Design, Development, Delivery, and Evaluation of an EGAP (English for General Academic Purposes) Blended Course for Japanese University Students

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Parisa MEHRAN

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Dissertation Committee

Prof. Haruo Takemura (Osaka University)
Prof. Ichiro Koguchi (Osaka University)
Prof. Takao Onoye (Osaka University)
Prof. Shizuka Shirai (Osaka University)

Dedicated to

all those who

leave their homelands

for an uncertain future

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List of Publications and Presentations

Note: The publications and presentations that are marked with ** are the ones that contributed to my dissertation.

Peer-Reviewed Journal Articles

1. Alizadeh, M., **Mehran, P., Koguchi, I., & Takemura, H. (2018). Language needs analysis and internationalization of higher education: The unaddressed factor in Japan. *JACET Kansai Journal, 20*, 156–173.

2. Aryadoust, V., **Mehran, P.**, & Alizadeh, M. (2016). Validating a computer-assisted language learning attitude instrument used in Iranian EFL context: An evidence-based approach. *Computer Assisted Language Learning, 29*(3), 561–595. doi:10.1080/09588221.2014.1000931

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The following blog posts at https://parisamehran.wordpress.com/

- Two must reads on online course design
- Two truly practical guides on online teaching
- Two checklists of online course design standards
- Writing good learning objectives and learning outcomes
- My favorite websites for creative commons images
- Three practical points on CEFR
- My favorite open educational resources OER for ELT
- Some suggestions on conducting a needs analysis for an English online course
- Online learning readiness
- Does it really take longer to create an online English course
- Buggy Blackboard

- OUGEO presence at Osaka JALT Back to School 2017
- OUGEO presence at JALTCALL 2017
- Behind the scenes google site and two hashtags for OUGEO
- OUGEO presence at EUROCALL 2017
- Denied yet present at EUROCALL 2017: A memoir
- Tech resources from Osaka University Global English Online (OUGEO)
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1. Alizadeh, M., & **Mehran, P.** (2016, April). *Everybody is a native speaker, nobody is a native writer!* Presented at Osaka JALT's 6th Annual Back to School Mini-Conference, Osaka Jogakuin University, Osaka, Japan.
2. Alizadeh, M., & **Mehran, P.** (2016, June). *Learning Japanese kanji: How technology can help the brain out*. Poster session presented at JALTCALL Conference 2016, Tamagawa University, Tokyo, Japan.

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15. **Mehran, P.** (2017, November). *A virtual trip to the unseen Iran: MAVR SIG showcase: Research, projects, and demos*. Presented at JALT MAVR SIG Forum at the 43rd Annual International JALT Conference, Tsukuba, Japan.
16. **Mehran, P.** (2018, September). *"Write 4 Change": Cultivating autonomous, global EFL learners through blogging*. Poster session presented at Independent Learning Association Conference 2018, Konan Women's University, Kobe, Japan.
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18. **Mehran, P.**, & Alizadeh, M. (2015, November). Perception of service quality in higher education: The untold stories of Iranian academics. Presented at the 41st Annual International JALT Conference, Shizuoka, Japan.

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24. **Mehran, P., Alizadeh, M., Hawkinson, E. (2016, November). *MAVR (Mixed Augmented Virtual Realities) in learning: The future is here!* Demoed at the 42nd Annual International JALT Conference, Nagoya, Japan.

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27. **Mehran, P., Koguchi, I., & Takemura, H. (2018, August). *Physically banned yet virtually connected at EUROCALL2017: How technology overcomes the boundaries of our time*. Poster session presented at the 26th EUROCALL Conference, the University of Jyväskylä, Finland. (Best PhD Student Poster Award)

Workshops

1. Alizadeh, A., & **Mehran, P.** (2017, October). *How to survive/enjoy your lab life*. Workshop held at the Center for International Education and Exchange (CIEE), Osaka University, Japan

2. **Mehran, P.** (2017, October). "*I Am More Than A Stereotype": Actions and stories for Diversity awareness and social change*. Workshop held at the SIETAR Japan 32nd Annual Conference, organized by Living Within Diversity (LiDi) SIG, Sophia University, Tokyo, Japan.

3. **Mehran, P. (2018, November). *Design, implementation, and evaluation of an*

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4. **Mehran, P. (2018, November). *How to transform your classroom with AR and VR*. Technology in Teaching Workshop at the 44th Annual International JALT Conference, Shizuoka, Japan. 5. **Mehran, P.**, & Yokota, G. (2017, December, 2018, January, March, May, July, October). *Are you listening? Responding to the challenges of diversity*. Workshop held at Nara, Kyoto, Tottori, Nagoya, Niigata JALT Chapters, Japan.

Talks

1. Alizadeh, M., & **Mehran, P.** (2016, December). *Why not try learning Persian? Let's sympathize with absolute beginners*. Presented at the One-Day Seminar *A Journey to the Unseen Iran: From History to Language*, Nara JALT, Japan. http://jalt.org/events/nara-chapter/16-12-10
2. Alizadeh, M., & **Mehran, P.** (2016, January). *A brief history of Iran: Language, culture, and education*. Presented at the One-Day Seminar *Glimpses of Unfamiliar Iran: History, Education, Language, and More*, Osaka JALT, Japan. http://jalt.org/events/osaka-chapter/16-01-31
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10. **Mehran, P.** (2017, August). *A journey to the real Iran*. Presented online at the *International Fieldwork Live Session 2017*, the University of Fukuchiyama, Japan.
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21. **Mehran, P.**, & Alizadeh, M. (2016, January). *Let's learn Persian: Remembering what it feels like to be a foreign language learner*. Presented at the One-Day Seminar *Glimpses of Unfamiliar Iran: History, Education, Language, and More*, Osaka JALT, Japan. http://jalt.org/events/osaka-chapter/16-01-31
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24. **Mehran, P.**, & Alizadeh, M. (2017, April). *Persian language experience: Let's walk in absolute beginner language learners' shoes*. Presented at the One-Day Seminar *Meet the Real Iran: A Brief on History, Culture, and Language*, Kobe JALT, Japan. http://jalt.org/events/kobe-chapter/17-04-15

25. **Mehran, P.**, & Alizadeh, M. (2017, January). *English language education in Iran: Past, present, and future*. Presented at Matsuyama JALT, Japan. http://jalt.org/events/matsuyama-chapter/17-01-22

Abstract

The rapid advances of technology have revolutionized the way people live including the way they teach and learn. Education has thus undergone a drastic change in recent years, and the adaptation to the ever-changing world of technology in educational settings is inevitable. In today's world, the use of English has also increased in popularity as a result of globalization. Hence, there has been an increasing interest in Computer Assisted Language Learning (CALL) in ELT. Among the array of CALL trends, online education has lately gained momentum, and has quickly become a widespread mode of instruction. Japan as a leading high-tech context has recently been involved with digital technology in educational contexts as well, and one of the goals of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been to implement ICT in education to promote students' digital literacies.

In response to the need for more online education opportunities, this study aimed to construct an EGAP (English for General Academic Purposes) blended course for Japanese learners of English at Osaka University using the Successive Approximation Model (SAM) proposed by Allen (2012). Based on a thorough needs analysis and e-readiness assessment, the course was designed and developed guided by theoretical frameworks and models for online course design. Using the affordances of online environment, novel approaches to English language teaching were practiced. With regards to the blended part of the course, Augmented Reality (AR) was utilized to transform the learning process. After the implementation phase, the experiences, perceptions, and engagement level of Japanese EFL learners were explored, and the quality of the course was also evaluated using the Quality Matters™ (QM) Higher Education Rubric. In general, the results indicated that students had positive perceptions of the blended course regarding its usefulness and quality. The outcomes of the study had significant implications for online/blended course design and implementation, and the effective evaluation of online/blended experiences.

Keywords: blended language learning, blended course design, needs analysis, e-readiness assessment, quality assurance

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List of Abbreviations

ADDIE: Analyze, Design, Develop, Implement, and Evaluate
AR: Augmented Reality
CALL: Computer Assisted Language Learning
CLE: Collaboration and Learning Environment
EFL: English as a Foreign Language
EGAP: English for General Academic Purposes
ELT: English Language Teaching
LMS: Learning Management System
MOOCs: Massive Open Online Courses
OER: Open Educational Resources
OUGEO: Osaka University Global English Online
QM: Quality Matters™
SALLC: Self Access Language Learning Center
SAM: Successive Approximation Model

1. Introduction

1.1. Overview

The rapid advances of technology have revolutionized the way people live including the way they teach and learn. Education has thus undergone a drastic change in recent years, and the adaptation to the ever-changing world of technology in educational settings is inevitable. Technology has pervaded in every discipline of education, and English Language Teaching (ELT) is no exception. In today's world, the use of English has also increased in popularity as a result of globalization. Hence, there has been an increasing interest in Computer Assisted Language Learning (CALL) in ELT.

CALL contains the use of specialized ELT multimedia software and a vast range of web resources (ELT and authentic websites), Web 2.0 tools and social networking software (e.g., blogs, wikis, podcasts, chat, twitter, Facebook, Virtual Learning Environments (VLE), audio/video conferencing), Learning Management Systems (LMS) and instructional tools (e.g., Moodle, Blackboard, Interactive Whiteboards), and mobile technologies (e.g., iPads, smart phones, laptops), that are used in varying degrees both inside and outside of the classroom for educational purposes (Gitsaki, 2013).

Among the array of CALL trends, online/blended education has recently gained momentum, and has quickly become a widespread and accepted mode of instruction among ELT practitioners throughout the world, especially within higher education (e.g., Bourelle, Bourelle, Rankins-Robertson, 2015; Yamagata-Lynch, Do, Skutnik, Thompson, Stephens, & Tays, 2015; Xu & Gu, 2015; Yang, 2011). The reason is that the growth in online/blended education offers a plethora of merits, including flexibility, accessibility, cost-effectiveness, ubiquitous learning, convenience, and learner-centeredness (Moore, 2013).

Japan as a leading high-tech context has recently been involved with educational technology. One of the goals of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been to implement ICT in education to promote students' digital literacies; however, this objective has not been fully achieved due to a set of reasons such as culturally predominant teacher-centered instruction, preference for traditional learning styles, and lack of teacher training (Gobel & Kano, 2014). Despite having access to technology, Japanese university students' levels of computer literacy is to some extent low, and contrary to the *digital natives* debate promulgated by Prensky (2001), Japanese students are not as tech-savvy as expected (e.g., Murray & Blyth, 2011). Therefore, availability and accessibility of computer technology do not necessarily guarantee its usability, and that is why technology has not been

normalized, in Bax's (2011) terms, in Japanese educational settings. Further research is then required to develop and implement technology-based courses to guide and encourage Japanese learners of English to be active and creative in the integration and use of CALL. The accreditation and quality control of such courses should be ensured as well.

1.2. Purpose of the Study

Using the Successive Approximation Model (SAM) proposed by Allen (2012), an adaptation of the generic ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model (Branson, Rayner, Cox, Furman, King, & Hannum, 1975), this study aimed to construct an EGAP (English for General Academic Purposes) SPOC (Small Private Online Course) platform for Japanese learners of English at Osaka University with the help of interdisciplinary professors and information technology experts. Based on a thorough needs analysis and e-readiness assessment, the course was designed and developed guided by theoretical frameworks and models for online course design. Using the affordances of online environment, novel approaches to English language teaching (e.g., project-based language learning) were practiced. Augmented Reality (AR) was also utilized to transform the blended part of the course. After being implemented, the experiences and preferences of Japanese learners of English were explored. Finally, the effectiveness of the course quality was evaluated using the Quality Matters™ (abbreviated as QM henceforth) Rubric for Higher Education Online Course Design. As stated by Gao and Legon (2015), the Rubric has been adopted by more than 850 higher education institutions in the United States and an increasing number of English-language institutions around the world, and it provides a detailed guidance to ascertain course quality.

1.3. Research Questions

This study seeks to answer the following research questions:

1. What are the issues and challenges in designing, developing, and implementing an EGAP blended course for Japanese learners of English?
2. What are the experiences of Japanese learners of English in the designed EGAP blended course?
3. To what extent is the designed EGAP blended course effective in terms of quality?

1.4. Definition of Key Terms

1.4.1. ADDIE

ADDIE is the most commonly used instructional systems design model used to develop courses (Branson et al., 1975).

1.4.2. AR

"A technology that superimposes information onto the user's environment, for example, by accessing the camera of a mobile device and providing an augmented or enhanced experience of reality" (Hockly, 2016, p. 137).

1.4.3. Blended Learning

Blended learning is "any combination of face-to-face teaching with computer technology (online and offline activities/materials)" (Whittaker, 2013, p. 12).

1.4.4. EGAP

EGAP is a subfield of English for Academic Purposes (ESP), which caters for the general linguistic needs of the students rather the needs of students of a particular discipline as in English for Specific Academic Purposes (ESAP) (Dudley-Evans & St John, 1998).

1.4.5. e-Readiness

Learner e-readiness is the degree to which a learner is ready for e-learning (Guglielmino & Guglielmino, 2003).

1.4.6. Needs Analysis

Needs analysis or needs assessment is a process which is carried out to discover the learning needs of students which are subsequently shaped into learning objectives and those objectives are at the core of curriculum development and are closely intertwined with materials development, task design, evaluation, and so forth (Brown, 2009).

1.4.7. SAM

SAM is an agile instructional systems design model that has been introduced as an alternative to ADDIE that not only allows for but also necessitates iteration (Allen, 2012).

2. Literature Review

2.1. Introduction

MEXT initiated a call for internationalization of higher education in 2009 by launching the Global 30 or G30 Project which aimed at increasing the number of international students from 123,829 in 2009 to 300,000 by 2020 (MEXT, 2009). In fulfillment of this pivotal goal, 13 core universities were chosen to foster an academic environment in which local and international students can exchange opinions, knowledge, and culture, and make international ties to "live locally and grow globally".[1] In so doing, Japanese universities have undertaken educational reforms on top of which lie English education policies.

The first stride regarding the educational reform was the transition of the medium of instruction from Japanese to English. The Global 30 universities have thus begun to offer a selected number of courses and/or programs partially or entirely in English. The purpose of this reform action plan was for Japanese students to be more exposed to the English language and get encouraged to study overseas, and also for international students to study in Japan and complete a degree in English (MEXT, 2012). Among other initiatives started by MEXT (2014b), Japanese universities were spurred on to adopt an integrated approach to English language teaching and learning emphasizing all four language skills in instruction and assessment.

Nevertheless, English as the language of instruction has not yet sufficiently found its way into Japanese universities. The main reason behind this is rooted in the fact that English education in Japan is afflicted by various problems, the most salient of which is the overemphasis upon the grammar-based, translation-oriented approach hindering Japanese EFL learners from being efficient communicators (Sakamoto, 2012). Other challenges that impede effective English language teaching and learning in Japan include predominant teacher-centered instruction (Hosoki, 2011), lack of teacher training (Steele & Zhang, 2016), teaching to the test (Lowe, 2015), and lack of learner motivation (Kikuchi, 2013), to name a few.

As recommended by MEXT (2014b), technology as a potential solution to the shortcomings of ELT in Japan can be employed to more effectively enhance English pedagogy. As one of the leading institutions of higher education in Japan, Osaka University is also considering the shift to online education to facilitate learning and teaching, and take the lead in realizing the ultimate goal of internationalization. Hence, a blended course, titled OUGEO (Osaka University Global English Online), for teaching general academic English to Japanese undergraduate students at Osaka

[1] Osaka University's motto

University was designed, developed, implemented, and evaluated.

2.2. English Language Education in Japan

The history of English language teaching in Japan can be traced back to the early 19th century with the British warship movements in the harbor of Nagasaki in 1808. Since then, a variety of ELT methods and approaches have been practiced yet without much success (Oda & Takada, 2005). In spite of spending billions of dollars on ELT (METI, 2005), Japan often ranks among the lowest in TOEFL and TOEIC scores as reported by ETS (2015, 2016) which implies that English education is more of a business than a profession. In what follows, the major challenges concerning this issue are overviewed.

The first problem is characterized by an overemphasis on the grammar-translation method, also known as *yakudoku* (訳読) in Japanese. As the first known method of foreign language literacy in Japan, *yakudoku* consists of learning a target language by translating a text word for word and reorganizing the elements of a sentence in accordance with the Japanese rules of word order. There is no need to stress that this method is incapable of developing learners' communicative language skills. Furthermore, regardless of the recent paradigm shift in ELT approaches and methods commenced by MEXT, *yakudoku* still remains as the major foreign language teaching method at schools, where teachers are obliged to prepare their students to take the high-stakes entrance exam (the whole preparation process referred to as *juken*, 受験) in order to get admitted to high-raking universities across the country. As a result, Japanese is in most cases adopted as the main language of instruction, with minimal authentic communication and interaction in English (Mondejar, Laurier, Valdivia, Mboutsiadis, & Sanchez, 2012).

The second major issue concerns teacher training and professional development for both pre-service and in-service teachers. As noted by Nishino and Watanabe (2008), most Japanese teachers of English receive minimal training in language teaching particularly within a communicative approach, suffer from a relatively low level of proficiency especially in spoken English, and are apprehensive about making mistakes in front of their students and thus undermining their authority, and tend to believe in the myth that a thorough declarative knowledge of English grammar and intensive reading skills are what Japanese learners are actually in need of. Although MEXT constantly aims at improving the quality of teaching English among other subjects by systematically implementing professional development programs for teachers at secondary and tertiary levels (MEXT, 2015), teacher education programs at universities and the collaboration between secondary schools and universities are still

far from meeting most of the needs of the 21st century teachers in a rapidly globalizing society, which include teachers' technological, pedagogical, and content knowledge (known as TPACK), global awareness, intercultural competence, critical thinking skills, etc. (Lin, Zhang, & Zheng, 2017).

