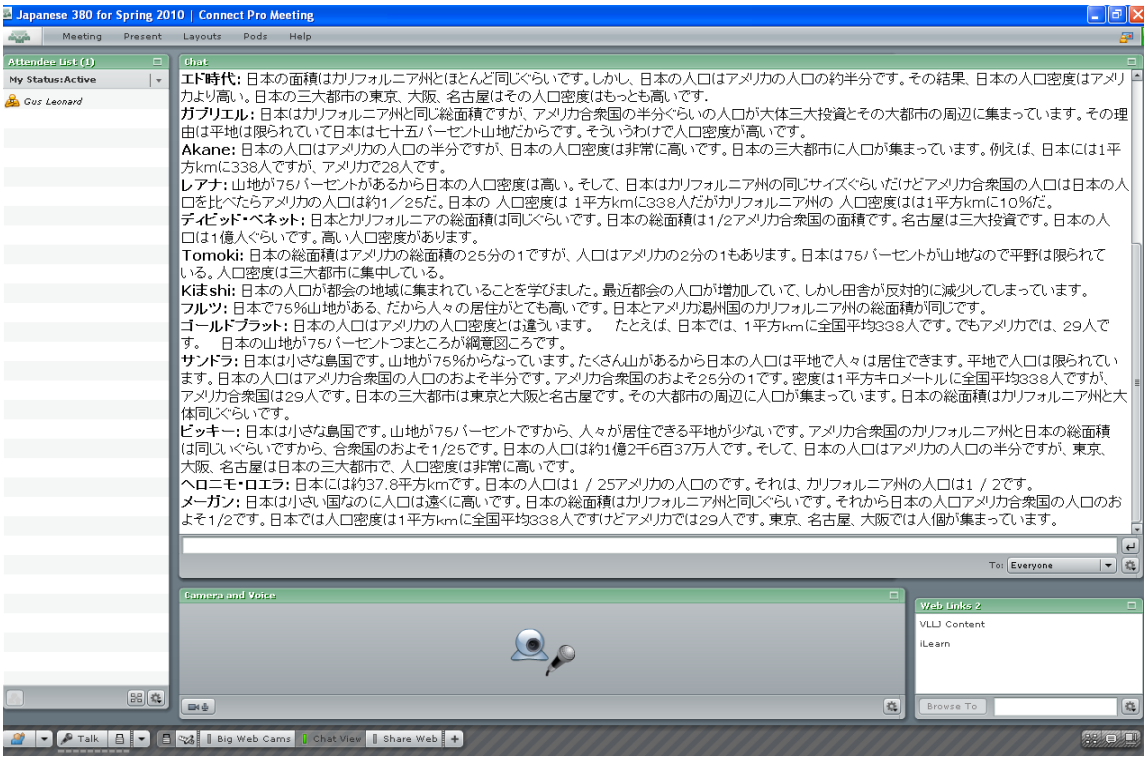

Image 3, *Chat View layout*

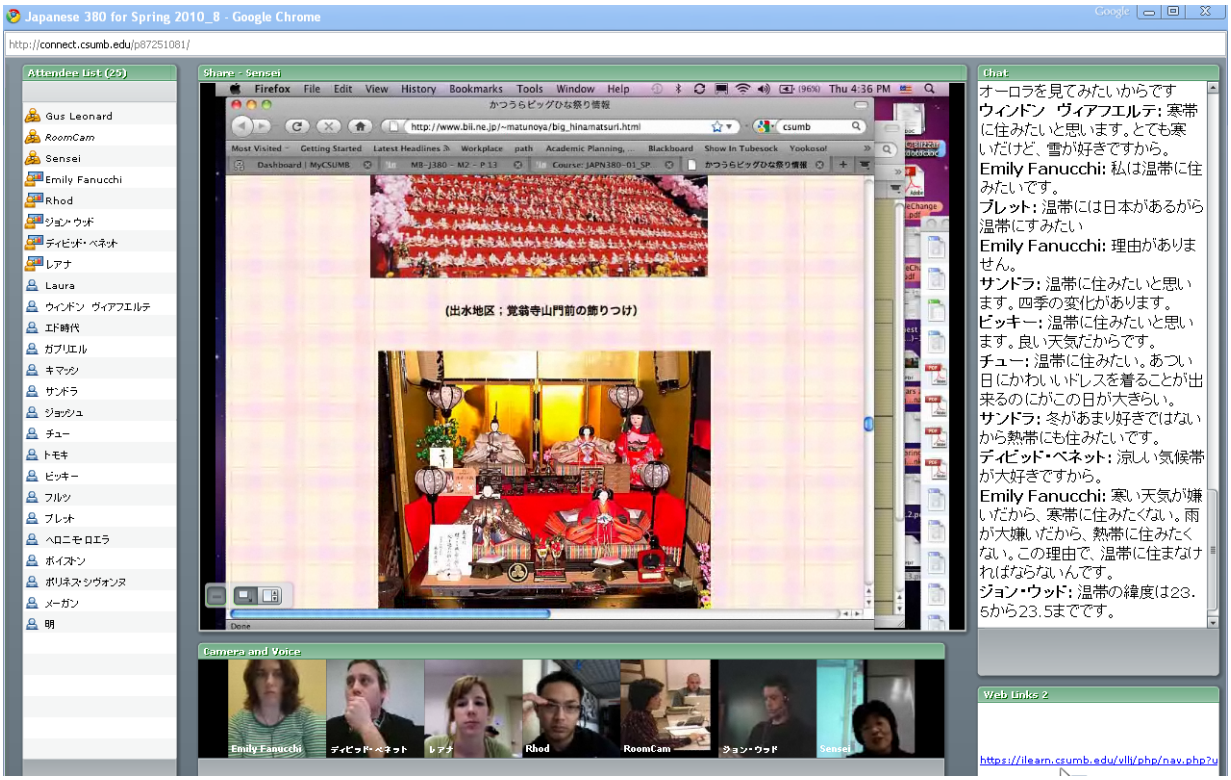

Image 4, *Share Web layout*

Additional Resources for using ACP are available at the Adobe Connect User Community where they have developed a good set of suggestions and best practices for ACP users on the connectusers.com site, and the tips for hosting meetings at the Penn State site are valuable to users in education at http://meeting.psu.edu/node/668.

NanoGong Moodle Activity

NanoGong provides very simple and transparent voice support for the Moodle LMS. NanoGong is an applet that can be used by students in a Moodle activity page to record, playback and save their voice. When the recording is played back the user can speed up or slow down the sound without changing it. The latest version also supports voice enriched content in addition to student voice recordings, so that course designers can embed audio files directly into any web page in the Moodle interface. For the JLP course, it has been used for students to submit voice recordings less than 5 minutes in length, with an optional accompanying text document, as asynchronous formative and summative input. The submitted message can be changed or deleted until the point the instructor locks the activity. The new version will allow an instructor to also post a voice-based response to the initial post, limit the length of student recordings to something other than 5 minutes, as well as conduct that kind of interaction in a forum or other interaction rich environment. The new 'post anywhere' feature will enable students to interact with other student recordings, as well as initiate recordings where desired, whereas with the previous version, only instructors could initiate or access recordings. The instructor view of the NanoGong activity displays a list of the student recordings, and the instructor can lock messages, change the contents, give text-based comments and give a score to the messages.

