

Graduate School of International
Culture and Communication Studies

Examination Report on the Doctoral Dissertation

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Dissertation Title •Subtitle: (English)	Teacher and Student Perceptions of Educational Technology Integration A Study of four Chinese language Classes at a Japanese University
Dissertation Title •Subtitle: (Japanese)	教師と学生の教育ICT活用に対する意識 日本の大学における四つの中国語クラスについて

*Even if the dissertation is written in English, a Japanese language translation of the title and subtitle must also be submitted.

2022/06/28

To Dean of Graduate School of International
Culture and Communication Studies,

Examination Committee

Chief Examiner STOCKWELL, Glenn 印 Signature

(Affiliation・Title: Faculty of Law/Professor)

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The Examination Committee members report the results of the dissertation examination and the oral defense below.

1. Degree: Doctor of Philosophy (in International Culture and Communication Studies)

2. Curriculum Doctorate (*Katei Hakase*)

3. Examination period

Dissertation examination: From 2022/5/12 To 2022/6/23

Oral defense: 2022/6/23

4. The results of the dissertation examination and the oral defense

*Please write down Pass or Fail in both categories.

Dissertation examination: Pass

Oral defense: Pass

5. Summary of the Dissertation

As per attached sheet

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6. Table of Contents

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7. The results of the dissertation examination and the oral defense

(About 3,000 characters in Japanese or 1,000 words in English)

(1) Evaluation and summary of the dissertation examination

(Including Summary of the Dissertation)

The dissertation explores the resistance that many teachers have to the use of technology in language teaching classrooms and seeks to identify the reasons that may lead to this resistance as well as differences between teacher and student expectations for using technology. The applicant found that the reasons behind teacher resistance were of a societal, institutional, and individual nature, and also related heavily to workload and perceptions of the time and effort taken to learn new technologies, even if they understood the value in using them. There were also clear differences between teacher and student perceptions, with teachers generally having an overly positive image of students' abilities to use technologies. Students were more willing to spend time learning about tools for language learning than the teachers had anticipated. There was evidence of the importance to consider the use of technologies from a larger perspective that goes beyond just the teachers' own individual preferences. Support from the institution along with the external pressures to use technology also appeared to play a large role in willingness to use technologies, and teachers were unwilling to dedicate excessive time to learning new technologies unless they saw clear benefits from using them. There were concerns about the nature of learning through technology in that it would become less personal and that teachers would not be able to teach effectively, or that the technology would ultimately be able to replace them in their roles as teachers. The study revealed that these attitudes likely contributed to a reluctance to use technology unless it was deemed absolutely necessary as a result of the institutional or societal circumstances.

The committee was in agreement that it was a timely piece of work that makes an invaluable contribution to the field, particularly in that it can help to shed light on how to reduce this resistance to make better use of technology rather than just more use of it. The committee did have several comments about the thesis that would help to improve it. Firstly, there are a large number of typographical and minor language errors throughout the dissertation which need to be corrected. The literature review contains a large amount of information which makes it difficult to relate it directly to the current study, and there is a need to make the links clearer to the reader. Furthermore, the headings of the section on sociocultural theory and motivation do not seem to accurately reflect the content of the specific subsections, so it was suggested that the headings, the content, or both of these sections be revised to align them. The references are mixed in their format and some references are missing or incorrect

(2) Summary of the oral defense (including Comments and Questions)

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(2) Summary of the oral defense (including Comments and Questions)

The applicant provided an excellent overview of the dissertation in her oral defense, and also presented the results in a clear and coherent manner. Her knowledge of the field and the research was obvious during the presentation, and she was able to respond well to the questions that were asked, mostly about the dissertation itself rather than the presentation.