Last but not least, there is a set of socio-cultural factors that hinder Japanese EFL learners in their efforts to gain fluency and communicative competence in English. In his comparative study, Howe (2000) maintains that according to the Eastern philosophy, there is only one correct answer to any given question and mistakes are frowned upon. In addition, Doi (1973) points out that the Japanese way of thinking is not *logical* and is rather *intuitive*, especially compared to the Western thought. Having these in mind, Laskar (2007) concludes that reasoning is not encouraged on the grounds that it is a potential threat to group solidarity and harmony; that is why Japanese students are not trained in certain skills such as critical thinking, argumentation, debate, and self-expression. As Yamada's (2015) study reveals, Japanese students 'freeze' and feel 'inferior' and 'ashamed' when faced with real life situations where there is not a single right answer to a given question, such as communication in English. Consequently, among other factors, this may lead to students' lack of motivation for learning English (Suzuki & Kuwamura, 2011). According to Kowner (2002), a psychologist specializing in modern Japanese history, communication is a trouble zone for the Japanese people even in their native language. Overall incompetence in communication can be traced back to the following roots: Japan's geopolitical isolation, profound cross-linguistic differences between Japanese and English, and the pervasive shyness of the Japanese. Therefore, it can be concluded that communicating and interacting in English is "an extension of a general problem of communication" (Kowner, 2002, p. 341).

2.3. English Education vis–à–vis Internationalization

Internationalization of education as an institutional response to globalization has grown in importance in light of recent educational reform policies in Japan of which English language teaching is an indispensable element. To this aim, MEXT (2014a) has initiated a plan through which introductory English classes will be added to the third-grade elementary school curriculum and will be made compulsory from the fifth grade. Moreover, in preparation for the upcoming 2020 Tokyo Olympics, English education in Japan has shifted toward enhancing communication skills. Teacher education has also been subject to change with empowering teachers to improve their teaching skills, practice co-teaching with Assistant Language Teachers (ALTs), and use ICT-based teaching materials in their classrooms. The revised national foreign language curriculum for senior high schools with the new goal of 'conducting English

classes in English' (英語は英語で in Japanese) was also proposed by MEXT in 2011 and implemented in 2013. The 'English-only' initiative, however, was not welcomed, primarily because the new changes were not adhered to by the nationwide entrance exam system (Glasgow, 2014). Moreover, the lack of communicative fluency in English among both Japanese teachers and students to engage in teaching and learning through English seems to be an additional factor.

Despite the recent attempts to improve foreign language education and fulfill the ultimate goal of genuine internationalization, Japanese students still lack communicative competence in English, a key to success in global mobility. This incapability is most evident at tertiary level where students have only been exposed to the former malfunctioning education system. Consequently, the majority of university graduates have been unable to keep pace with the increasingly globalizing Japan (Hammond, 2012).

According to a report by *the Japan Times* ("Global 30 Universities," 2013), in response to the Project for Establishing Core Universities for Internationalization, also known as the Global 30 project explained earlier, Osaka University has undergone the process of "Englishization", a term coined by Coleman (2006), and has accordingly established International College in 2010, through which several credit courses and degree programs at both undergraduate and graduate levels are offered in English, and 15 subjects of these programs are open to local Japanese students to be able to immerse themselves in a global environment, which is technically referred to as "internationalization at home" (Wätcher, 2003) (refer to "Study in English at Osaka University" brochure (2015) for more details). Moreover, significant strides have been made to create supportive environments for international students and researchers by establishing the Support Office in 2007 at Osaka University. "To be a university that shines forth even into the 22nd century," Osaka University attempts to train internationally-minded graduates to be the leaders of tomorrow by creating "Global Campuses", as "harmonious diversity" is the key to the University's future growth (Osaka University Campus Life, 2015, pp. 3, 7). Besides providing English language instruction, Osaka University, therefore, tries to provide its students with global exposure and with an opportunity to develop intercultural awareness, intercultural mindsets, and intercultural communication skills.

As argued by Marlina (2013, p. 2), to provide internationally-oriented education, institutions need to resist "a monocultural-chauvinistic perspective", which is in practice exceedingly difficult to set in motion. In this study, it was attempted to meet the university's mission of the internationalization of education by including skills required for living in today's global world in the learning objectives and outcomes of the course. It is worth mentioning that the OUGEO team had two non-Japanese

members, which facilitates the design of an internationally-flavored EGAP blended course.

2.4. Online Education in Japan

When one thinks of Japan today, technology quickly springs to mind alongside the images of sushi, cherry blossoms, and kimonos. Japan is in fact a technology-driven country that manufactures millions of high-tech gadgets; however, digital literacy levels are comparatively low amongst its generation of *digital natives*, a term coined by Prensky (2001). Anecdotal evidence suggests that while Japanese university students are skillful at using smartphone applications such as LINE and are even occasionally addicted to gaming, many are not avid technophiles when it comes to education. Therefore, availability and accessibility of computer technology do not necessarily guarantee its usability, and that is why technology has not yet been *normalized*, in Bax's (2011) terms, in Japanese educational settings. Against all odds, some strides have been taken to incorporate technology into education at secondary and tertiary levels especially through online education (MEXT, 2011).

Online education has been regarded as beneficial in that it supports learning by enhancing students' motivation, providing interactive digital environments, adding multimodality, fostering communication and collaboration, increasing self-management and self-assessment, encouraging out-of-class learning, and helping students develop 21st century skills to become autonomous, capable, and participatory digizens (digital citizens) motivated for lifelong learning (Ng, 2015). Furthermore, by exceeding the boundaries of time and location, the Internet enables instructors and learners to communicate with one another both synchronously and asynchronously, in pairs or groups anywhere anytime (Bates & Sangrà, 2011). By and large, online instruction can offer numerous advantages including flexibility, accessibility, independency, interactivity, multimodality, cost-effectiveness, ubiquitous learning, convenience, and learner-centeredness (Moore, 2013).

Unlike other disciplines, language instruction in online environments has only recently begun to establish its legitimacy and gain popularity in a variety of forms, namely Web-facilitated, blended or hybrid as well as fully virtual or online courses (Blake, 2011). The aforementioned benefits of online learning can also be applied to learning English online, where technology-enhanced language learning environments have facilitated interaction, collaboration, and communication with a wider audience; provided comprehensible input; developed cognitive abilities; offered task-based, problem-solving, and student-centered activities; promoted learner autonomy; responded to student needs; enhanced cultural insights and competencies; and supplied effective feedback regardless of delivery modes, i.e., Web-enhanced, hybrid, blended,

or online (Butler-Pascoe & Wiburg, 2003).

In addition to the general advantages of online language learning, such as space saving, lower costs, flexibility in time and location, standardization in educational programs, improvement of instruction through using the class time efficiently, providing immediate feedback, and tracking students' progress and evaluating their engagement (Goertler, Bollen, & Gaff, 2012), the online environment can particularly help Japanese learners who feel anxious or shy by allowing them to personalize their learning in their own way and at their own pace, which motivates researchers (e.g., Bracher, 2013; McCarty, 2007; Shudong, Higgins, & Shima, 2005) to design online courses in Japan.

As the major stakeholders in online language instruction, learners should be prepared for success in CALL by having ready access to hardware and software in addition to being technologically literate. By contrast, many CALL practitioners fail to address learner e-readiness—the degree to which a learner is ready for e-learning (Guglielmino & Guglielmino, 2003)—as they hastily incorporate technology into their courses (Burrows & Stepanczuk, 2013). Consequently, little attention has been paid to learner preparedness for online language learning despite the fact that the literature is abundant with various survey instruments for assessing learner readiness. Examples include Readiness for Education At a Distance Indicator (READI, now known as Smarter Measure) mainly used by higher education institutions, or researcher-designed learner readiness assessment tools such as Fageeh (2011), Hung, Chou, Chen, and Own (2010), Winke and Goertler (2008b), and Xiong, So, and Toh (2015). In online instructional design, it is therefore essential to be aware of students' technological knowledge with the aim of delivering content suitable to students' ability levels and training them in computer skills if necessary.

Although the course prerequisites are the mere criterion for students taking face-to-face classes, students' e-readiness is yet another issue to be assessed in online courses. To "set the stage", online course designers and instructors thus need to evaluate students' online needs and technical skills before starting the instruction (Aisami, 2009, p. 1632). In compliance with this requirement, part of the present study aimed to assess Japanese learners' perceived e-readiness for learning English online as an initial step in designing and developing a Web-based EGAP SPOC at Osaka University.

2.5. The Growth of Online Language Education: The Japanese context

According to Hockly (2015), there are five main current delivery models for learning a language online ranging from formal to informal approaches: (1) formal online language courses; (2) virtual worlds; (3) LMOOCs (Language Massive Open

Online Courses); (4) online language learning communities; and (5) mobile apps for language learning. In the following sections, each of the delivery modes will be explained and exemplified in the context of Japan, in particular Osaka University where applicable.

2.5.1. Formal Online Language Courses

Formal online language learning usually takes place at schools and universities in the form of credit courses. At Osaka University, "Practical English e-learning" (実践英語e-learning) courses are an example of formal online language learning, where the students study English online using a commercial package known as Linc English. Some individual instructors at Osaka University also teach with EnglishCentral which is an online English learning platform combining the Web's authentic English videos with a proprietary speech assessment technology (IntelliSpeech™).

2.5.2. Virtual Worlds

Virtual worlds, such as Second Life, are online computer-simulated 3D environments where users can interact with one another via avatars for different purposes like business, entertainment, education, or the combination of the two latter ones known as *edutainment*. Meet-Me is a Japanese virtual world platform which shares many similarities and characteristics with Second Life, and has potential language learning opportunities.

2.5.3. LMOOCs

Language MOOCs (LMOOCs) are currently in an early stage of development compared to MOOCs from other disciplines. Nevertheless, edX, Coursera, and other well-known platforms are currently witnessing a growing rise in the number of LMOOCs offered by various universities worldwide, which the researcher refers to as LMOOC boom. In 2013, the Japan Open Online Education Promotion Council, also known as JMOOC, was established with the aim of promoting open education (Aoki, 2015). JMOOC hosts its courses on three official platforms, namely Gacco, Open Learning Japan, and OUJ MOOC. The language MOOCs so far include "TOEIC®テスト600点突破", a four-week TOEIC® preparation course, as well as "Nihongo Starter", a Japanese course for beginners. OsakaUx has not yet offered any LMOOCs, but a business Japanese MOOC is under preparation.

2.5.4. Online Language Learning Communities

Online language learning communities (OLLCs), such as Busuu, Babbel, italki, and Myngle, have become incredibly popular with the phenomenal rise of Web 2.0 and the boom of social networking sites (SNSs). In the Japanese context, Mixi and LINE as the most popular social networking sites have been used to create classroom-based online language learning communities for Japanese learners (e.g., Blyth, 2015; McCarty, 2009).

2.5.5. Mobile Apps for Language Learning

The ubiquitous availability of mobile devices in recent years, such as smartphones and tablets, has promoted the rapid development of mobile apps for language learning. In Japan, about 95.6 percent of the population have mobile phones (Ministry of Internal Affairs and Communications, 2012), including nearly all young university-aged people. The popularity of mobile devices has thus shaped m-learning research in the Japanese setting (for example, the pioneering research of Thornton & Houser, 2002, 2003, 2005) and app development for Japanese learners of English (for instance, a series of apps developed by James Rogers, a Japan-based researcher: 英語発音矯正 [English Pronunciation for Japanese Learners], Common English Mistakes of Japanese Learners, English Idioms for Japanese Learners, etc.).

2.6. Course Design, Development, and Delivery Revisited

2.6.1. The Need for a Needs Analysis

In educational settings, as remarked by Brown (2009), needs analysis or needs assessment is carried out to discover the learning needs of students which are subsequently shaped into learning objectives. Those objectives are at the core of curriculum development and are closely intertwined with materials development, task design, evaluation, and so forth.

As reviewed by Songhori (2008), several approaches to language needs analysis have been proposed in the literature, which are of three major types: (1) *target situation analysis* (TSA) put forth by Chambers (1980) based on Munby's (1978) concept of Communicative Needs Processor focusing on the variables that influence communication needs, (2) *present situation analysis* (PSA) introduced by Richterich and Chancerel (1980), and (3) *pedagogic needs analysis* (PNA) suggested by West (1998). The latter is a combination and enhancement of TSA (i.e., identification of what learners are required to know to be able to operate effectively in the target situation) and PNA (i.e., identification of what learners do/not know and can/not do

determined by the demands of the target situation). PNA is performed in three steps, namely (i) *deficiency analysis*, which is identifying what learners lack to bridge the gap between TSA and PNA, (ii) *strategy or learning needs analysis*, which is investigating how learners prefer to learn rather than what they need to learn, and (iii) *means analysis* which is examining the environment in which the language course will be conducted. In this study, PNA was adopted to investigate the language needs—necessities, wants, and lacks—of Japanese EFL learners, and the practicalities and constraints of the learning and teaching environment in the Japanese context regarding implementing a blended needs-responsive EGAP course.

The existing literature (e.g., Brown, 1995; Long, 2005; Nation & Macalister, 2010) suggests that needs analysis is an ongoing process in language course design since learner needs are subject to change over the course of time. Reinvestigating the English language needs of Japanese students is thus a necessity particularly with regard to English educational practices in transition at the moment. Furthermore, according to recent research on needs analysis (e.g., Bocanegra-Valle, 2016), the design of a needs analysis should consider the involvement of different stakeholders into the analysis and the use of different data sources and data collection techniques. Moreover, as remarked by Dudley-Evans and St John (1998), the process of needs analysis is cyclical, meaning that it is interdependent and interconnected with the other phases of the course design, development, delivery, and evaluation, which is depicted in Figure 1.

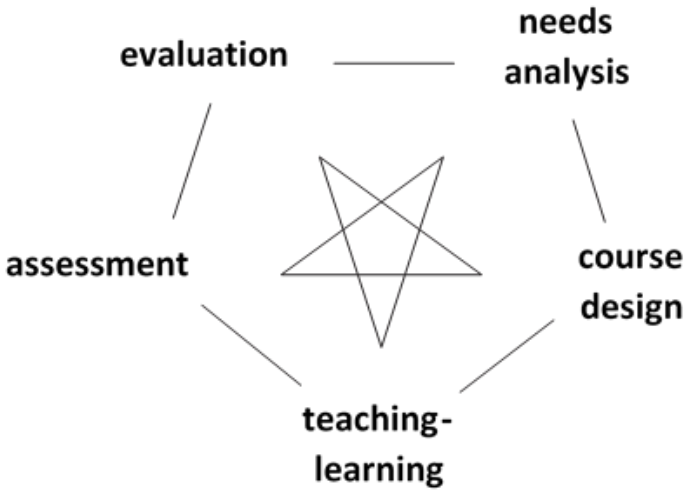


Figure 1. Cyclical process of needs analysis (Dudley-Evans & St John 1998, p. 121)

Although needs analysis is underused in Japan (Kitzman, 2011), some studies have been conducted at Japanese institutions of higher education to inform curriculum developers, instructors, and other staff members involved in EGAP programs about students' English needs and interests (e.g., Balint, 2004; Fushino, 2003; Nakano, Gilbert, & Donnery, 2009; Parsons & Iwasaki, 2008). At Osaka University, only a few studies have been undertaken to assess the needs of students exclusively majoring in engineering (Nishikawa et al., 2006; Takefuta, 2012) and to the best of researcher's knowledge, there is not any study that has been conducted to explore the views of instructors and policy makers on this issue. In order to be more inclusive of the diversity of student needs and interests, the present study investigated the current English language needs of Japanese students both from engineering/science and humanities backgrounds at Osaka University.

2.6.2. Basic SAM (SAM 1)

The mainstream models of instructional design, including traditional models such as ADDIE (Branson et al., 1975) and more recent ones like SAM (Allen, 2012), regard *analysis* as their initial stage. In online course design, it is equally essential "to scout the territory" by keeping the student audience in mind as the main stakeholders (Ko & Rossen, 2010, p. 22).

The basic SAM (SAM_1) was accordingly employed in the current study to iteratively design, develop, and evaluate the online EGAP course. In line with the cyclical process of the needs analysis, SAM_1 is a nonlinear, iterative model allowing frequent evaluation and course modifications to be easily made throughout the process. SAM_1 fits projects when a small team of individuals work together, and when no technical skill such as software programming is required, as in the case of this study. Figure 2 shows the integrated design and development phases of the present study based on SAM_1. The iterative nature of SAM 1 allowed for continuous evaluation, and consequently, for corrections, adaptations, mitigations, refinements, and adjustments at the early phases of the blended course design and development.

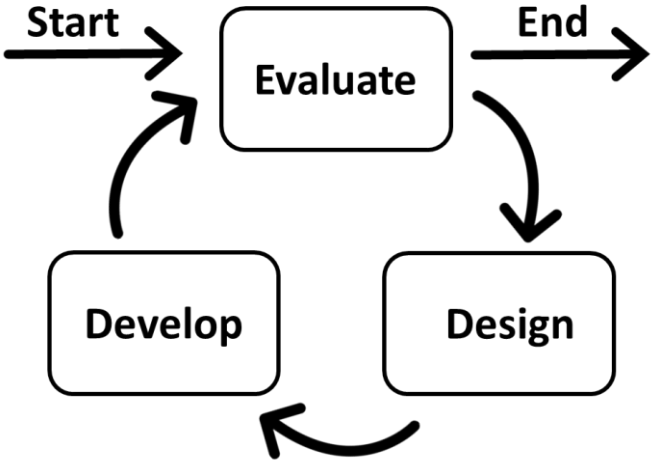


Figure 2. Integrated design and development phases based on SAM_1 (Allen, 2012)

2.6.3. Learner e-Readiness

Warner, Christie, and Choy (1998) have defined learner readiness for online learning as a measure of students' inclination toward online delivery modes versus face-to-face instruction, their competence and tendency to utilize electronic communication, and their ability to undertake autonomous learning; hence, assessing learner e-readiness is highly essential prior to launching an online course. Learner e-readiness has been investigated generally in studies like Smith (2005), Watkins, Leigh, and Triner (2004), Palmer and Holt (2009), Hung et al. (2010), Xiong et al. (2015) or across specific disciplines such as nursing (Chong, Sellick, Francis, Abdullah, 2011), mathematics (Chiou, Mohd Ayub, & Luan, 2010), and engineering (Akaslan & Law, 2011).