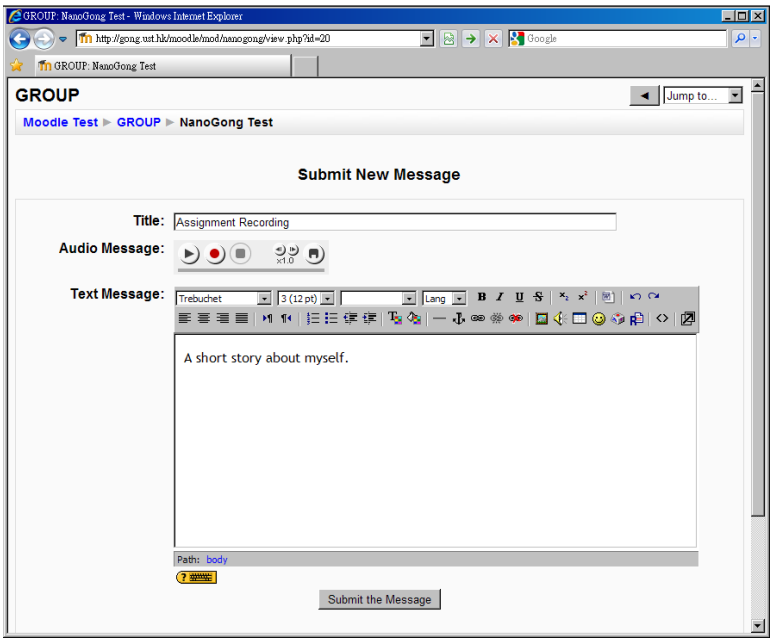

Image 5, *NanoGong in Moodle*

Synchronous Text-Chat

Sanako Forum 100 and Adobe Connect both support synchronous text-chat in live classroom sessions, and Skype will support such as well. Text-chat has been noted as a cognitive amplifier that can support both reflection and interaction (Harnad, 1991 and Warschauer, 1997). Krononenberg (1994/1995) demonstrated this with French students in a CMC classroom where students were able to practice rapid interaction as well as to slow down, pause and reflect when appropriate. Kronenberg also notes that the exchange of content in oral discussions following electronic correspondence was augmented in both quality and creative thinking.

SF100 and ACP both have synchronous text-chat at their design core. Both applications make text-chat visible in the default view and the tool is enabled as soon as the participant enters the learning space. The applications are both UTF-8 compliant and

will support the display and input of many languages and character sets, including left-to-right and right-to-left languages and most Asian languages. SF100 keeps text-chat visible to the user at all times, in either a docked view below the participant list, or in full screen mode. In full screen mode the tool supports Rich Text Format (RTF) markup, so users can highlight, color, change font size, etc. to bring attention to a particular item or section. In docked mode the 'enter' or return key serves to send the message, while in full screen a click is required, allowing the user to develop extended composition before sending. ACP includes text-chat as a pod, which, like other pods in ACP, can be made invisible, docked or full screen, as the Presenter prefers. In application, the technologist supporting the JLP course designed a set of pod layouts for each major interaction mode and included text-chat in all of these, including one layout where text-chat was set to full screen. ACP does not allow RTF markup, however the font size can be changed. Both systems allow time markers to be inserted at the head of each submission, and that can also be turned off in ACP. The time marker is useful in session for determining if a question or statement is new or was related to an earlier event, and is even more important if the chat transcript is made available to students for review after the session, so they can understand the relationship between utterances. ACP also allows a pop-up notification if text-chats are sent while the ACP interface is behind another application. This is essential if the instructor is using a full screen presentation window while students are sending messages.

Both SF100 and ACP support 'asides' or private messages that the instructor cannot see; however, private messaging can be disabled for student-to-student messaging, for example during tests or other events where they are not desired. ACP also carries its

corporate training legacy with it, and allows questions to be directed to a mediator prior to being visible to all participants or the presenter. The mediator can respond directly to the question, or forward it to the presenter, or post it for all system users. This feature was not used during the JLP or VLLJ courses, but is used regularly during monthly professional development presentation sessions.

In a typical class meeting, text-chat was not the first greeting to students as they arrived in the class space. The instructor usually calls roll orally and requests students to respond in that mode as well, using that as an opportunity to have students check that their audio settings are enabled and that their microphone and speaker levels are set correctly. Students are requested to run the Audio Setup Wizard function in ACP or SF100 before class, but observation shows that few students do so. In the first session of each semester, the instructor will often read down the list of participants and ask them to raise a hand, type their name or other non-oral activity for their first input.

Text-chat is often initiated by the instructor either orally or textually via the text-chat itself. Questions are brought forward and all students can respond to the direction, or it can be used to call upon one student individually. All students can see what the other students send if the private text-chat is disabled. To maximize student output, requests can be directed to all students, along with a direction to not press enter to send the response until instructed to do so. This allows all students to participate in responding to questions, as we have noticed that there is a support network in a session that will magically assist less agile students in developing a textual response. Viewing simultaneous responses provides many opportunities for assessing language ability and variation. Some students will not develop a complete sentence response; others will write

more than one sentence or statement. Variation in command of vocabulary, grammar, orthography etc. are visible to the instructor and attention can be brought to some points either privately with the author, or with the entire class. On some occasions, the teacher may call upon a student to read the written text aloud and evaluate the response or to follow up with a question orally or textually to the respondent. Because Japanese is an ideographic language with a complex orthography that utilizes four scripts (*hiragana, katakana, kanji* and the Latin alphabet), there are opportunities for learners to display and instructors to identify a broad range of proficiency.

Of course, text-chat is also used by students to ask questions of the instructor and other students. One might expect that to be employed to ask questions about vocabulary, grammar, etc., but that is not as evident. There is a great deal of support for reading in Japanese through browser plugins such as RikaiChan, which provides a translation of Japanese by hovering over the word or words you need translated, and web applications such as Rikai, which can provide the same service, as well as develop vocabulary lists and flashcards for study later, but as a web application, Rikai must translate the page on its server and may not be as appropriate for websites which require authentication,.