The majority of the comments from the oral defense on how to improve the dissertation itself have been described above, but there were some other questions that were raised during the defense. Firstly, the committee was interested to see if there is data about the demographics of major fields of study of Chinese teachers nationally in Japan to determine how representative the subjects in this study are of the larger population. This was due to the fact that while the committee felt that the study was likely quite representative of many teaching and learning environments, the lack of evidence to suggest that may have the danger in limiting the generalisability of the results. Secondly, the study is described as being ethnographic, but it is also described as a grounded theory approach, and it was felt that it was better to try to show how these two approaches related to one another. The applicant indicated that the research started out as ethnographic but as the range of factors impacting teacher resistance to using technology in their teaching contexts became apparent, a grounded theory approach became necessary to help to identify these in a more systematic manner. Thirdly, it was suggested that additional information be given for the four-level theory in Figure 24 to make it clearer as being based on grounded theory. The figure itself actually provides an excellent insight into the ways that multiple factors (teachers, students, technologies) and the context (classroom, institution, society) impact the ways in which technologies can affect the overall teaching and learning environment, but this description was thought to be overly brief in the dissertation itself. The applicant agreed to expand upon this in the dissertation. The applicant was also asked about her views on the concept of “normalisation” of technology which was raised in the early parts of the presentation (and the dissertation), and she responded that technology becoming normalised is not valuable unless it adds something to the teaching and learning context. In other words, evaluation of the use of technology should not only be based on quantity but rather on using it effectively, even if it means deciding not to use technology depending on the context. Finally, to give the dissertation a more positive tone in moving forward, information about the need for teachers to move away from only teaching content towards training in leading students to become autonomous would be helpful as an implication. The applicant pointed out that this was related to a concern that the teachers may indeed feel that they want the students to be reliant upon them, but this could be a barrier to leading the learners to become independent learners.

Abstract

The emergence of computer technology has change educational environment dramatically. However, some educators remain hesitate to use technology for teaching, even though they admit the features of technologies are useful for teaching and learning languages. The reasons obstacle teachers in using educational technology are complex and various based on the contexts. Discovering teachers' perceptions around educational technology may help overcoming their concerns and provide them with better supports in pedagogy.

The statement of teacher resistance is common even in the so-call developed countries. For example, in Japan, both government and institutions have promoted teaching and learning through technology. However, the majority of teachers make limited usage of technology, which creates a gap between policy and classroom practice. This is particularly evident with in-service teachers who are reluctant to adopt new technology. Therefore, the current study aims to investigate experienced in-service teachers' perceptions around technology use for pedagogical purposes in order to better understand how teachers change (or resist change in) their way of teaching with the use of technology. At the same time, as we know that students' attitude toward technology and language learning may make an effect on teachers', thus, understanding students' perception is essential as well. Thus, this study also aim to discover students' perceptions around educational technology.

The research design consisted of an in-depth ethnographic study of four Mandarin Chinese-language classes, including four lecturers and their students (n = 199) at a private university in Japan with varied digital literacy and beliefs around technology

integration in Chinese as a Foreign Language (CFL) courses. The researcher trained the teachers how to create and utilize materials in a dedicated Moodle site, and the teachers' training processes as well as actual classroom practices were then observed. Qualitative and quantitative data were collected over three semesters, including (1) four surveys conducted before, during, and after Moodle integration to understand the participants' attitudes toward technological change over time; (2) qualitative data (audio recordings and field notes) collected in workshops, meetings, and interviews to explore more reasons behind their behaviors; (3) classroom observations to investigate how the participants use technology in their CFL practices; and (4) access logs in Moodle to determine the participants' engagement through online materials inside and outside the classroom.

The findings' implications in terms of teacher and student attitudes, beliefs, concerns, experiences, and usage patterns affecting their determinations of technology integration in CFL classrooms in a Japanese higher-education setting were presented. The present study reports that teachers' and students' perceptions around educational technology were interrelated. In other words, the reasons for adopting/resisting technology were influenced by personal and contextual factors. Teachers is not the only whom should not be blamed for not using technology. Since the social-cultural factors found in this study indicated that the external barriers (i.e., social culture, institution, and teacher community) may somehow affect the internal barriers (i.e., expectancy and value). The entire educational system should provide more supports to promote the use of technology.

Future considerations and ongoing challenges were discussed further to highlight the implications of online materials to policymakers, teacher educators, language teachers,

and developers, thus enabling them to make better decisions.

Keywords: technology integration, CFL, CALL, teacher resistance, higher education

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