Despite recommendations by CALL experts and online language course designers (e.g., Hubbard, 2013; Hubbard & Bradin Siskin, 2004; Kassen & Lavine, 2007; Levy, 2006), only a few studies in the realm of language education (Barrette, 2001; Burrows & Stepanczuk, 2013; Fageeh, 2011; Murray & Blyth, 2011; and a series of studies by Winke, Goertler, and their colleagues, Goertler, 2009; Goertler et al., 2012; Winke & Goertler, 2008b; Winke, Goertler, & Amuzie, 2010), have addressed learner readiness for online language learning before its actual implementation. According to the results of these studies, learner readiness for online language learning is connected with a set of factors which can be broken down into two general categories: *demographic variables* which incorporate gender, age, grade, nationality, field of study, and technological accessibility/ownership versus *non-demographic variables* which

encompass learner autonomy, motivation, learning style, attitude toward e-learning, language self-efficacy, technological acumen, and online communication skills. Table 1 displays a summary of the studies investigating the factors estimating learner readiness for online language education.

As Hubbard (2013) remarks, the literature on readiness for digital language learning clearly highlights the need for learner training aimed at preparing all students to make effective use of technology-enhanced language learning tasks and activities. He also emphasizes that learner readiness does not only involve technical expertise but also the ability to understand pedagogical principles and to adapt strategies necessary to successful online language learning.

The findings of studies on language learner e-readiness are of a context-bound nature, highly contingent upon factors such as technological infrastructure of an institution, demographic features of learners (e.g., nationality), and their attitude toward e-learning. To the best of the researcher's knowledge, there has been no study conducted at Osaka University to evaluate the readiness of students for learning English online. This study was thus an attempt to address the research gap by assessing the e-readiness of Japanese undergraduate students at Osaka University prior to designing, developing, implementing, and evaluating an EGAP blended course.

Table 1

Studies on e-Learning Readiness for Online Language Learning

Author(s)/year	Variable(s)	Methodology	Results
Barrette (2001)	Computer literacy	Three sources of data collection: (1) pre-training questionnaire on computer literacy, (2) records of students' use of computers for language learning, and (3) end of semester questionnaire on computer literacy.	Basic computer skills in the beginning Significant improvement in computer skills through training by the end of the semester
Winke and Goertler (2008b)	Ownership and accessibility of technology tools, level of ability to perform computer-based tasks, personal and academic/professional use of multimedia tools, and interest in hybrid language instruction	Researcher-made questionnaire estimating student readiness for hybrid language education	High command of computer literacy in general Inadequate access to or lack of competence in using CALL tools Need for student training
Goertler (2009)	Variables assessed in Winke and	Winke and Goertler's	High-level computer

	Goertler's (2008b) study	(2008b) questionnaire	access and decent yet not advanced enough computer literacy Negative perception of hybrid foreign language instruction Need for better access and more training
Winke et al. (2010)	Variables assessed in Winke and Goertler's (2008b) study plus commonly taught versus less commonly taught languages and Roman alphabet versus non-Roman alphabet variables	Winke and Goertler's (2008a, 2008b) questionnaire	Tech-savvy learners in need of CALL-specific tools Lower levels of computer literacy and interest in hybrid language learning among the learners of less commonly taught languages with non-Roman alphabets Necessity of learner training
Fageeh (2011)	Level of study, computer proficiency, learner control, motivation for learning, and online communication self-efficacy	Survey and in-depth interviews examining students' readiness for and attitude toward e-learning	Students' being ready to accept and use technology
Murray and Blyth (2011)	Computer and Internet literacy/access, software use, skills, and knowledge	Adapted from Son, Robb, and Charismiadji (2011)	High access to computers Low level of computer and Internet literacy
Goertler, Bollen, and Gaff (2012)	Variables assessed in Winke and Goertler's (2008b) study	Winke and Goertler's (2008b) questionnaire	Inclination toward hybrid language education due to the flexibility in time and place
Burrows and Stepanczuk (2013)	Gender, student level, age, nationality, field of study, learner autonomy, computer self-efficacy, attitude toward online learning, motivation, and English language self-efficacy	Researcher-made questionnaire measuring learner readiness for online language learning	High levels of computer self-efficacy for online language learning

2.6.4. The Standards Checklist

As remarked by online/blended course designers and developers (e.g., Stavredes & Herder, 2014), standards ensure consistency and overall quality throughout the course design and development. Having taken a thoughtfully designed, research-focused, practice-oriented, step-by-step approach to online course design and development, Vai and Sosulski (2011, pp. 189–195) presented a checklist that serves as a standards index and best-practices model for course designers and instructors to consistently use and to reflectively self-evaluate their online courses. This checklist guided the design and development phases of the current study and provided opportunities to iteratively do reflective self-evaluations of the created blended course.

2.6.5. QM Rubric

2.6.5.1. What Is It and Why QM?

QM started with this question raised by a small group of colleagues in the MarylandOnline consortium based in the USA: How is the quality of an online course measured and guaranteed? QM is now an international organization that is recognized as a leader in quality assurance for online education in both K-12 and higher education, and aims to promote and improve the quality of online education and student learning nationally and internationally through a variety of ways such as developing research-informed, and practice-based quality rubrics and standards, providing professional development in the use of evaluation tools to improve the quality of online education, and offering peer review and certification of quality in online education. As mentioned by Wise and Im (2015), QM has been adopted by many educational institutions to review and assess the quality of their online and blended courses.

2.6.5.2. Applying QM

While the QM rubric is not so well-known in the realm of foreign language education, it has been widely used and applied to different programs of disciplines, and some of them are briefly explained below.

In her case study, Harkness (2015) documents the results of five academic years of the strategic application of QM to online learning programs at the University of the District of Columbia leading to the establishment of sustainable online education at this institution; for example, passing course grades of A-D increased 19.7%, failing course grades of F decreased 66.6%, and withdrawals from online courses reduced by 23.5%. Hollowell, Brooks, and Anderson (2017) also describe how QM helped their

institution, North Carolina Central University (NCCU), address the increasing rates of Ds, Fs, and Withdrawal by students enrolling in online courses.

Martin, Ndoye, and Wilkins (2016) examine how QM standards guide the identification and analysis of learning analytics data, which is "the interpretation of a wide range of data produced by and gathered on behalf of students in order to assess academic progress, predict future performance, and spot potential issues" (Johnson, Smith, Willis, Levine, & Haywood, 2011, p. 28), to monitor and improve learning in a fully online master's program in Instructional Systems Technology at a university in the USA. The study provides a framework which helps instructors see whether their online courses meet the QM standards requirements and consequently enhance the effectiveness of online teaching and learning.

According to Dietz-Uhler, Fisher, and Han (2007), retention rates are reported to be lower in online classes than in face-to-face ones. They thus investigate whether online course design promotes student retention, using QM to design and review their psychology and statistics online courses. They reported that their retention rate over multiple offerings of both courses is roughly 95%.

Lowenthal and Hodges (2015) use QM to evaluate the quality of six randomly selected MOOCs (Massive Open Online Courses). Three trained QM peer reviewers analyze each of the MOOCs using the QM 2011-2013 rubric. Some of the MOOCs scored very well and, with some minor revisions, two of the MOOCs could pass a QM review and, therefore, be considered high quality online courses. This suggests that MOOCs have the potential to be high quality online courses, at least in terms of course design.

Kwon, DiSilvestro, and Treff (2017) utilize the QM standards and they identify strengths as well as weaknesses of their graduate online adult education program. The results revealed that the adult online graduate courses fulfilled the key components of QM standards in general. Moreover, students' evaluations of the courses were quite consistent with the peer instructors' evaluations, and areas identified as needing improvement were information about accessibility, technical support, and course orientation, and descriptions of instructional materials.

One study was found within the literature which has investigated the use of the QM rubric within an EFL setting. In his study, Al Zumor (2015) scrutinizes the standards of the QM rubric, 2011-2013 Edition, and the findings indicated that the rubric has the potential for enhancing online foreign language education in general and can in particular make EFL learning process more humanized by increasing the instructors' and learners' sense of online presence. Similarly, in the present study, the QM rubric has been utilized as the major reference to evaluate the blended course of EGAP.

It is worth noting that the Quality Matters Research (QMR) is a term which comprises research that *supports* the QM rubric and process, discusses its *use*, and focuses on its *impact*. Readers are referred to the curated resources on QMR (https://www.qualitymatters.org/research/curated-research-resources) where they can find more theoretical and practical studies on QM.

In this study, an inclusive approach to blended course evaluation was adopted. The basic SAM informed the course design and development phases. In order to ensure the course quality from the outset, the Fifth Edition of QM Higher Education Course Design Rubric was also utilized as the major reference. As part of the evaluation process, students' perception on the usefulness of the course was measured quantitatively and qualitatively through an attitudinal survey instrument and open ended reflection questions. Eventually, to add an outsider positionality, the blended course was peer-reviewed by a certified reviewer from QM after having been self-reviewed by the researcher.

3. Methodology

3.1. Needs Analysis

Participants

A total of 278 Japanese undergraduate students at Osaka University participated in the needs analysis part of this study. There were 183 males and 95 females aged between 18 and 23 (mean age=19.67). Regarding disciplines and fields of study, 51.1% of the participants belonged to humanities and 48.9% to engineering/science. Following a learner-centered approach to needs analysis, students comprised the majority of the participants, yet they were not the only group who were asked about the needs, lacks, and wants as far as learning EGAP was concerned, which is similar to the needs analysis methods of earlier studies such as Huh (2006) and Dibakanaka and Hiranburana (2012). In order to provide a more comprehensive account of the students' English language needs amidst the transition to globalization, twelve instructors (8 males and 4 females, including two policy makers) affiliated with the Graduate School of Language and Culture and the Center for Education in Liberal Arts and Sciences (CELAS) were also interviewed. These two departments are in charge of English education for undergraduate students at Osaka University. All the instructor participants have had experience teaching "Practical English" courses, which are aimed at improving the general academic English language skills of first- and second-year students. In-depth interviews were conducted with these instructors about students' difficulties in learning English and their immediate and future needs, bearing in mind the fact that learners may not always be the most reliable source of information about their actual language needs (Basturkmen, 2006). Table 2 displays a summary of the participant profiles.

Table 2
Participant Profile Summary

Participants	Male	Female	Total
Students	183	95	278
Instructors	8	4	12

Instruments

Both quantitative (questionnaire) and qualitative (open-ended questions and semi-structured interviews) methods have been employed to collect data from the participants. A *triangular approach*, as suggested by Richards (2001), has been

followed in data collection since relying on one single source of information alone is likely to yield an incomplete picture of the present and target situations as well as the pedagogical approaches required to fill that gap.

A Likert-type questionnaire with five ordered response levels plus an open-ended question has been used to collect data from the student participants. The questionnaire was abridged and adapted from the "Needs Analysis Questionnaire for Non-English-Background Students" developed by Gravatt, Richards, and Lewis (1997, as cited in Richards, 2001, pp. 80–86), and it asked the respondents about their English language needs, difficulties, and expectations around the four main skills of listening, speaking, reading, and writing. To avoid language barrier, the adapted version of the questionnaire with 42 items (including the open-ended question) was translated into Japanese (See Appendix A). As suggested by Harkness, Pennell, and Schoua-Glusberg (2004), committee or team translation, which is a more efficient translation procedure compared to back-translation, was adopted to assess the quality of the translation. Four translators, a Japanese professor of English, a Japanese master's student majoring in Japanese linguistics, and the researcher, made independent translations of the questionnaire, and at revision meetings, the translations were compared, amendments were made, and the final version was agreed upon. The questionnaire distribution was done both offline and online. To gather data offline, the questionnaire was administered to students during the class hours to minimize the amount of missing data. The online version of the questionnaire was created on REDCap (Research Electronic Data Capture) and made accessible through Osaka University learning management system which is locally known as CLE.

Moreover, semi-structured interviews were conducted with the twelve instructors so as to further delve into the learning difficulties Japanese students have been struggling with and their language needs as well as the ways the instructors have tried to approach those problems. The interviews were not recorded to ensure confidentiality and to avoid any reservations on the side of the interviewees.

Data Analysis

The responses to the questionnaire were analyzed using SPSS version 22.0 and Microsoft Excel 2013. The "Additional Comments" section of the questionnaire provided some qualitative data shedding light on the learners' English needs and difficulties, and qualitative content analysis was performed on these open-ended answers. The notes taken during the semi-structured interviews were coded for qualitative analysis.

3.2. e-Readiness Assessment

Case Description

All first- and second-year undergraduate students at Osaka University are required to take English courses as part of their liberal arts education. A typical English class consists of 40 to 55 students (with the majority being Japanese), held once a week for 90 minutes over a semester of 15 weeks. The instructors are free to select their materials and methods (Hino & Oda, 2015). There are also several CALL classrooms, established in 2000 and afterwards, which are equipped with PCs connected to the Internet and other devices such as headsets and printers (Koguchi, 2003). Osaka University has been utilizing the commercial LMS Blackboard, also known as CLE, since 2005 (Takemura, 2012).

The practice of CALL is not new to Osaka University. For instance, Takefuta (2015b) has developed a software program called Listen to Me!, containing a collection of digital listening materials aimed at improving the academic listening skills of Japanese learners. Another example is Practical English e-learning (also explained in 2.1.1), which is a blended English course targeting second-year undergraduate students. The students enrolled in this course mainly use online materials for self-study and meet face to face for a minimum of five required sessions throughout a semester to take achievement tests. Moreover, webOCM (a second LMS for self-study) provides a multimedia dictionary tool capable of translating words on browsers or PDF files with a double-click. This system supports translation from English, German, French, Korean, and Chinese to Japanese (Cybermedia Center, 2013).

Despite using technology in face-to-face or blended courses, online English education for general academic purposes is not practiced to its full potential at Osaka University. A number of online ESP courses have been offered, such as "English for Science" (Takefuta, 2015a), "ESP Course for Biotechnology Conversation" (Nishikawa et al., 2006), "English for Engineering" (Fujita, Morimoto, Ike, Okunishi, & Harashima, 2009), and "Academic English Communication Skills" for graduate students of science (Noguchi, 2003), yet none of them have focused on EGAP. In summary, most of the efforts at incorporating digital materials or online language teaching at Osaka University are instructor-led and are not a long-term *sustainable* solution, in Ward's (2015) view, to prepare students for study abroad programs or nurture career-ready graduates.

Participants

A total number of 299 Japanese students at Osaka University participated in this study. The participants were all undergraduate students (60.2% freshmen, 33.1% sophomores, 3.7% juniors, and 3% seniors) majoring in humanities (47.8%) and science and engineering (52.2%). One-hundred fifty-six (52.2%) of them were males, 142 (47.5%) females, and one person identified themselves as other gender (0.3%), with a mean age of 19 (ranging from 18 to 24). English was the primary major of 2% and the minor of only 0.7% of the participants. The rest were taking English courses as a required or elective subject or for other unspecified reasons. In response to why they were studying English, 65.6% marked themselves as being interested in the English language and culture, followed by future employment (41.5%) and communication with "native speakers" (48.5%) as alternative reasons. Table 3 summarizes the participants' demographic information.

Table 3

Participants' Demographic Profile

Demographic Variables		Number	Percent
Gender	Male	156	52.2%
	Female	142	47.5%
	Other	1	0.3%
Grade	Freshman	180	60.2%
	Sophomore	99	33.1%
	Junior	11	3.7%
	Senior	9	3%
Field of Study	Humanities	143	47.8%
	Science & Engineering	156	52.2%
English Background [a]	Primary major	6	2%
	Minor	2	0.7%
	Required for major	276	92.3%
	Elective subject	30	10%
	Other	49	16.4%
Reasons for Studying English [a]	Interested in English and culture/travel	196	65.6%
	Future job marketing/future employment	124	41.5%
	To be a teacher of English	9	3%
	To communicate with native speakers	145	48.5%
	My family/relatives speak English	2	0.7%
	Foreign language requirement	44	14.7%

[a] The participants were free to choose more than one answer.

Instrument

An adapted version of the Technology Survey, developed by Winke and Goertler

(2008b), was used to collect data from undergraduate Japanese students at Osaka University. The questionnaire was translated into Japanese and content-validated by the researcher (see Appendix B) to remove the language barrier for the participants. Translating a seminal questionnaire into Japanese can also make a unique contribution to English language teaching research in Japan.

The questionnaire items asked about respondents' ownership of and access to technology tools (such as PCs, laptops, printers, and webcams), their ability in performing user tasks from basic to advanced (e.g., copying and pasting texts and editing videos), their personal and educational use of Web 2.0 tools (for instance, blogs, wikis, podcasts, and social networking websites), and their willingness to take online English courses.

Some modifications were made to adapt the questionnaire to fit the institutional context as well as the research aims, and to add items on the ownership of more recent technological devices. Smartphone, tablet, and CLE are a few examples.

Data Analysis

The collected data were analyzed using SPSS version 22.0 to produce descriptive statistics and frequency distributions. Microsoft Excel 2013 was also utilized to generate charts.

3.3. Designing and Developing OUGEO

SAM 1 and Standard Checklist

SAM 1 proposed by Allen (2012) was selected as the guiding instructional design model upon which the course was created. The first reason this model was opted for was that it is an improvement over earlier models of instructional design such as the ADDIE model (Branson et al., 1975). The latter consists of five discrete stages of Analysis, Design, Development, Implementation, and Evaluation sequenced in a linear fashion and is described as a waterfall approach (Allen, 2012), whereas SAM 1 not only allows for but also necessitates iteration. In addition, it is a more appropriate choice for smaller projects where an individual or a small team are involved in the process of instructional design.

An AR-Based Exploratory Case Study

Case Description

Out of the 15 weeks of the designed and developed EGAP blended course, ten weeks were purely online, and five were face-to-face. Poster presentation carousel was

selected as the term project, which allowed the students to go around, visit posters, listen to their peers' presentations, ask/answer questions, and develop their oral fluency. An AR app, called BlippAR, was also chosen to be introduced to the learners to create learner-generated (AKA learnAR-generated) AR posters.