While the tool may be enabled and ready to, a challenge remains however in that text composed and posted prior to a new participant arriving in class, for example late for class, cannot be seen by the newcomer. Thus, paying attention to late arrivals is critical for the instructor or moderator in the event critical information, such as directions, instructions, or other, has been posted before a student arrives. The content of the text-chat can be cleared at any time during a session and a new chat can be started. Both tools offer the feature to save the text-chat as a text file for future reference or to share with

students, for example through posting to the LMS or emailing directly to the class or a particular student. SF100 student participants can save the text to their own computers; non-‘guest’ participants in the ACP do not have that ability except through copy and paste to a text file.

Appendix II: Syllabus

7

California State University, Monterey Bay
Spring 2010

JAPN380 (4 units)
Japan: Land and People

Face-to-Face Online Time: Tuesday and Thursday (4:00 –5:50)
Synchronous and Asynchronous on-line course

Faculty Information:

Instructor:	Dr. Yoshiko Saito-Abbott, Professor
Office:	WLC-South (Bldg 49), Room 112
Office Hours:	Tuesday 12:00-1:00
Telephone:	Office - (831) 582-3795, Cell 831-402-8777
Email:	ysaito-abbott@csumb.edu

Technical support:

Tech support:	Mr. Gus Leonard, Language Lab Coordinator
Office:	WLC-North (Bldg 48), Room 119
Telephone:	Office - 831-582-4446
Email:	gleonard@csumb.edu

What you need to do before the class:

We are going to meet in Bldg 48 room 107 (Mac Lab) for the fist day of the class.

If you are participating this class by online, please follow the requirements at

http://ilearn.csumb.edu/mod/resource/view.php?id=78409.

ESSENTIAL: You must do a browser test before each session found at

http://is.gd/rGgf

Please also obtain a course packet from the CSUMB bookstore. You can order

online.

Please contact our language lab coordinator Mr. Gus Leonard at GLeonard@csumb.edu or call 831-582-4446 to set up a connection test before class on Tuesday. Latest 2:00 p.m. on Tuesday.

• Students with disabilities who may need accommodations please contact me by the end of first week during office hours or make an appointment by calling 582-3795 or by email (ysa@csumb.edu). Also contact:

Student_Disability_Resources@csumb.edu (Phone: 831/582-3672 voice, or 582-4024 fax/TTY) http://www.csumb.edu/student/sdr/

Instructional Materials

Course packet is available at CSUMB's Book Store. Store telephone: (831)582-5262

Course Description:

The course introduces Language and Culture of Japan in thematic approach. Selected topics are Geography, Climate, Population, and Industries. It is designed to develop Japanese language skills and to introduce various aspects of Japanese culture as related to course topics, using technology and web based materials. In this class, students learn through web-enhance lessons and synchronous online (live or electronically live). This course counts toward fulfilling CSUMB's MLO 1~ 4 (Major Learning Outcomes1) and the minor in Japanese Language and Culture.

Course Goals are

- To develop culturally appropriate communication skills in three modes of communication (interpretive mode: listening and reading; Interpersonal mode: speaking and writing; presentational mode: speaking and writing).
- To develop accuracy in speaking and writing communication with appropriate grammar and syntactic structures.
- To develop an understanding of Japanese culture (Perspectives in Practices and Products).

Outcomes

At the completion of the course students will be able to

• Describe geographical locations of Japan

• Describe geographical characteristics of Japan

• Explain the climate of Japan and its relationship to culture.

• Explain population, family composition, age distribution in Japan

Instructional Format

- Synchronous learning mode – Tuesday and Thursday (4:00-5:15). The Adobe Connect session will open from 3:30. You must connect by 3:50 to test voice and chat settings each week at http://is.gd/rGgf. Then connect to the class meeting point at http://connect.csumb.edu/japn380s10 If the Adobe Connect site is not responding, please check your e-mail or the iLearn course site immediately for further instructions or call Gus Leonard at (831)582-4446.
- Asynchronous learning mode: Students access online materials that promote autonomous learning at http://ilearn.csumb.edu

Prerequisites:

Students are required to have intermediate Japanese language proficiency and basic computer skills:

- Students should have completed at least two-year language studies successfully. Those who have not must demonstrate the equivalent competence.
- Students must have basic computer technology literacy.