Initially, through a technology survey, it was found that all of the students owned a smartphone. A face-to-face training session both on poster presentation and on using BlippAR to create Blipps was then held (the slides are available at https://www.slideshare.net/parisamehran/blippar-tutorial), and the students formed 14 groups of five to six members each to present at two poster sessions. For the purpose of this paper, we focus on data collected during the first poster session where seven groups presented their posters in three rounds to three different listener groups (see Figure 3). Each presenting group was asked to select a global theme, create a poster based on the topic, and find or make a video related to the content to overlay on the poster using BlippAR. This paper reports on the past AR experiences of the learners, their view on the use of AR specifically BlippAR, and their estimate of AR use for their future projects. Some samples of learner-generated AR content is also provided.

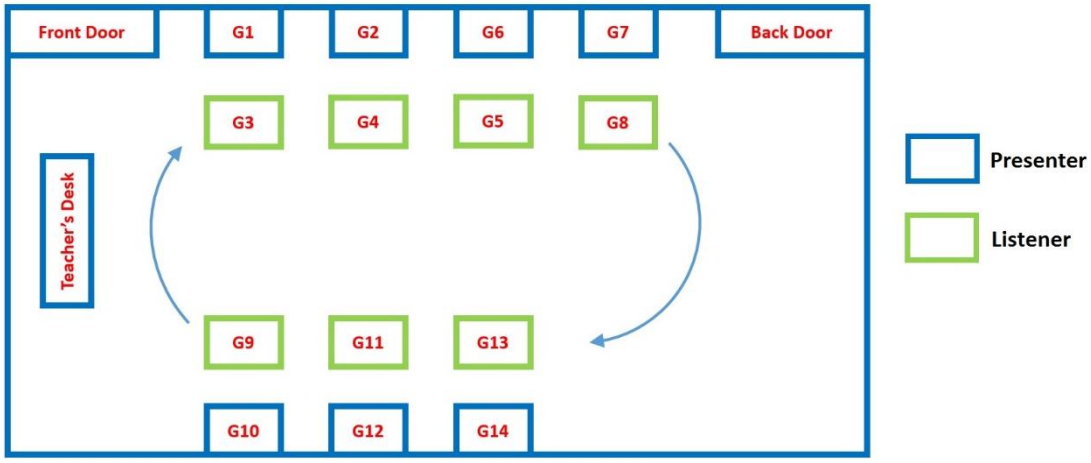


Figure 3. Class arrangement for the first poster session

Participants

The total number of the students participating in the current study was 71, and 35 (49.3%) of them were males, 36 (50.7%) were females, with a mean age of 19 (ranging from 18 to 22). The participants were all undergraduate students majoring in humanities, mainly from the Faculties of Letters, Law and Economics. Fifty-six of them (78.9%) reported that they had never experienced using AR, and 67 of them (94.4%) said that they had not known about BlippAR.

Instrument

A usage experience questionnaire, adapted from Davis (1989), Venkatesh, Morris, Davis, and Davis (2003), and Chow, Thadani, Wong, and Pegrum (2015), an open-ended feedback form, and observations were utilized to collect data on respondents' attitude toward the use and experience of AR (see Appendix C).

Data Analysis

The data for this part of the current study were also analyzed using SPSS version 22.0.

3.4. Evaluating OUGEO

Case Description

The blended course, officially titled "Practical English (e-learning)", was first offered in 2012 with the aim of helping university students improve their academic English proficiency, getting them prepared for studying in English-speaking countries, and enabling them to gain a score of 490 to 520 on TOEFL ITP®. The students would typically go through 12 weeks of online self-study using a commercial package called Linc English and an online library of video lessons known as English Central. Although one of the course objectives was to get the students prepared for study-abroad programs, it did not sufficiently include practice on language production in spoken and written forms and mostly focused on receptive skills.

In an attempt to enhance the back-then-existing course, a new blended course was designed and developed to replace the old one, already referred to as OUGEO. OUGEO aimed at developing students' practical English language skills, in particular speaking, in an integrated way so that they could advance to higher levels of conversational and general academic English (up to B2 and C1 levels on the Common European Framework of Reference for Languages), as well as gain skill and confidence when speaking. The course was offered at three levels to accommodate for different proficiency levels. It started with a face-to-face orientation session, during which the students were introduced to the course and were informed about the course schedule, requirements, access to online materials, assignment submission, grading policy, etc. In total, there were five face-to-face and ten online study sessions. The online component of the course was hosted on the Osaka University learning management system, Blackboard Learn, locally known as CLE. Details about the evaluation of the course have been documented at *OUGEO: Behind the Scenes* webpage: https://sites.google.com/view/ougeo

Participants

A total of 86 undergraduate students from Osaka University were enrolled in a blended course of EGAP designed and developed by the researcher. The majority (N=83) of the students were from the faculties of Letters, Law, Economics, and Human Sciences, whereas only three were from science and engineering backgrounds. Fifty-six percent (N=48) of the enrollees were males and 44% (N=38) were females. Most of them (N=75) were in their second year, while there were seven junior and four senior students.

Instruments

As recommended by SAM 1, evaluation is an indispensable component in the course design and development cycle. In order to evaluate the quality of the blended course, the following instruments were utilized: (1) QM self and peer review, and (2) a course evaluation questionnaire.

QM Self and Peer Review

The Fifth Edition of the QM Higher Education Course Design Rubric (Quality Matters, 2014) was accessed and used via a paid institutional subscription due to two main reasons: QM is research-supported (Legon, 2006, 2015) and recommended by online course design experts (e.g., Boettcher & Conrad, 2010; Ko & Rossen, 2010) and the rubric is flexible to be used to evaluate the design and development of both online and blended courses. It consists of a set of eight general standards and 43 specific review standards to gauge the quality of online or blended courses. Annotations explain the applications of the standards and their interconnectedness. The rubric has a weighted scoring system used by the review team to determine whether a course meets the standards. Standards with three-point values are considered essential, and all must be satisfied for a course to meet the QM standards overall. It is worth noting that a minimum score of 84 out of 99 (nearly 85%) is required for a course to be QM-certified. The eight general standards of the rubric are listed below.

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learning Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

The non-annotated version of the rubric is available for free on the QA (Quality Assurance) Resources section of the website. It is worth mentioning that the fifth edition of the rubric had been available until July 1, 2018 before the sixth edition was released. The current link, thus, takes users to the most recent version of the Higher Ed Rubric, i.e. the sixth edition, instead of the fifth which was utilized in this study. The new edition features the same general standards, yet there are some modifications made to sub-standards, with the total score changed from 99 to 100.

There are several QM review types ranging from self-review to official course review. In the present study, the self-review tool was used to informally evaluate the quality of the designed blended course. Self-reviews are confidential, and the reports are not available to anybody except for the individual conducting the review. A preparatory review was then selected to benchmark the course. This paid review is an informal review process carried out by a master reviewer who is also a content expert to determine if a course has met QM standards, which results in a report that provides insight on where to focus course improvements — specific areas not meeting QM standards, for example — and can help highlight professional development needs. Figure 4 adapted from Adair (2014) summarizes the QM quality assurance process.

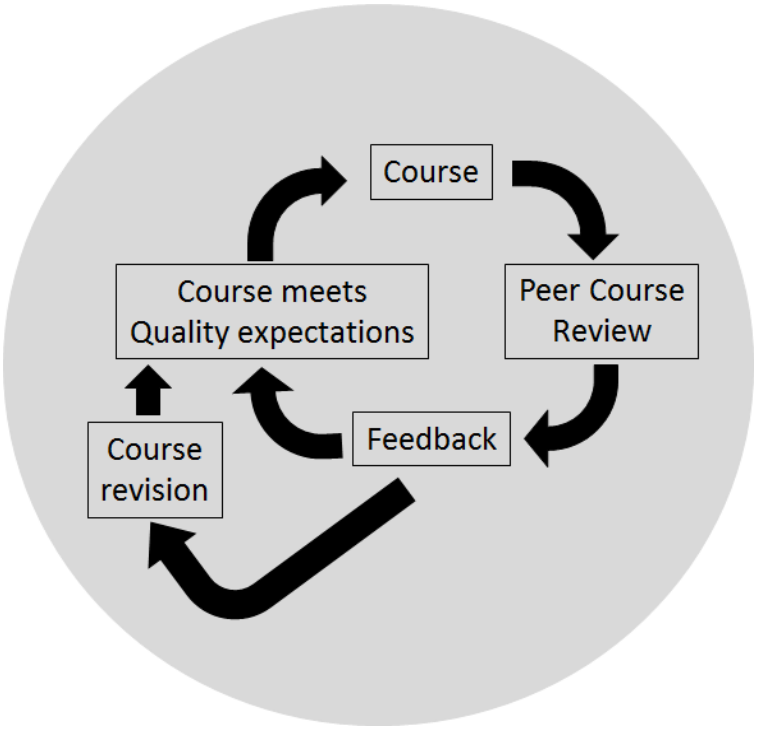


Figure 4. The QM quality assurance process adapted from Adair (2014, p. 84)

Course Evaluation Questionnaire

Despite being a comprehensive rubric for online or blended course design, the QM rubric is in fact not capable of detecting problems that are likely to occur during the course implementation such as potential technical glitches. An evaluation questionnaire was, therefore, administered to the students over the last week of the course so as to quantitatively and qualitatively measure their satisfaction with blended instruction and to identify areas in need of improvement. The questionnaire was adapted from Harker and Koutsantoni (2005) who evaluated the effectiveness of a web-based program for learning English for academic purposes. The adapted version of the questionnaire included 81 Likert-type items followed by several open-ended questions all translated into Japanese (refer to the Appendix D for a bilingual version). The course evaluation questionnaire was responded by 71 students, 37 males and 34 females, out of a total of 86 enrollees on a voluntary basis.

Evaluation Procedure

Vai and Sosulski (2011) checklist and the QM annotated rubric were carefully studied before embarking on designing and developing the course while attempting to take into account as many standards as possible. After the course was implemented, a self-review was conducted using the worksheet available on the QM Course Review Management System. The self-review was a reflective aid to facilitate making further amendments to the course before proceeding to the peer review. For the preparatory peer review, a certified QM reviewer was given guest access to the course to both score it and give comments on the areas in need of amelioration. The first round of review yielded a score of 70 out of 99, insufficient to meet the standards. The course was later revised based on the comments of the peer reviewer and a second application for review was started (please refer to Appendix E for details). .

Moreover, the evaluation questionnaire was created online and distributed to the students via CLE. Since this questionnaire is quite lengthy and analyzing responses to all the items is beyond the scope of this paper, only data from items which asked the participants to evaluate the course in general will be considered for analysis. Those items are in bold within Appendix D.

4. Results and Discussion

4.1. Designing and Developing OUGEO Using SAM

Here the agile process of designing and developing OUGEO based on the basic SAM is described. It is worth emphasizing that the design and development process was iterative, and frequent course corrections and modifications were conducted on the basis of ongoing evaluation.

Start

The first step in this process was to conduct a meticulous review of standard checklists for online course design and development. One useful resource was the checklist provided by Vai and Sosulski (2011, pp. 189–195), which is a reader-friendly guide on the basics of online course design and includes a detailed list of criteria to consider when designing and developing an online course. The second major resource used was the Higher Ed Course Design Rubric developed by QM which can be used for the design of fully online and blended courses. The researcher also created a Google Site for OUGEO (https://sites.google.com/view/ougeo), where she could document everything and keep track of all the procedures involved in course design and development.

Evaluate

At this stage, a detailed analysis of the situation was carried out by identifying the prospective learners, their overall language skills, their difficulties, needs and wants, as well as their level of computer literacy and e-learning readiness. In order to delve into learner needs, wants, and difficulties, a language needs analysis study was conducted. The results of this survey study indicated that Japanese learners struggled the most with English pronunciation, listening, and speaking; thus, the afore-mentioned skills need to be more emphasized in the OUGEO course. Furthermore, some students wished to improve their conversational English whereas others aimed at developing their academic English skills. Consequently, the initial hypothesis that the course had to be offered at more than one level was confirmed. Therefore, it was decided to set out to offer the course at three levels (from B1 up to C1 according to CEFR) to accommodate varying proficiency levels.

In another attempt to evaluate the e-learning readiness of the target group of learners, an e-readiness assessment study was conducted where the participants were asked to self-report their skills in performing basic to advanced user tasks when using computers and mobile devices and the findings showed that some students needed

training with certain aspects of technology use. Therefore, it was decided to create tutorials which would help the less tech-savvy students with fulfilling the technological requirements of the course.

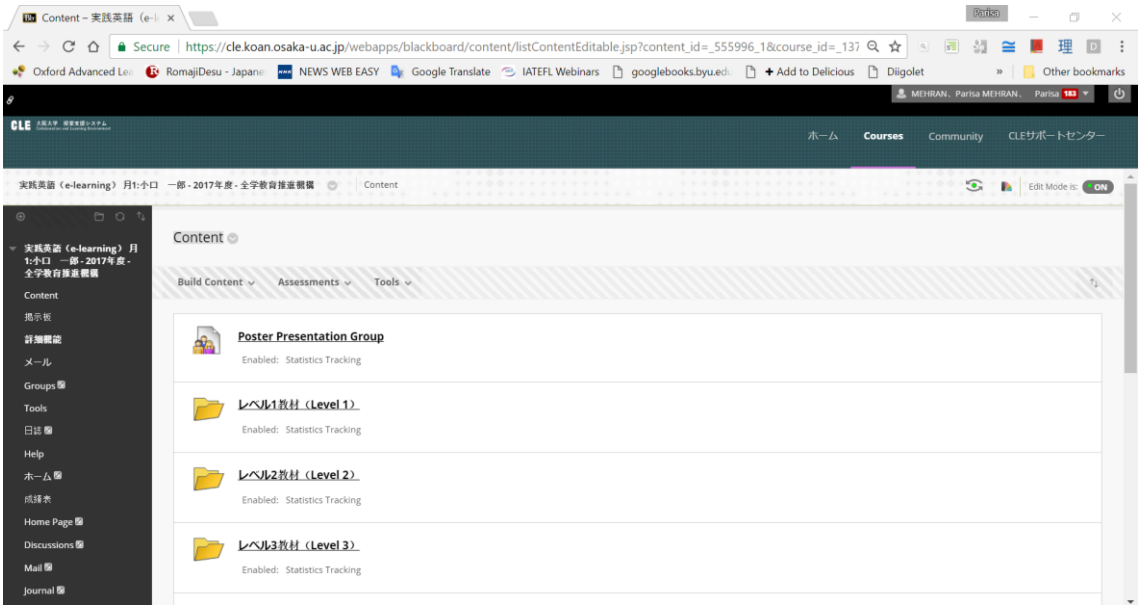
Design

Based on the results of the initial evaluation and with consideration of Japan's current efforts at globalization, the course overall goals, learning objectives, and learning outcomes were determined, and a multidimensional syllabus, i.e., an amalgamation of skill-based and task-based syllabi (available at https://sites.google.com/view/ougeo/syllabus), was designed with the aim of increasing motivation and global awareness among Japanese learners of English. For materials development, copyright issues had to first be addressed. Hence, through educational portals such as MERLOT, Open Educational Resources (OERs) for ELT were found, and a number of them were selected (e.g., http://elllo.org for listening and English Kickstart for pronunciation). Permission was taken from the owner of Breaking News English (http://www.breakingnewsenglish.com/) to use reading lessons from the website. Other resources (e.g., TED Talks) were cited appropriately and linked back to their websites. The course calendar for all the online and face-to-face sessions (available at https://sites.google.com/view/ougeo/course-calendar) was then written in detail, and afterwards course tasks, activities, quizzes, tutorials, and rubrics for writing and speaking assignments were prepared. It is worth mentioning that the speaking and writing tasks were designed to foster global understanding, critical thinking, collaboration, communication, and creativity by the use of online affordances, and the term project (i.e., poster presentation, delivered face to face) was defined as a group activity through which the students could broaden their global perspectives as well as their digital literacy by exploring AR technology.

Develop

At the development stage, the sketches created at the design phase were prototyped. Several e-learning content authoring tools (e.g., Adobe Captivate) were used to digitize the instructional materials, and a sample week was demoed at a faculty development (FD) seminar at the English Department of Osaka University.

In the meanwhile, the stage for online course delivery was set by uploading the



course content on CLE, the commercial LMS Blackboard to which Osaka University has subscribed since 2005 (see Figure 5). The test delivery was also done to check the quality of the content on Blackboard mobile applications (Blackboard Mobile Learn™ and Bb Student).

Figure 5. A screenshot of OUGEO on CLE

This stage involved iterative review cycles to evaluate, refine, and modify the previous process. For instance, course labeling decisions were changed from ‘week by week’ to ‘level by level.’ Due to incompatibility, it was decided to upload the instructional materials on CLE without digitizing them via e-authoring tools. Based on the feedback from the FD seminar demonstration, some modifications were also made to the course learning objectives and the related materials and tasks by adding global issues.

End

After prototyping and applying the changes, OUGEO was implemented in the spring semester of 2017 (April–July). The iterative evaluation continued, and some minor modifications were applied during the implementation phase such as adding Japanese translations to the course instructions.

As a pioneering attempt at the in-house design and development of a blended course of EGAP at Osaka University, adopting SAM 1 as our instructional design

model aided us in smoothly moving along the iterative cycle of evaluation, design, and development while leaving room throughout the entire process for the consideration of context-relevant factors and the characteristics particular to Japanese learners of English.

4.2. Needs Analysis's Findings in Detail

Student Responses to the Questionnaire and the Open-Ended Question

The questionnaire initially asked the students about the language skill(s) they were expected to use the most, their difficulties with each of the skills, as well as how important the skills were to success in their course of study and after graduation. Figure 6 visually presents the descriptive statistics of the participants' mean responses to the first 16 items of the questionnaire.

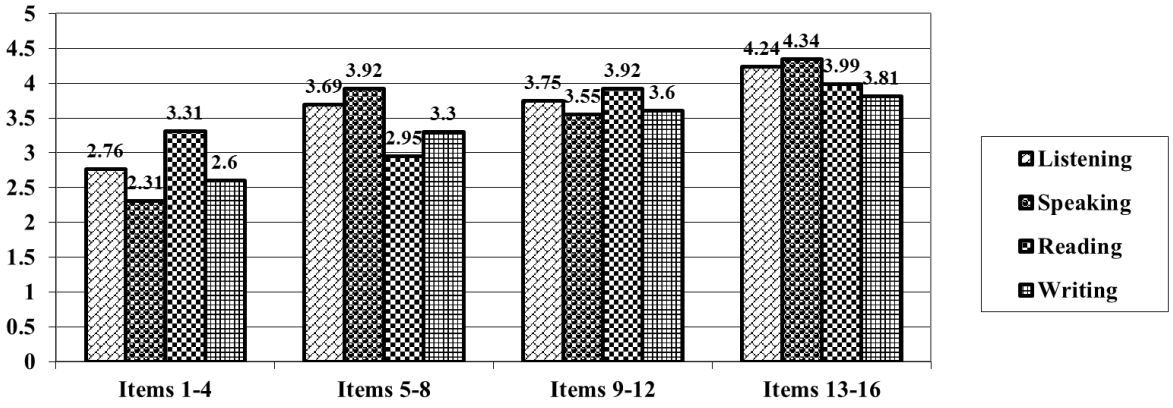


Figure 6. Mean responses to items 1-16

According to the self-report data, the students in general believed that they were expected to use all the four language skills in their course of study with the most emphasis on reading (mean=3.31) followed by listening (mean=2.76). Four independent-samples t-tests were run on the participant responses to the first four items in order to compare the extent to which the students majoring in humanities (hereafter referred to as the H group) were expected to use the four skills with those in engineering/science (hereafter referred to as the ES group). There were statistically significant differences between the means of the H and the ES groups as far as the expected use of all the four skills were concerned, with the H group consistently reporting higher levels of expectation. Details of the group means, standard deviations, t and p values, and the effect sizes (eta^2) are displayed in Table 4.

Table 4
t-Test Results, Humanities vs Engineering/Science Groups

		mean	SD	t	p	eta^2
Item 1	H Group	3.08	0.96	5.86	0.00*	0.11
	ES Group	2.42	0.90			
Item 2	H Group	2.69	1.07	7.04	0.00*	0.15
	ES Group	1.90	0.76			
Item 3	H Group	3.54	0.83	4.60	0.00*	0.07
	ES Group	3.07	0.85			
Item 4	H Group	3.01	1.03	7.44	0.00*	0.16
	ES Group	2.17	0.84			

Looking back at Figure 6, items 5-8, it is clear that all the four skills were demanding for the students with reading as the least (mean=2.95) and speaking (mean=3.92) as the most arduous undertaking. In order to further delve into the difficulties experienced by the H vs the ES group in relation to the language skills, four other independent-samples t-tests were run on the responses to items 5-8, all of which but one yielded insignificant results. In fact, the only skill which the ES group (mean=3.84, SD=0.90) found slightly more difficult than the H group (mean=3.54, SD=0.91) was listening, where $t(275)=2.83$, $p=0.005$, $eta^2=0.02$.

The remaining items presented in Figure 6 asked the participants to rate the importance of the skills for success in their course of study and after graduation. Looking at the means in Figure 6, it can be clearly seen that reading has been rated as the most important skill for success in the students' course of study, followed by listening, writing, and speaking. Nevertheless, speaking has been considered as the most significant skill contributing to success after graduation, followed by listening, reading, and finally writing. The results of four paired-samples t-tests run on the data have revealed that the respondents rated reading ($t=1.05$, $p>0.05$) as equally important for success both in their course of study and after graduation but reported listening ($t=9.96$, $p<0.05$), speaking ($t=11.44$, $p<0.05$), and writing ($t=3.08$, $p<0.05$) as more significant for success after graduation. The questionnaire also asked the students about various skills they would like to improve and how useful they would find each. Figure 7 shows the descriptive statistics for responses to items 17 throughout 41.

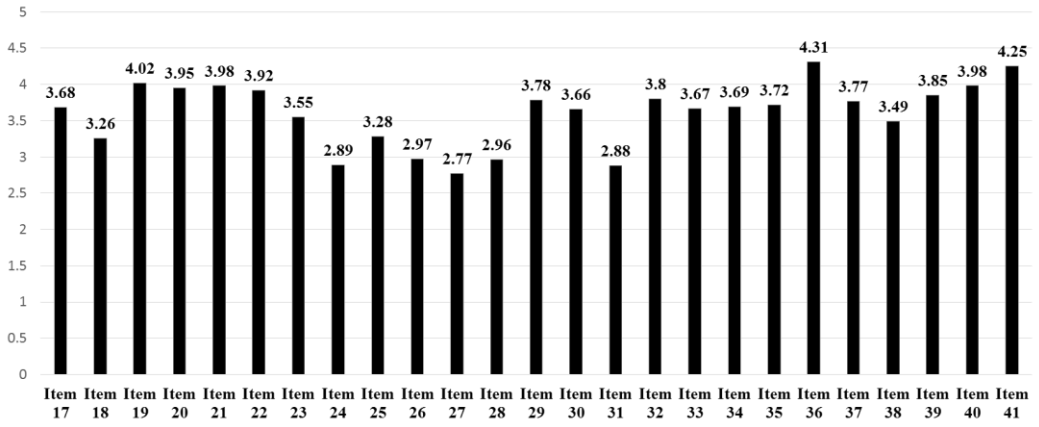


Figure 7. Response means of items 17-41 (the skills desired to be improved)

The students were willing to improve a variety of their receptive and productive skills, in particular knowledge of vocabulary (mean=4.31, SD=0.84), general reading comprehension (mean=4.25, SD=0.81), general listening comprehension (mean=4.02, SD=0.88), summarizing materials (mean=3.98, SD=0.93), participating in discussions (mean=3.98, SD=1.04), and giving formal speeches and presentations (mean=3.95, SD=0.96), all of which are skills required for success in academia and the workplace.

The last item on the questionnaire was an open-ended question asking the participants for their comments on learning English at the university and any specific difficulties they had encountered. Out of a total of 278 participants, 50 responded to the open-ended question, and their answers have been classified into the five categories displayed in Figure 8. As it can be seen in the figure, many respondents voiced concerns over their low proficiency in oral/aural skills. They expressed a deep interest in developing their listening and speaking skills so as to be capable of participating in discussions and communicating with foreigners. The other components the students demanded more focus on were vocabulary and pronunciation.

Several participants believed that the university classes were inadequate in addressing their foreign language needs due to the limited number of class hours, compulsory credit system resulting in demotivation, use of Japanese as the medium of instruction, absence of placement testing and the problems of mixed-level classes, overemphasis on reading, and unclear learning objectives. Some students also mentioned that they had few, if any, chances of using English outside the classroom, thus struggling with language attrition. Finally, three respondents asked for more emphasis on academic/business English, whereas two expressed interest in improving their conversational English.

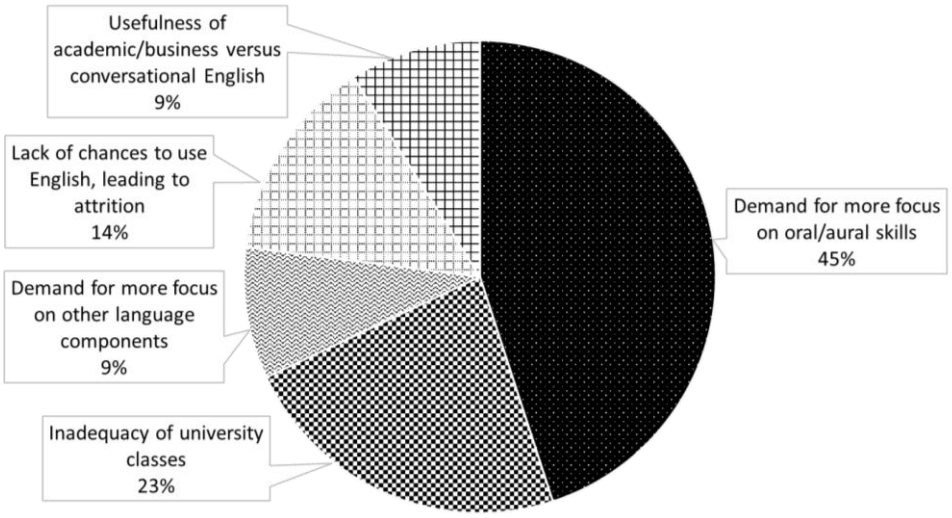


Figure 8. Summary of participants' responses to the open-ended question

Interviews with Instructors

The instructors who participated in this study were asked about the needs of undergraduate students at Osaka University, their major difficulties in learning English and the ways they tried to address those needs and difficulties. Before dealing with the instructor responses, it is worth noting that all of them have had experience teaching EGAP courses to undergraduate students, and two of them have taught online courses at this university. The non-Japanese instructors used English as the main language of instruction with zero to minimal use of Japanese. The Japanese instructors used a mixture of both languages, though in different proportions.

As far as technology use was concerned, a continuum of low to high usage was reported. Examples of technology integration include using online collaborative platforms for writing classes, reading online news articles, assigning projects to students in the form of doing research online, and utilizing digital dictionaries. Most instructors used the CALL/iPad classrooms, but one had to ask the students to bring their own devices.

Three common themes emerged through a qualitative content analysis of the interview transcripts: (1) higher motivation levels among the students, (2) the need for more focus on oral/aural skills, (3) and the importance of four skills integration, each of which will be explained below.

First, the instructors observed that in general the Osaka University students' motivation levels have increased considerably compared to about a decade ago. A major reason mentioned was the TOEIC score requirement for those wanting to be

distinctive in the highly competitive job hunting process.

Second, all the instructors interviewed agreed that the students needed more training in listening and speaking. They believed these two skills were the ones which most students found difficult but which they had fewer opportunities to practice. According to the instructors, listening was seen as a challenging skill for Japanese students due to their little exposure to normal rates of speech, correct pronunciation, different English accents, expressions, and casual English. Speaking difficulties were also a result of lack of sufficient training alongside low self-confidence and communication skills. The instructors remarked that most students had a fairly good knowledge of English vocabulary and grammar and were trained in reading and to some extent writing, thanks to preparation for the entrance exam; nonetheless, they only occasionally got to practice oral/aural skills in class and almost never beyond that.

The third issue raised by the instructors was the necessity of teaching integrated skills in English classes; however, one instructor believed that despite its utmost importance, the integrative method was not feasible without having enough teaching assistants or co-instructors. Finally, among other concerns noted were insufficient tech support, large class sizes, lack of placement testing, time limit, and using Japanese as the medium of instruction in English classes.

The ELT Scenario at Osaka University

As part of the current study, the researcher conducted interviews with several English language instructors and policy makers to investigate the challenges of English language teaching at Osaka University. The interviewees were asked about the types of extra-curricular activities or programs designed to support the students with limited English proficiency. Content analysis of the interviews revealed that there is no SALLC (Self Access Language Learning Center) at Osaka University where students could foster their language skills beyond the borders of the classroom. There are, however, some programs to help students mainly with academic English and occasionally with conversational English which are described below:

Academic English Support Desk

Multilingual Expert Program (MLE), supported by the departments of humanities at Osaka University, offers various programs for 24 languages. With regard to the English language, MLE started the Academic English Support Desk Program (Figure 9) in 2015 to enhance students' academic presentation and writing skills. Students can individually consult with a "native speaker" to improve their academic performance.

Figure 9. Academic English Support Desk, Osaka University
(source: http://www.mle.osaka-u.ac.jp/event/en_trial_suita_toyonaka.pdf)

Language Support Desk

The Center for International Affairs (CIA) at the Graduate School of Engineering, Osaka University has initiated a program entitled "Language Support Desk" (ランゲージサポートデスク) (Figure 10), which offers free English support to undergraduate and graduate students of the School of Engineering. The activities of this center range from helping students in writing essays and articles, making PowerPoint slides, giving academic presentations and responding to questions, to improving their conversational and academic spoken English skills. CIA also holds English Movie Cafés once a week, open to all Osaka University students.

Figure 10. Language Support Desk, Osaka University
(source: http://www.fsao.eng.osaka-u.ac.jp/lang/LanguageSupportDesk.pdf)

Test Preparation

Test preparation activities such as "IELTS One-day Seminar" (Figure 11) are often organized at Osaka University to familiarize students with different English language proficiency tests and provide them with the necessary tools and test-taking strategies to maximize their scores.

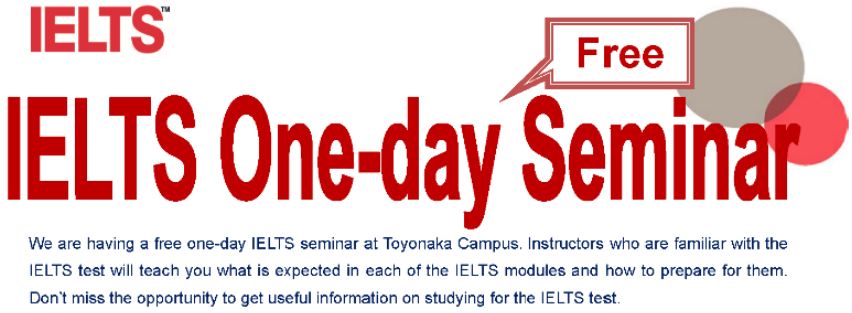


Figure 11. IELTS One-day Seminar, Osaka University
(source: http://www.osaka-u.ac.jp/ja/news/event/2016/07/files/2IELTSOneDaySeminarJuly9English.pdf)

Program for Strengthening Professional English Skills

The International Student Affairs Division, Department of Education Promotion has recently started offering free speaking-oriented "Practical English Courses" (実践

英語力強化講座) (Figure 12) for specific purposes covering social sciences, humanities, foreign studies, business communication, and medical sciences, in collaboration with Eiken Foundation of Japan and British Council. The courses provide opportunities for students to develop and strengthen their understanding of technical terminology and usage. “Study Abroad Preparation with Aptis” is another course with an emphasis on effective communication, preparing students to communicate confidently and efficiently in English when studying abroad and to perform successfully in the Aptis English test.

Figure 12. Program for Strengthening Professional English Skills, Practical English Courses, Osaka University
(source: http://www.osaka-u.ac.jp/ja/news/event/2016/02/files/20160217_11)

English Café

The Center for Education in Liberal Arts and Sciences (CELAS) has been organizing English Café (Figure 13) to help Japanese students practice their speaking skills at lunchtimes by creating a space where Japanese and international students can talk to each other in English about topics of their own interest in a casual environment. Apart from English, CELAS also holds similar cafés for other languages such as French, Spanish, German, Chinese, and Korean.

Figure 13. Multilingual Café, Osaka University
(source: http://www.celas.osaka-u.ac.jp/forstudents/cafe/files/cafe282.pdf)

Tandem Learning Project

Tandem Learning Project (タンデム学習プロジェク) is run by the Faculty of Letters through a Facebook page (Figure 14), yet not limited to its students. The participants are paired up with a language partner who is a "native" or proficient speaker of the language they want to learn, which creates opportunities for mutual language exchange in a structured way.

Figure 14. Tandem Learning Project, Osaka University
(source: https://www.facebook.com/OsakaUTandem/?fref=ts)

Others

The Center for the Advancement of Research and Education Exchange Networks

in Asia (CAREN) and the Center for International Education and Exchange (CIEE) have held speech contests in English to encourage Japanese students to practice public speaking. In the last English speech contest (2016), for instance, the student participants were requested to speak for five minutes about their ideas on how to help Osaka University shine on the international stage (Figure 15).

Figure 15. CAREN Speech Contest in English 2016, Osaka University (source: https://goo.gl/dPiVRD)

Furthermore, the Education Planning Division also announced a call for ideas to improve the English proficiency of Osaka University students (Figure 16). The ideas collected through this initiative were open to public comments at the time of preparing this manuscript.

Figure 16. Call for Ideas to Improve English at Osaka University (source: http://www.fbs.osaka-u.ac.jp/jpn/board/docs/英語力強化ポスター.pdf)

Discussion

Before discussing the significance of the results for the design of the blended course, a summary of the major findings has been provided in Figure 17, where L, S, R, and W stand for listening, speaking, reading, and writing, respectively.

Quantitative	Qualitative
Expected use R > L > W > S H Group > ES Group **Difficulty** S > L > W > R H Group ≈ ES Group	**Students** • More focus on oral/aural skills • Inadequacy of university classes • More focus on vocab and pronunciation • Scarcity of chances to use English • Academic vs conversational English
Importance to success in course of study R > L > W > S **Importance to success after graduation** S > L > R > W L, S, W: after graduation > in the course of study R: after graduation ≈ in the course of study	**Teachers** • Increased motivation levels • More focus on oral/aural skills • Four skills integration

Figure 17. Summary of the major findings

The participants of this study perceived all the four skills as challenging with writing as the least and speaking as the most demanding skill. In other words, the results indicate that the instructors and students, irrespective of their fields of study, have highlighted the difficulties with listening and speaking skills. This finding is in line with Cowling's study (2007, p. 431) who conducted needs analysis in a Japanese company: "The students often suffered from confidence problems when speaking and relied too heavily on accuracy, rather than fluency and communication." Other previous studies have also reported Japanese students' perception of their poor command of listening and speaking skills, their awareness of the importance of communicative competence, and their desire to improve it (Nakano et al., 2009; Parsons & Iwasaki, 2008; Takefuta, 2012; Yonesaka & Tanaka, 2013). These findings are not exclusive to the 21st century when the internationalization of education became a fundamental objective of MEXT, but listening and speaking proficiency has also been mentioned in older studies such as Sakui and Gaies (1999). However, some inconsistent responses were found in the present study regarding the significance of general versus academic English as some students preferred to improve their general knowledge of English while others were interested in developing academic or business English skills. Similar controversies can be observed in the related literature, for instance, Nishikawa et al. (2006), Balint (2004), Nakano et al. (2009), and Takefuta (2012), due to the differences in learning goals.