- Students should be motivated and disciplined for their independent and individual study.

Technology Prerequisites:

You should have the following basic skills in order to take this on-line course.

- Have an e-mail account and know how to use it.
- Know how to use a Web browser in the course language.
- Know how to use word processing software and PPT in the course language.
- Know how to play and record digital audio and video files.

Technology Requirements

Oral Communication Tools for Wednesday's class.

Adobe Acrobat Connect Pro is the main 'virtual classroom' tool for this course. You will use Connect to meet with your instructor and classmates daily.

Connect runs in the Adobe Flash application through your web browser. Prior to connecting each session, you need to check that all components are operating correctly. Direct your preferred web browser (Safari, Firefox and InternetExplorer 7 have been tested successfully) to http://is.gd/rGgf to test your installation. That site will test four components for connectivity: Supported version of Flash Player, Clear connection to Adobe Connect Pro, Bandwidth availability and Latest Acrobat Connect Add-in.

If directed, please install the Acrobat Connect Add In module by clicking Accept after the test runs. This test must be run before

class each week, as your installation may be affected by automatic updates, network changes, etc.

Next point your browser at the class session. There will be a link on the class iLearn site in the welcome area to which you can refer. http://connect.csumb.edu/japn380s10/

Skype is our back up system and it is highly recommended for student-to-student work and office hour meetings:

Skype account (free) from http://www.skype.com

Skype allows computer-to-computer calls for up to 24 participants at no charge. Optional 'Skype-out' (not used for this course) allows user to call from computer to land line or cell phone.

Tech support staff for this course is Gus Leonard as 'gusterca'

Please add your skype account user name to the Wiki on iLearn to help your classmates contact you.

Recording Software

Suggested software for recording audio files is Audacity, an opensource tool you can download from http://audacity.sourceforge.net/download/

You will also want to download the MP3 encoder LAME MP3 encoder which allows Audacity to export MP3 files and install it

according to their instructions.

Course Site

This class is taught through the **Moodle Learning Management System** at csumb found at http://ilearn.csumb.edu

CSUMB-native students will use the OtterID to login. Students from other campuses will have a user name and password sent to the email address you provided. Usually that user name is created from the first letter of your first name and your last name. Thus, Joe Otter would be jotter.

Operating System for Wednesday's class

For synchronous and asynchronous activities you can use either Mac or PC.

Hardware

Headset with headphones and microphone

Using a laptop with built in microphone and speakers will result in feedback and poor audio quality for you and your classmates. We strongly encourage you to have a headset (headphones and microphone) that will isolate your voice from what's coming in through your speakers.

Cyber Acoustics makes the AC201 which is a good compromise of quality and cost.

See http://www.amazon.com/Cyber-Acoustics-AC-201-Headset-microphone/dp/B0002QLQ96/ref=pd_bbs_sr_1?ie=UTF8&s=electronics&qid=1200550839&sr=1-1

Many other good headsets are available with USB or analog connectors.

Grading Policies:

- Assignments
  60% (on-line and in-class assignments) See daily schedule for assignments.
- Tests
  20% (quizzes, tests, and a final exam)

  At the end of each module, there is a comprehensive test.
- Participation
  20% (Weekly Face-to-Face Online class and 7 Discussion Forum participation)

All the above items are taken into consideration for your final grade.

The grades are assigned as follows:

A+	100-99
A	98-94
A-	93-90
B+	89-88
B	87-84
B-	83-80

C+	79-78
C	77-74
C-	73-70
D+	69-68
D	65-64
D-	63-60
F	59-0

Required Texts/Materials:

Main texts and materials are on-line through iLearn.csumb.edu. If you are not a CSUMB student, you will need to have an account created to access the materials. Please contact Gus Leonard (gleonard@csumb.edu or call (831)582-4446) as soon as possible to get your account created. He will need your first and last name, and an email address. That email address will be the main contact point for all instructional information.

Other supplemental will be web-based as well as other authentic materials.

- ***iLearn***: https://ilearn.csumb.edu/

Weekly Course Outline and Schedule: (Note: Refer to the schedule sheet for detail daily schedule which illustrates activities and homework in this course). Dates and Assignments are subject to change.)

Weekly Course Outline and Schedule: (Note: Refer to the schedule sheet for detail daily schedule which illustrates activities and homework in this course). Dates and Assignments are subject to change.)