There are several linguistic disadvantages and cultural differences Japanese learners of English have to struggle with. For listening comprehension, the participants of this study found extensive listening, fast speech rate, and informal spoken English as challenging. The factors impeding listening comprehension, examined by a number of researchers (e.g., Daulton, 2008; Hamada, 2016; Osuka, 2008; Richards, 2014), include fast rate of speech, inability to perceive English sounds (for example, the difference between /l/ and /r/), to recognize English cognates (for instance, *salad* pronounced as *sarada* in katakana which is the Japanese writing system for loanwords), and to distinguish suprasegmental features (such as reduction, linking, and contraction), along with little knowledge of idiomatic expressions. Moreover, the Japanese find it culturally inappropriate to interrupt a speaker and ask for clarification and/or request for slower speech or repetition.

With regard to speaking abilities, the participants perceived expressing themselves in English as taxing as a result of inarticulate pronunciation and communication incompetence. Richards (2014) has also noted that Japanese EFL learners suffer from an intense fear of making mistakes even if their English is impeccable. They place too high a priority on grammatical correctness which inhibits them from speaking spontaneously. In addition, their speech is not adequately intelligible due to the extra

syllables they add to English words, for example pronouncing *McDonald's* as *makudonarudo*.

The participants of this study often feel uncomfortable with participating in small and large group discussions or debates and with leading class discussions. This could be explained by noting that communication is the Achilles' heel of Japanese EFL learners, as remarked by a number of Japanologists such as Kowner (2002).

The findings of the current study revealed that critical reading, speed reading, academic reading, and skimming/scanning were problematic to the students. Despite being comparatively skillful at reading, Fushino (2003) remarks that Japanese EFL learners are not proficient at speed reading and comprehending English texts without using a dictionary. Koda (2005) further explains that they heavily reply upon visual processing due to the nature of their L1 orthography (i.e., the existence of kanji characters) and thus find it challenging to read texts in English where there are no visual clues as to what words mean. Among other reasons for lack of reading fluency, limited vocabulary, grammatical knowledge, and exposure to extensive reading can be mentioned (Shiotsu, 2010).

Finally, writing poses less of a challenge to Japanese learners of English compared to speaking because of the availability of planning time. Nevertheless, it was not effortless for the participants of the current study since using appropriate vocabulary and expressing ideas properly were demanding. In fact, the Japanese tend to follow a rhetorical style known as *ki-shou-ten-ketsu* (起承転結). *Ki* introduces the topic and *shou* develops it. *Ten*, however, introduces a slightly related point, and *ketsu* forms the conclusion which is special to the Japanese language. Consequently, Japanese EFL writers who are accustomed to this rhetorical style are highly likely to write their English essays without following the Western style of organization (Hinds, 1983; Kimura & Kondo, 2004). Furthermore, they are prone to make idiosyncratic spelling errors attributable to the interference from the Japanese Romanization system known as *romaji* (Okada, 2005).

Having at least limited working proficiency in English is indubitably an indispensable skill to anybody living in the era of globalization. Along the same line, the participants of this study expressed their desire to improve their English abilities, with strong attention to aural-oral skills. They were also eager to work on both conversational and academic English. Some of the students requested for more English language classes so that they would gain increased opportunities to enhance their English skills. It is worthy of note that teaching English online could ameliorate the situation by solving the problem of large class size, providing students with immediate feedback and giving them more chances of communicating with others in English through online discussion boards, forums, and chats.

Similarly, instructors and policy makers want the students to be more skillful communicators and global leaders through being exposed to World Englishes and practicing brainstorming and critical thinking as ways to help realize the ultimate goal of living locally and growing globally.

The following are some practical suggestions and overall guidelines for the establishment of a SALLC that have emerged from the researcher's SALLC visits at Kindai University (formerly known as Kinki University), Tamagawa University, Kwansei Gakuin University, Ritsumeikan University, and Kobe College, and from the literature in the form of general and specific principles.

Cooker (2010) has identified a number of general principles associated with creating and maintaining SALLCs. First, SALLCs should be truly self-accessed, meaning that students should be allowed to access them on a voluntary basis rather than as part of their course of study. The second principle concerns involving learners in administrative roles, serving as a bridge between the student population and SALLC staff. Thirdly, fun and edutainment should be an integral feature of SALLCs due to the voluntary nature of self-access. Finally, the learning environment should be relaxing and visually appealing.

A set of more specific principles should be kept in mind in designing, managing, resourcing, and running a SALLC as discussed below.

Environment

The environment of a SALLC should be ambient so that students feel safe, relaxed, and comfortable to learn. Therefore, the physical layout, décor, furnishings, and amenities of the learning spaces are of utmost importance. To create an enticing atmosphere, it is typical to install a café or lounge style area within a SALLC. Dedicated learning spaces such as listening and speaking booths, study cubicles for individual or group learning, and reading and writing areas are recommended for a SALLC. It is worth noting that the geographic location of the center is also important to assure the ease of access (Mach, 2015).

Management

Successful management of a SALLC involves planning, efficient staffing, organizing extensive training, and managing human and physical resources. The manager is responsible for advancing the ultimate goal of a SALLC which is maximizing opportunities for autonomous learning. A veteran SALLC manager engages with various components including learners, teachers, materials, activities, equipment, and the learning environment (Gardner, 2011).

Facilities

Self-access materials should serve learners' needs, interests, and wants and provide them with more than what they receive from their credit courses (e.g., more variety, feedback, individual support). Self-access materials should also help learners become autonomous in order to be able to learn and discover the language independent of the materials. Moreover, self-access materials should be *access-self* meaning that learners should be involved as human beings, that is, their individuality should be taken into account in the learning process. Feedback should be provided in detail far more than answer keys as well. Furthermore, the tasks should be authentic and realistic. It is worth mentioning that students should be aware of what is available to them and how to access materials easily by being notified through promotional posters, catalogues, text messages, etc. In addition, a number of context-specific principles, for instance, age, gender, levels (Common European Framework of Reference can be a good standard), language learning purposes, and attitudes to SALL, should be considered (Tomlinson, 2010).

Among the facilities that can be offered at a SALLC especially in the context of Japan to gear to learners' interests are the following: Graded readers and audio books for extensive reading, exam preparation shelves such as TOEIC sample tests, magazines and translated English manga (Japanese comic books), movies and translated English anime (Japanese movie and television animation), music (karaoke boxes), games (edutainment booths), and so forth. CALL resources such as online sessions via Skype and Web 2.0 tools, as recommended by Kershaw et al. (2010), can be utilized, too. Language consulting services can be delivered online or onsite as well. The center can also arrange social events to increase interaction among the learners.

Pedagogical Practices

Training learners (Gardner, 2001) for autonomy and independence is by far one of the most important pedagogical practices of any SALLC. Learners, in particular those with little experience in utilizing self-access materials, should be trained on how to make the best use of such resources. Moreover, teaching learners about study skills, language learning strategies, web searching tips, as well as self-assessment techniques enables them to further enhance their autonomous learning abilities. Integrating successful learning approaches such as collaborative, project-based learning could also help learners through the provision of scaffolding and peer support as they attempt to learn the target language by performing real-world tasks.

SALLCs have a long tradition in institutes of higher education worldwide and in

Japan. However, their mere presence cannot be the key to fostering self-directed learning. Training thus plays a pivotal role in assisting learners to take maximum advantage of self-access language learning materials. The administrators in charge of SALLCs are expected to provide resources and services matching students' needs and demands through conducting ongoing needs analyses. Finally, as remarked by Jones (1995), since autonomy is heavily influenced by cultural values, every SALLC should design its facilities and services with a full knowledge of its users and their cultural and educational backgrounds.

Osaka University, nonetheless, has not yet established its own SALLC, and the English support available to the students is not systematic or sustainable. Consequently, there is a strongly felt need for establishing a SALLC at this university, and the researcher hopes that this writing could act as an incentive for the university officials to fulfill this need.

4.3. e-Readiness Assessment's Findings in Detail

Ownership of and Accessibility to Technology Tools

Initially, a number of technology tools (PC desktop computer, PC laptop, Mac desktop computer, Mac laptop, computer speakers, headphones, microphone, printer, webcam, digital camera, and video camera) were listed to examine the participants' ownership of and/or accessibility to those tools alongside their Internet access which are essential to the successful completion of an online course (displayed in Figure 18). Among the highlighted findings are the students' limited access to Mac desktop computers (18%) and Mac laptops (19%), and convenient access to other types of PC laptops (92%) and smartphones (93%). Nearly all the participants (94%) also reported easy access to the Internet.

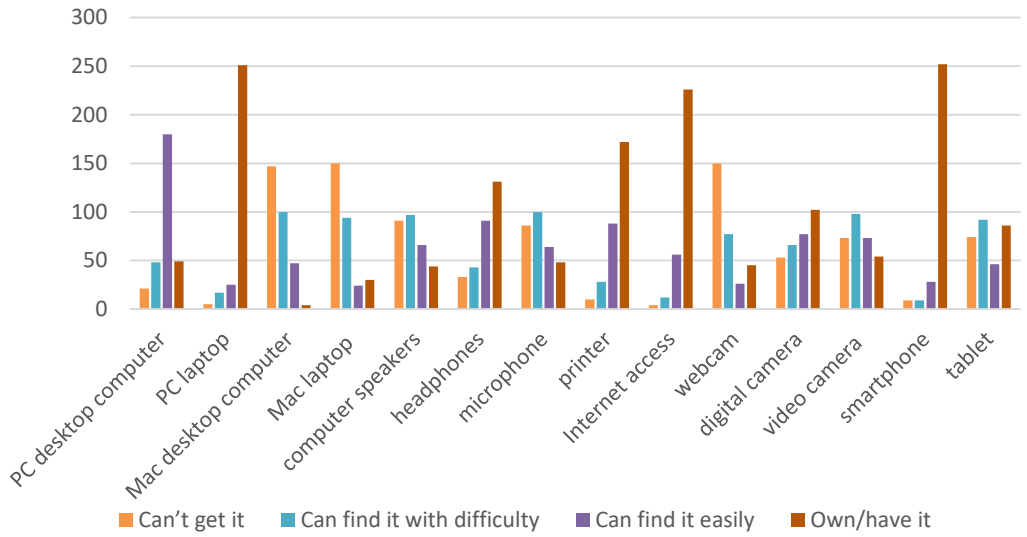


Figure 18. Ownership of and access to technology tools

Computer Use

The majority of the participants reported their computer use to be less than two hours per day. Further details are shown in the following pie chart (Figure 19). Sixty-three percent of the respondents often used on-campus labs for computer use; however, they rarely used the labs for printing.

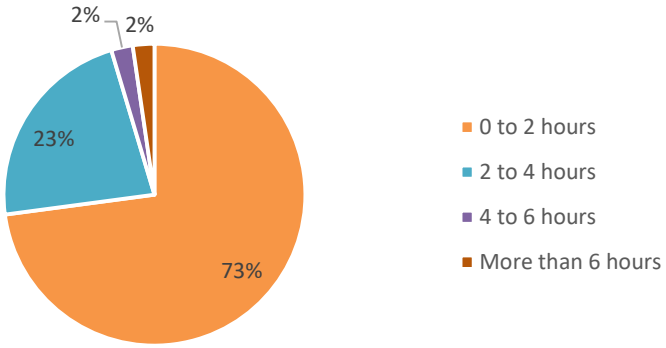


Figure 19. Computer use per day

Level of Ability to Perform Computer-based Tasks

Of the total sample, slightly less than half of the participants (47%) rated themselves as having poor English typing skills. The participants marked their level of ability to perform a set of computer-based tasks by responding to 25 items which have been grouped into six categories illustrated in Figure 20.

Keyboarding and Formatting Documents

Over half of the participants reported themselves as capable of formatting documents such as cutting, copying, and pasting (83.3%), adjusting font size and color (76.6%), inserting pictures (68.6%), and creating tables (53.5%). However, the students indicated that they could not easily insert audio and video files in their documents (33.4%) or type non-English characters (19.4%).

Internet Know-how

Most of the students believed that they could navigate the Internet (93%), save and download files online (82.9%), and also post messages on social networks and online bulletin boards (73.2%). The respondents rated themselves as low in developing and maintaining websites (12.7%) and in downloading and unzipping ZIP files (39.4%).

Playing Audio/Video

As the participants reported, they could effortlessly play audio files from the Web and from their computers (80.9%) and play a video on a website, on their computers, or stored on DVDs (86.3%).

Emailing

The participants found themselves more comfortable with sending (84.7%) and forwarding (74.9%) emails and sending and opening attachments (83%) than having access to emails from computers other than their own (63.5%) and creating new email accounts (69.9%).

Working with CD/DVD

The responses indicated that 62.2% of the students could install a program directly from a CD/DVD, 44.5% of them could copy files to or from CD/DVD, 45.5% were able to store a track as MP3, and only 36.8% could create an audio CD “easily” or “with little difficulty”.

Editing Audio/Video

The participants did not feel confident in making sound recordings and audio editing (21.1%), working with camcorders (25.4%), and editing videos (18.7%). The numbers within parentheses show the percentage of the students who could carry out the audio/video editing tasks either “easily” or “with little difficulty”.

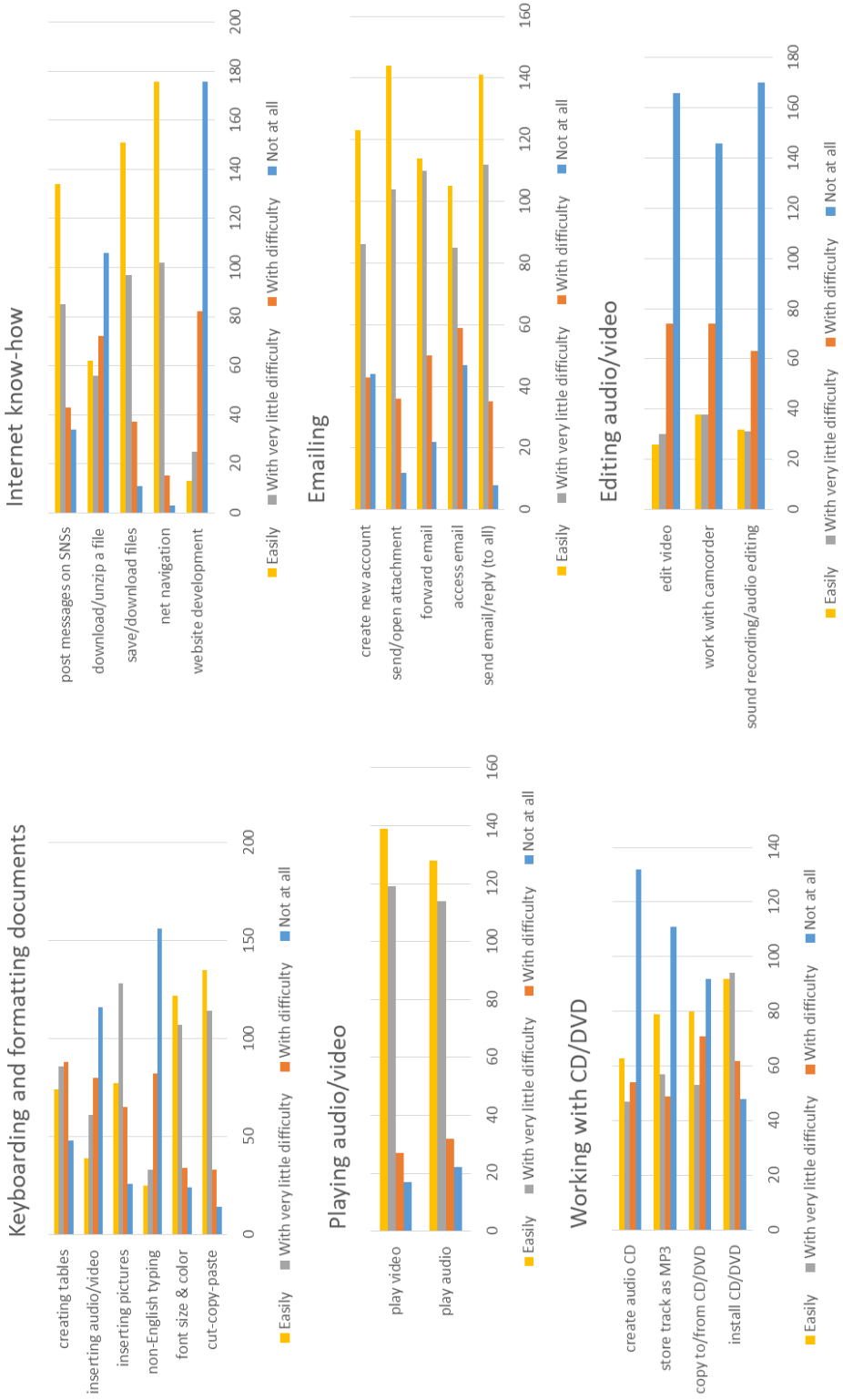


Figure 20. Ability in performing computer-based tasks

Familiarity with and Use of Multimedia Tools

The last section of the questionnaire asked the participants to rate their extent of familiarity with and use of a number of multimedia tools on a five-level scale: (1) do not know; (2) use in personal life; (3) use in non-language classes; (4) use in language class; and (5) useful for language learning.

The word clouds in Figure 21 demonstrate the degree to which the respondents were familiar with multimedia tools and whether they used them in daily life, non-language and language classes. A number of the participants were not acquainted with several tools and platforms such as Second Life (72%), podcasts/videocasts (49%), discussion boards (49%), video chat (46%), blogs (35%), iPads (40%), and iPods (35%). Emails (74%), websites (71%), SMS (58%), and SNSs (67%) were among the tools frequently used by the students in their daily lives. According to the students' self-report, CLE and course websites were often utilized in both non-language and language classes. Online exercises and quizzes as well as CDs/DVDs were also favored in language classes. In general, multimedia tools were used less than one hour per week as reported by 54.5% of the students, and were more often used in daily life rather than in educational contexts.

With regard to the usefulness of the multimedia tools in language learning, online exercises and quizzes, CDs/DVDs, and websites received the highest rank.

Interest in Online Language Learning

On the one hand, 36.8% of the students were willing, 36.1% were uncertain, and 26.1% were reluctant to take a purely online English course. On the other hand, 32.4% of them expressed their desire to take a blended English course, 34.4% were doubtful, and 32.1% were unwilling. Overall, the participants were hesitant to take either a fully online or blended course of English.

Figure 21. Word clouds of familiarity with and use of multimedia tools created using Tagul

Discussion

Digital Possession, Access, and Use in High-tech Japan

This part of the current study investigated the digital possession, access, and use of technology tools by Japanese learners of English. In spite of the unpopularity of Mac devices among the students, the majority of them either own or have easy access to PC desktops, smartphones, and also the Internet. This finding comes as no surprise given that Japan is a high-resource context. Nevertheless, the computer use is limited to two hours per day probably due to excessive use of smartphones in Japan. Furthermore, the students reported that they rarely used computer labs for printing as the labs at Osaka University are not always equipped with printers.

Similar to the results of Winke and Goertler (2008a, 2008b), Goertler (2009), and

Goertler et al. (2012), the students' ownership of and access to devices specific to CALL (e.g., headphones, webcams, microphones, and speakers) were limited. However, this does not pose any problems for online language learning and teaching, since smartphones and laptops are equipped with advanced features such as audio/video recording. Moreover, Osaka University provides necessary hardware and software support for online education at CALL classrooms, computer labs, and learning commons on campus. As emphasized by Winke and Goertler (2008b), the students should be aware of the availability of these facilities which is addressed by holding orientation sessions known as "PC Guidance" at Osaka University.

Contrary to what one might expect, the participants' computer use was restricted to less than two hours a day. This can be accounted for by reference to the prevalent use of handheld devices to access the Internet. Therefore, there is a possibility that the students would tend to use smartphones for daily life activities and entertainment more often than computers, thus the limited hours of computer use.

Digital Literacy and Competence

The participants were in general found to be able to perform basic computer-based tasks (e.g., keyboarding and formatting documents, surfing the Internet, playing audio/video files), yet unable to do more advanced tasks (e.g., creating multimedia documents using word processing software and recording and editing audio/video files, which was far from expected).

The participants also believed their English typing skills to be poor. Typing in English, though simple at first glance, is a challenging task for Japanese learners as observed by McDonald and Foss (2007, 2009), Kobayashi and Little (2011), and Gondree (2013). This inability could be attributed to the different Japanese input methods as well as the excessive use of virtual keyboards on mobile devices. Consequently, despite being familiar with the layout of QWERTY keyboards, Japanese university students find it difficult to type in English. This could also be in view of the fact that many Japanese university students do not use word processing software as found by Murray and Blyth (2011).

With regard to familiarity with and use of multimedia tools, the students were in general acquainted with a number of tools and tasks used in daily life such as social networking systems, sending and receiving emails, and navigating websites. Nonetheless, not all of them were familiar with Second Life, podcasts/videocasts, and surprisingly iPads and iPods. These findings are in accord with previous studies (e.g., Goertler, 2009; Goertler et al., 2012; Winke & Goertler, 2008b) indicating that the participants are avid users of ICT for personal but not for educational purposes.

According to the Organization for Economic Co-operation and Development

(OECD, 2015), computer access and use are comparatively low in Japanese schools which could explain the discrepancy between the students' expected and observed levels of ICT proficiency. In line with this observation, the participants of the current study were also found to be mostly unaware of the usefulness of CALL tools in English language education. In fact, the availability of technology in high-resource contexts does not guarantee its *effective* use as highlighted by Egbert and Yang (2004) and Warschauer (2002, 2011).

Willingness to Experience Online Learning

The participants' responses in this study were characterized by a general lack of interest in taking fully online or blended courses of English. Winke and Goertler (2008b) accounted for the "fear" of online language learning as a form of apprehension toward the dynamics of online socialization. They also made reference to student preferences and learning styles as two other causes of lack of interest in hybrid/online courses. Goertler (2009) also found her participants to be opposing online language learning on the grounds that they had low access to tech tools, were not confident of their computer skills, had little if any CALL experience, and favored face-to-face instruction over learning from a computer. Following that, Goertler et al. (2012) also indicated students' preference for instructor presence as the major factor behind dismissing hybrid language education as being inferior to the face-to-face mode of teaching. Similarly, Winke et al. (2010) faced the challenge of student unwillingness to adopt hybrid language learning. As all four studies have argued, learner training is of crucial importance in dispelling the myths surrounding hybrid language instruction. Training students to accomplish advanced CALL tasks can help promote a positive attitude toward online language learning and thus lead to improved learning outcomes (Hubbard, 2005). In addition, maintaining a positive attitude could enable learners to confront the challenges of e-learning and could raise their awareness of the benefits of CALL (Lockley & Promnitz-Hayashi, 2012).

Are Japanese Digital Natives Ready for Learning English Online?

Based on the results of this study, the answer to this question is clearly "no". Goertler (2009) explains that one cannot assume that a digital native is necessarily ready to learn in an online environment. Digital natives may be capable of utilizing ICT in everyday life, but those skills are not always transferable to pedagogical environments (Ushida, 2005). As a result, it is prudent to avoid interpreting the term *digital native* too broadly as covering the entire population of university-age learners (Gobel & Kano, 2014; MacLean & Elwood, 2009). A similar observation has been

made by Bennett, Maton, and Kervin (2008) and Bennett and Maton (2010) who reported a general unwillingness among their digital natives to make use of technology for educational purposes. By and large, Japanese *keitai* (携帯: mobile phone) *natives* also tend to use their phones for gaming, entertainment, and personal communication far more than for educational activities (Lockley & Promnitz-Hayashi, 2012), which could be a contributing factor to the relatively low self-ratings on items asking the participants about their ability to make effective use of technology for CALL tasks.

4.4. The Blend: Bringing Poster Carousels to Life through AR

Student-generated AR Content

After being trained on Blipp creation, the students designed and generated their interactive AR-based posters. Figure 22 illustrates a sample of student-generated AR content. To watch the poster come to life, download and install the mobile application BlippAR, then go to settings and enter the corresponding code, and finally scan the specified image to watch the video overlayed on it.

Usage Experience

Despite the fact that about half of the students found BlippAR difficult to use, the majority of them believed that working with BlippAR was fun and that it made learning English more interesting, which led to their overall positive usage experience with BlippAR. However, a majority of the students felt that using BlippAR would not directly contribute to the improvement of their English. Table 5 shows the responses to the usage experience questionnaire.

Table 5
Usage Experience Questionnaire Results

	Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I find BlippAR easy to use.	7.0%	43.7%	43.7%	5.6%
2.	BlippAR makes learning English more interesting.	4.2%	26.8%	57.7%	11.3%
3.	Working with BlippAR is fun.	2.9%	22.5%	57.7%	16.9%
4.	I do not like working with BlippAR.	11.3%	57.7%	26.8%	4.2%
5.	My overall usage experience with BlippAR is good.	2.8%	38.0%	56.3%	2.9%
6.	Using BlippAR would improve my English.	8.4%	62.0%	26.8%	2.8%

Regarding the subsequent use of BlippAR, about half of the students (52.1%) were not sure whether they would use BlippAR again outside the class, and 28.2% of them said they were not intending to.

Figure 22. Sample student-generated AR-based poster

Code: 238935 (After installing BlippAR, enter this code, and scan the image shown by a red arrow)

The qualitative data (i.e., open-ended feedback and observations), also revealed that, to a large number of students, AR could make the process of English learning interesting and fun, but it could not directly improve their English. A few students believed that AR could improve their English skills as it provided more opportunities for getting exposed to English and it engaged all their auditory and visual senses.

Discussion

Overall, considering both quantitative and qualitative findings, a fairly positive user AR experience was reported by the participants of this study. This result is roughly in line with those of previous studies (e.g., Chow et al., 2015; Küçük, Yılmaz, & Göktaş, 2014) which investigated the attitude of students toward the use of AR and showed a more positive attitude compared to the findings of this study. The participants of the current study found their AR experience as interesting and pleasant, however about half of them also found it difficult to use due to technical glitches (e.g., the long loading time for some overlayed videos). Li, Chen, Whittinghill, and Vorvoreanu's (2014) study also revealed that technical issues decreased users' satisfaction and diverted their attention from the learning task. Despite having technical challenges, this study demonstrated that AR could to some extent engage students and motivate them to learn (items 2 and 3). As pointed out by Chow et al. (2015), AR can improve the level of students' engagement in learning, and as mentioned by Reinders and Lakarnchua (2014), AR has the potential to increase students' motivation, and boosting engagement and motivation can eventually facilitate the improvement of English language skills.

4.5. Evaluating OUGEO

QM Review: Round 1

The first round of the QM peer review yielded a score of 70 out of 99, meaning the course did not meet the QM standards. The researcher then revised the course in accordance with the reviewer's comments and suggestions. Table 6 contains a list of the six essential sub-standards which were not initially met. It is worth mentioning that STANDARD 3.3 was evaluated as "not met" although the course included rubrics for scoring speaking and writing assignments. This is mainly due to the fact that the rubrics on CLE are visible only once users attempt at submitting an assignment, and therefore the reviewer failed to notice them. This fact was mentioned in the amendment worksheet and was addressed during the second round of review.

Table 6
QM Rubric Essential Standards Not Met in the First Round of Review

Standard No.	Standard Description
STANDARD 1.1	Instructions make clear how to get started and where to find various course components.
STANDARD 2.4	The relationship between learning objectives or competencies and course activities is clearly stated.
STANDARD 3.3	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.
STANDARD 5.3	The instructor's plan for classroom response time and feedback on assignments is clearly stated.
STANDARD 7.2	Course instructions articulate or link to the institution's accessibility policies and services.
STANDARD 8.2	Information is provided about the accessibility of all technologies required in the course.

QM Review: Round 2

After making amendments to the course in accordance with the recommendations of the QM peer reviewer, the course was reviewed once again by the same reviewer, and it currently meets all the requirements of the Higher Education Course Design Rubric (Fifth Edition) with a score of 99/99. More details on the problems found with the course and the ways in which the reviewer's comments were addressed are explicated below.

STANDARD 1.1 *Instructions make clear how to get started and where to find various course components.*

According to the reviewer, the instructions were available, but they were not readily seen by the students. To address this issue, a welcome page was created and set as the course entry page, in which information about navigating the course menu and content was provided through written instructions and screenshots. Figure 23 displays a screenshot of the course homepage including a welcome message and instructions on website navigation.

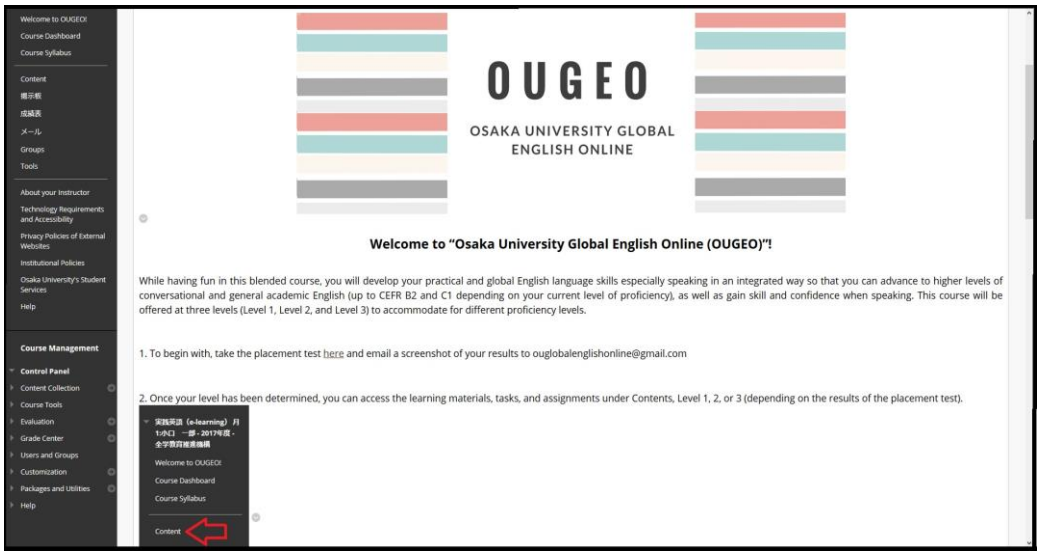


Figure 23. Screenshot of OUGEO homepage

STANDARD 2.4 *The relationship between learning objectives or competencies and course activities is clearly stated.*

Previously, the course activities were not clearly linked to the course objectives and learning outcomes mentioned in the syllabus. The connection was clarified by assigning each type of activity to the corresponding learning outcome in the syllabus. Table 7 is an instance of the connection established between the learning outcomes and learning activities associated with each of the four language skills.

Table 7
Connection Between Learning Outcomes and Learning Activities in OUGEO

Learning Outcome	**Learning Activity**
Identify main ideas and details of news articles of 100 to 300 words	Reading assignments from Breaking News English
Write short essays (about 200 words for Level 1 and 400-500 words for Level 2 and Level 3)	Writing assignments
Identify main ideas and details of conversations/presentations on familiar topics	Listening assignments from elllo.org and Ted talks
Give short speeches and presentations on familiar topics through prior preparation	Speaking assignments

STANDARD 3.3 *Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.*

As already stated, this standard was met by sharing the evaluation rubrics for speaking and writing tasks with the students. Every writing and speaking assignment included a link to its respective rubric in order to assure consistency in evaluating and scoring students' work. These rubrics were not immediately visible to guest viewers, and therefore the course was evaluated as lacking this essential component. However, the score for this standard was restored during the second round of review through writing a note to the reviewer on the amendment worksheet.

STANDARD 5.3 *The instructor's plan for classroom response time and feedback on assignments is clearly stated.*

This shortcoming was rectified by adding a new section to the syllabus titled "Response Time and Feedback Schedule" in which a rough schedule was provided for responding to inquiry emails and grading assignments.

STANDARD 7.2 *Course instructions articulate or link to the institution's accessibility policies and services.*

To address this issue, a new link was added to the course menu through which students could access a page containing information on Osaka University institutional policies for each faculty.

STANDARD 8.2 *Information is provided about the accessibility of all technologies required in the course.*

In order to meet this standard, a new page was created which contained information on the technologies required in the course, for instance a computer with a standard browser, and links were provided to the accessibility pages of the websites introduced to the students, for instance Blackboard Inc. (http://www.blackboard.com/accessibility.html).

By making revisions in accordance with the reviewer's comments, the course was evaluated as meeting all the standards after amendment.

The Evaluation Questionnaire

The evaluation questionnaire asked the participants to evaluate the course content

and website as well as write any comments or suggestions they had for improving the course. Table 8 displays the students' responses to items 1 through 10.

Table 8
Students' Responses to Items 1-10

Items	Strongly Disagree (1) %	Disagree (2) %	Agree (3) %	Strongly Agree (4) %	Mean (N=71)
1. The content of the website is useful.	2.8	7.0	70.4	19.8	3.07
2. The content of the website is relevant to my needs.	2.8	12.7	71.8	12.7	2.94
3. The website is easy to use.	0.0	19.7	73.2	7.1	2.87
4. The website works well.	1.4	29.6	54.9	14.1	2.83
5. The website is easy to navigate.	0.0	5.6	76.1	18.3	3.12
6. The instructions are easy to follow.	0.0	0.0	80.3	19.7	3.19
7. I like the order of tasks in each week.	0.0	7.0	76.1	16.9	3.09
8. I like the layout of tasks in each week.	0.0	5.6	77.5	16.9	3.11
9. The tasks are of appropriate difficulty level.	0.0	18.3	66.2	15.5	2.97
10. The electronic feedback I get on the tasks is helpful.	0.0	1.4	76.1	22.5	3.21

It is evident that in general, the students had a relatively high opinion of the course website; however, they rated item 4 as the lowest since during the semester, there were technical issues regarding the submission of videos on the website, and many students had difficulty uploading their video speaking assignments to CLE. Some of the students also believed that the website was not mobile-friendly and that the audio files were occasionally low in sound quality. Regarding task difficulty (item 9), there were various opinions. Some respondents desired for more challenging reading tasks, rating the current reading passages as too short and easy. Others believed that the speaking tasks were extremely difficult and time-consuming.

The students also evaluated the course by responding to the seven items displayed

in Table 9. The responses to these items equally indicate that the students had a rather positive attitude toward the course despite the occasional technical difficulties caused by the malfunctioning of the learning management system.

Table 9
Students' Responses to Items 41-47

Items	No (1) %	To a certain degree (2) %	Yes (3) %	Mean (N=71)
41. Has the course met your English language needs?	1.4	28.2	70.4	2.69
42. Do you feel that you have learned useful English skills?	4.2	31.0	64.8	2.60
43. Do you feel that in general your English has improved because of this course?	8.5	21.1	70.4	2.61
44. Was the pace of the course appropriate for you?	1.4	19.7	78.9	2.77
45. Did you find the face-to-face classes useful?	5.6	28.2	66.2	2.60
46. Was the standard of the teaching good?	1.4	29.6	69.0	2.67
47. Did you receive enough support regarding technical issues?	14.1	32.4	53.5	2.39

Students' Responses to the Open-ended Questions

The content analysis of the students' responses to the open-ended questions revealed their overall satisfaction with the course. The students were content with the integration of four language skills, i.e., reading, listening, speaking, and writing. They believed that the integrated approach was well-balanced, and they were pleased to have the opportunity to speak and write in English as they reported that the productive skills had been overlooked in their previous English courses. Here are two comments about the course in general:

I am very satisfied with this course, as it gave me the ability to improve my English in an interactive and productive way.

Before taking this course, I had written only 70-word paragraphs in English, and I had few opportunities to speak English, but in this course I had the chance to write 400-word essays and give 4-minute presentations in English.