- Module 1: Location and Area of Japan
- Module 2: Climate
- Module 3: Land Formation
- Module 4: Population

WEEK 1 (1/22-1/24) - Orientation Contact Gus by 1/25 for 1/26's online face-to-face class.

- Module 1-1: 日本の位置と地域

WEEK 2 (2/2, 2/4) - Module 1-1: 日本の位置と地域

WEEK 3 (2/9-2/11) - Module 1-2: 日本の位置と地域

WEEK 4 (2/61-2/18) - Module 1-3: 日本の位置と地域

WEEK 5 (2/23-2/25) - Module 2-1: 日本の気候

WEEK 6 (3/2-3/4) - Module 2-2: 日本の気候

WEEK 7 (3/9-3/11) - Module 2-3: 日本の気候

WEEK 8 (3/16-3/18) - Module 2-4: 日本の気候

WEEK 9 (3/23-3/25) Spring Break (Monterey Students)

- Module 3-1: 日本の地形（Sacramento Students study Module 3-3)

WEEK 10 (3/30-4/1) - Module 3-2: 日本の地形

WEEK 11 (4/6-4/8) - Module 3-3: 日本の地形

Spring Break (Sacramento Students)

WEEK 12 (4/13-4/15) - Module 3-4: 日本の地形

WEEK 13 (4/20-4/22) - Module 3-5: 日本の地形

WEEK 14 (4/27-4/29) - Module 4-1: 日本の人口

WEEK 15 (5/4-5/6) - Module 4-2: 日本の人口

WEEK 16 (5/11-5/13) - Module 4-3: 日本の人口

WEEK 17 (5/18) - Exam

Course Policies:

1. **Attendance policy:** Regular attendance (synchronous class) and active class participation are expected. It is essential that you keep up with course work on a daily basis. Absence will not excuse you from fulfilling the requirement. Notify your instructor before the beginning of class when you need to miss your online face-to-face class due to illness or unavoidable situation. You are responsible for keeping track of your own absences. If you miss three face-to-face online class on Wednesday, your grade will automatically be reduced by one letter grade.

2. **Assignment and Homework policy:** You are required to turn in your assignment and homework on time to receive credit. Late assignment and homework may be checked, if the instructor has time, but no credit will be given. The due date is 3:00 a.m. of the following day. For example if the due date is W, 12th, then you need to submit no later than Thursday the 13th at 3:00 a.m.

3. **Group-work policy:** You are encouraged to work with your classmates on assignments. However, you are not allowed to copy each other's homework. If you study together on your homework and decide on the same answers, please write down on the homework sheet, "I have worked with so-and-so to do this assignment," and all of you sign and date the work. If dishonest copying is identified, the assignments will not only receive no credit for the work, but also will be reported to the School as a case of Academic Misconduct. See a section on Academic Integrity for further information.

4. **No early or late final exams and quizzes:** All students are expected to take the exams on the scheduled date and time. In case of emergency or an unavoidable situation, notify the instructor beforehand for a make up arrangement.

5. **Make-up Exam policy:** Make-up Exam is permitted only under the most stringent circumstances. Students must provide a legitimate reason accompanied by an explanatory letter to the instructor with medical documents, accident report or such documentation. The make-up testing must be taken within three class days of your return. Exams/tests/quizzes will be usually given at the beginning of class time. If you come in late and lack time to finish your test, you are responsible for having little time to complete it.

6. **Keep in touch with your instructor** if you have any problems attending class. We do not want to have you "disappear" for several days without contacting us. You can always leave voice mail messages and/or send an email, if we are not in the office.

7. **Notices and changes of schedule are announced in class.** If you are absent or late for class, be sure to check with your classmates so that you do not miss important information.

1**LANGUAGE PROFICIENCY:**

All WLC majors at CSUMB will demonstrate ACTFL [American Council on the Teaching of Foreign Languages] **Advanced-High** proficiency level in the four major skills (speaking, listening, reading and writing), of the world language they choose to pursue. The language proficiency level for Japanese is Intermediate-High for all four skills.

MLO 1. Speaking: Intermediate-High*

MLO 2. Listening: Intermediate-High*

MLO 3. Writing: Intermediate-High*

MLO 4. Reading: Intermediate-High*

ACTFL Guidelines for Language Proficiency

Speaking: Intermediate-High

Able to successfully handle most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for

simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Listening: Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is lower in quantity and poorer in quality.

Reading: Intermediate-High

Able to read consistently with full understanding of simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing: Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data,

work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.