A number of students pointed out that offering the course at three levels provided them with the opportunity to learn English at their own level. The students also commented on the poster presentations they gave at the face-to-face sessions. They were trained how to use an AR app, Blippar, to overlay a video on their posters. They found the activity fun, interesting, and engaging, and they stated that they enjoyed the group work. One of the students said:

I think it is a fun and innovative way of learning, and it provides access to more content outside of regular classroom materials.

Some of the students remarked that the reading and listening topics were interesting to them especially because of their recency and relevance to global issues. The TED talks also interested the majority of students. Moreover, they were satisfied with instructor presence and responsiveness as they found it easy and quick to communicate with the instructor and teaching assistants. One of the students stated:

I hope that more Japanese people will be able to use English to show the charms of Japan to the world, argue their opinions, listen to others' opinions, and to interact with them. Instead of leaving it to translators, one should be able to express their opinion in their own words and directly understand their conversation partners speaking in English. I strongly hope that with classes like this one, which strengthen all our four skills in English, there will be more internationalized Japanese people.

Another aspect of the course that the students felt satisfied with was the feedback they received on their speaking and writing tasks. They said that the feedback was polite, easy to understand, and accessible at any time especially on their mobile devices. More comments are as follows:

I found the feedback given on my assignments clear and constructive.

I was able to see the grammar mistakes I made, which helped me recognise the gaps I have in my knowledge of English.

Unlike feedback on paper, we can look back on the feedback whenever we want to

and we do not have to worry about misplacing the feedback paper. We can review our mistakes at any time.

I am not so confident about my speaking and writing skills, but pointing out to the strengths of my assignments and the points needing improvement have given me a new sense of self-confidence.

It is worth mentioning that a few students preferred to receive face-to-face feedback on their speaking tasks. A student elaborated on the reason:

In general, it [the feedback] was good, but I wish I could get face-to-face feedback on the speaking assignments. That is because it is easier to immediately understand the problem, correct myself, and receive feedback again.

Notwithstanding, some of the students found the online environment less threatening which enabled them to express their thoughts more confidently in English. Below is a comment made by one of the students that summarizes her opinion about the online, individual submission of speaking tasks:

I am not confident enough to speak in the presence of others, but since the speaking assignments were submitted online, I was able to express myself freely.

One student did not feel confident filming himself; however, he was satisfied with the feedback he was provided with. He wrote:

To be honest, I was not confident to show my face in the videos and felt embarrassed to do so, but I felt that receiving advice on my assignments was easy. There was no ambiguity, and in my opinion the quality was high.

In addition, the students stated that the online course allowed them to learn at their own pace, anywhere, anytime, using mobile devices. The students found the weekly instructions, "Read Me First" in both Japanese and English, helpful. They also believed that structural format of the course folders was easy to navigate. Last but not least, some students wrote that they felt their English had improved.

Regarding the difficulties that the students encountered in the course, failing to upload the speaking assignments' videos on CLE was mentioned by many students. One of the students suggested that the speaking assignments could have been submitted in audio format. This technical problem caused delay in sending feedback to

the students and a number of students said that the feedback should have been provided more quickly. The students asserted that they were satisfied with the help they received to solve this problem and despite having difficulty in uploading the videos online, they could submit their videos face-to-face.

Some of the students reported the low sound quality of few listening audios. It should be noted that for some students the content of the course was too easy, while for some was too demanding due to weekly writing and speaking tasks. One student also mentioned that he was not informed of the feedback as CLE does not send notifications to the users when they receive feedback on the tasks. Lastly, CLE does not have spell and grammar checker which made the writing tasks challenging for few students and they preferred to use Microsoft Word.

Discussion

This part reports on a study conducted at Osaka University which involves the design, development, delivery, and evaluation of a blended course of EGAP, referred to as OUGEO. The course was peer-reviewed using the QM Higher Education Course Design Rubric (Fifth Edition), and it currently meets all the standards of this rubric upon amendment. The findings of the evaluation phase also indicate that despite the occasional technical problems, the majority of the students felt content with the course and believed that it met their language needs and helped them improve their English skills.

This study underlines the significance of continuous improvement in online/blended course design and development. The QM peer review has aided in improving the course design and development process in light of establishing clear links between learning objectives and learning activities as well as bringing more ease and convenience to students in course navigation. The course needs to be rerun before more conclusions can be drawn on the effectiveness of the changes made; however, the literature on the application of QM to online/blended learning programs —studies such as Harkness (2015) and Hollowell et al. (2017) — bears sufficient evidence to the effectiveness of the QM rubrics and peer review in assuring excellence in online/blended learning programs.

Not only does quality assurance in online/blended learning rely on scrupulous attention to design and development, but it is also related to students' level of satisfaction with their online experience. Young and Norgard (2006) have identified several factors contributing to student satisfaction with online instruction. The factors include interaction among students and between student and professor, consistency in course design, provision of technical support, and flexibility of online courses, each of which will be discussed here.

Regarding interaction among students, the students enrolled in OUGEO were connected with their classmates either via the online discussion boards or other communication tools such as LINE for a term project entailing poster presentations. They were also in touch with the instructor and teaching assistants via email and discussion boards. A constant attempt was made to respond to student inquiries as soon as possible, the majority of which were related to submitting speaking assignments. As some studies (e.g., Rush, 2015) have shown, lack of connection, interaction, and responsiveness in online courses can make students feel isolated and disconnected.

According to studies on blended learning experiences (e.g., Tuapawa, 2016), inconsistency in online course design can cause frustration among students. The course design in the present study was consistent in that all the contents were classified based on proficiency level week by week and were saved into distinct folders for listening, speaking, reading, writing, pronunciation, etc. In addition, there were clear instructions on study materials and assignments for each week provided in English and Japanese. Moreover, the face-to-face orientation session contributed greatly to the course consistency.

As Young and Norgard (2006) remarked, technical assistance is vital to satisfaction with online courses, and studies (e.g., Yang & Cornelius, 2004; Zeng & Perris, 2004) have reported that limited technical support can lead to students' dissatisfaction with online courses. In this study, technical support was provided by creating a shared folder on Google Drive where students were able to upload their speaking videos in case they could not upload it to CLE. If it was impossible for a student to submit their video online, neither on CLE nor on Google Drive, an appointment was made to meet them face to face and receive the video file directly through AirDrop or on a USB Drive.

Finally, with regards to flexibility, the students were given one week's time to complete the online study portion and assignments for each week and they had to attend face-to-face classes only five time out of a total of fifteen weeks. Given all this and also regarding students' positive responses to item 44, it is evident that the course was sufficiently flexible in comparison to traditional language classes. Flexibility is in fact the reason for greater satisfaction with learning online as reported in Romero and Barbera (2011) and Pardo-Gonzalez (2013).

4.6. Limitations and Delimitations of the Study

The present study was delimited to Japanese EFL undergraduate students of Osaka University. As a result, the findings of this study cannot be generalized to other universities, and the ability to generalize the findings may be limited. Moreover, due

to the relatively small sample size, any generalization about the findings of the study should be approached with caution.

In the process of the course design, technological and institutional affordances at Osaka University were taken into account as well. For instance, a customized version of Blackboard, called CLE (Collaboration and Learning Environment), was used by language teachers at Osaka University. This study therefore used Blackboard as its LMS.

The evaluation part of this study is based on the data collected during the first round of implementing the blended course. Running the course several times with various groups of students could add to the validity of the findings and also aid in further improving the shortcomings of the existing course. After all, quality assurance is an ongoing process rather than a one-shot procedure (Adair, 2014). Another limitation is related to lack of sustainability and discontinued practice. Since the course was designed and developed to fulfill the requirements of the doctoral program that the researcher was enrolled in, other instructors may not be willing to adopt it to their contexts since it requires a great amount of time and effort on the part of the instructor.

5. Conclusion

5.1. Needs Analysis

Needs analysis is the first step in online, blended, or face-to-face course design due to learners' ever-changing needs. The findings of the current study are conclusive evidence that the English language needs of Japanese learners of English have so far remained unaddressed. The need for improving English listening and speaking abilities and communication skills has been identified for years; it has, however, not been met in practice. In fact, spoken proficiency especially in higher education is needed more now than ever before in globalizing Japan.

This findings of the needs assessment part of this study yielded significant practical implications for the blended course. First, the course placed emphasis on EGAP to prepare undergraduate students for their future ESP courses, which was a gap at Osaka University. The course was offered at three levels (elementary, intermediate, and upper-intermediate) based on the CEFR (Common European Framework of Reference). To address the needs of the students, all four skills were integrated into a variety of lessons with an emphasis on listening and speaking within the less threating online environment of the course. A number of consciousness-raising lessons and activities were incorporated throughout the course to help students solve common pronunciation problems caused by katakana English. A series of activities which aimed to raise students' consciousness about *wasei-eigo* (和製英語: Literally English made in Japan or Japanese-made English) were offered as well to enhance students' comprehensibility. Last but not least, responding to the demand of internationalization in Japan, based on Marlina's (2013) suggestions, it was attempted to equip students with the ability to communicate in today's international and intercultural world village by including the following as the core teaching and learning elements of the course:

1. Learning about and appreciating cultural and linguistic differences
2. Raising global awareness and knowledge on worldwide issues
3. Knowing about the existence of world Englishes
4. Developing critical thinking skills
5. Promoting online collaboration and communication

In order to achieve these goals in practice, pieces of news from Breaking News English (http://www.breakingnewsenglish.com/) were chosen for reading comprehension. The news articles of this website are roughly categorized based on the CEFR, and can stimulate critical thinking as they are about current social, political, economic, and cultural issues in the world. Listening materials were selected from English Language Listening Library Online (ELLLO)

(http://www.elllo.org/english/home.htm) including a range of accents such as British, Canadian, American, Italian, Chinese, Japanese, and Persian to expose students to World Englishes. TED Talks (https://www.ted.com/talks) were also utilized as the course listening materials to cultivate critical thinking and public presentation skills. In addition, the students were introduced to the RealLife English Global Movement (http://reallifeglobal.com/) which inspires, empowers, and connects the world through English as a vehicle for global citizenship. Students were asked to discuss the issues related to this global movement using online discussion boards. The speaking and writing tasks as well as the final project (i.e., poster presentation, delivered face to face) were designed in a way so as to foster critical thinking, collaboration, communication, and creativity by the use of online affordances and AR technology. It is worth noting that permission was taken from the owner of Breaking News English to upload its copyrighted news articles on the course learning management system. ELLLO is licensed under Creative Commons. The TED Talks' links were embedded; therefore, no copyright issues were involved. Globally-oriented resources from RealLife English were cited appropriately and linked back to its website.

It was hoped that the course could facilitate promoting the goal of internationalization by helping students in enhancing their English skills with the emphasis on speaking and intercultural communication skills, and could serve as a model for educators who are interested in developing Japanese learners' English skills, especially for global understanding and citizenship.

5.2. e-Readiness Assessment

Overall, the results of the e-readiness assessment indicated that students have personal ownership and sufficient access to digital devices as well as the Internet either at home or on campus. Despite having low keyboarding skills in English, they also have a fair command of knowledge and practice of general Web 2.0 tools for daily life, but not for educational purposes. The majority of the students are also reluctant to take online courses which makes CALL-focused digital literacy training an essential element in implementing the prospective EGAP online course. A handful of studies have also demonstrated that specific training on CALL tools and applications is a prerequisite prior to performing online tasks, and ongoing technical support is a necessity as well (e.g., Barrette, 2001; Kabata, Wiebe, & Chao, 2005; Romeo & Hubbard, 2011).

The current study had implications for designing and implementing the EGAP blended course. First, with regard to student preference for smartphones, the course content was made available on both desktop computers and mobile devices (Blackboard Mobile Learn™ application in the case of Osaka University).

Furthermore, edutainment and gamification were the integral components of the course due to their motivating nature for Japanese learners. It is worth noting that the same questionnaire with minor modifications was administered to the students who enrolled in the course with the aim of measuring their level of e-readiness. Considering Japanese learners' difficulties with comprehending English as evidenced in the language needs analysis at Osaka University, some L1 translations were provided in the orientation sessions and online tutorials of the future course, since "comprehension is the main goal, rather than language learning or practice" in effective CALL learner training (Hubbard, 2004, p. 57).

Since a self-assessment questionnaire has been used in this study, the responses are likely to be culturally biased under the influence of self-effacement and low self-confidence (Iwamoto, 2007). Another limitation of this study is the sample size which makes the findings less generalizable to the overall population of Japanese university students.

To the best of the researcher's knowledge, no earlier survey has been conducted at Osaka University to investigate the readiness of Japanese students for online language education. Future replication studies could thus examine the impact of gender, field of study, age, and socio-economic status on learner e-readiness with a larger sample size as additional factors influencing learners' interest in hybrid language education. Potential research questions are as follows: Do males and females differ in their computer access and literacy levels? Are there any differences between students majoring in humanities versus science and engineering with reference to their e-readiness? Does the number of years spent at the university make any difference in student e-readiness levels? Does the socio-economic status of the students make any difference in their willingness to take online/blended courses?

5.3. Design, Implementation, and Evaluation of OUGEO Blended Course

The aim of the present study was to examine the quality of a blended course of English for general academic purposes targeting Japanese undergraduate students at Osaka University. In order to assess the quality of the course, two courses of action were taken: (1) having the course peer-reviewed by a trained QM reviewer, and (2) conducting a survey study to measure the satisfaction of the students enrolled in the course. The main findings of the study are as follows:

1) The first round of peer review based on the QM Higher Education Course Design Rubric (Fifth Edition) yielded a score of 70 out of 99. The review process rigorously demonstrated areas in need of improvement. The course was further revised in accordance with the reviewer's comments and suggestions

and was evaluated as meeting all the standards upon amendment with a new score of 99 out of 99.

2) Students were in general satisfied with the course and believed that it met their language needs and helped them improve their practical English skills. Some of them reported struggling to submit their speaking assignment caused by the malfunctioning learning management system and unstable Internet connection.

Despite the technical problems, the course has met its predefined objectives to a great extent, i.e. getting the students to practice all four language skills in an integrated manner and aiding them in improving their practical English skills within a course which met their language needs. In order to further refine the course design, development, and delivery, there is a perceived need to rerun the course with various groups of students so as to further ameliorate it in the future.

As a final word, like many institutions of higher education worldwide, Osaka University is adopting online and blended learning more than ever before. As suggested by Roehrs, Wang, and Kendrick (2013), more online courses will be implemented from now on, and this stresses the increasing need for more faculty development opportunities to assure quality in online education and student satisfaction.

In this study, AR was used to augment poster carousel tasks in a blended English course. Notwithstanding the technical difficulties, by and large, the quantitative findings and the qualitative feedback and observations indicated that the participants got more engaged in the learning scenario, and they found AR rather motivating and enjoyable. Therefore, using AR and getting students involved with generating their own AR-based content may improve the effectiveness of language learning if the technical challenges are overcome. With advances in new technologies, it will be increasingly easier to bring more of AR to the classroom in the near future, and interactive, engaging learning environments can be created to enhance learning and meet the needs of students in the 21st century.

Challenges

A major challenge with implementing this course was the large number of enrollees, which translated into a large burden for the teacher and teaching assistants in view of dealing with technical problems due to insufficient manpower. In a study exploring learners' perceptions on the usefulness of a blended EFL program, Kobayashi and Little (2011) have found that the interface of the online component is a determining factor correlated with students' satisfaction with such programs. Online

learner satisfaction has been demonstrated to be in close relation to the operability of the technology deployed. In case of OUGEO, the submission of speaking assignments caused problems for some students which was partially resolved by providing alternative ways for submission as explained above. The dissatisfaction with the submission of videos was also reflected in the students' responses to the questionnaire as well as in their written comments. This technical issue should be resolved before rerunning the course.

Lessons Learned and Advice

Here are some lessons learned during the design, development, and delivery of the current blended course:

- Be ready to change – Designing and developing an online/blended course is an ongoing process. It requires constant evaluation and reflection so as to improve future courses. In fact, the ability to make changes is one of the merits of online courses.
- Do not forget about OER – Instead of constantly reinventing the wheel, look for freely available resources. It not only saves you a tremendous amount of time but also adds more variety to your course.
- Consider time demands – Developing effective online resources is often much more time-consuming than creating classroom learning materials. Be prepared to invest time and energy into this lengthy yet valuable process.
- Always keep your course objectives in mind – Your objectives are the core component leading all your actions and decisions. Make sure they are well-aligned with your learning activities and assessment.
- Check for course organization and navigation – No matter how professionally you have developed and compiled your online resources, they will not be effective as long as they are not well-organized. Make sure your course is clearly organized and easy to navigate. Also, take measures to enhance screen readability and responsive design.
- Be clear as to what your requirements are – Be explicit in communicating your expectations to your students. Tell them clearly what your requirements are with respect to interaction with instructor, peers, and course content.
- Set evaluation criteria – Provide clear-cut criteria for how students' work will be assessed. Inform the students of your grading policy and any rubrics you utilize for evaluating their assignments.
- Care about course accessibility and usability – Ensure that the course is accessible and usable for all the students. Include information on accessibility support as well

as technical and academic support services provided by your institution.

- Foster social presence – An easy way to create a sense of social presence in your course is to allow the students to build a learning community with their peers through simple activities such as introducing themselves to the class.
- Be ready to deal with technical glitches – No matter how hard you have attempted at designing and developing your course, there are things that will not work occasionally or constantly. Think of alternative solutions to deal with technical difficulties and ask technical staff for help.

Implications

The current study has implications for online/blended course designers and developers as well as teachers. It introduces methods and resources to design, develop, deliver, and evaluate such courses. It is also recommended that designers to take a look at an evaluation rubric before embarking on the task of course design so as to assure the appropriacy of their choices and decisions from the outset. This latter point further highlights the significance of faculty development in using rubrics such as the QM rubric. In fact, QM provides professional development courses and workshops for faculty who wish to learn about effective online course design as well as those who aim at becoming QM peer reviewers. Roehrs et al.'s (2013) study on preparing faculty to use the QM Model is a recommended source to refer to for universities and institutes of higher education which are considering the adoption of this model.

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Appendix A: Needs Analysis Questionnaire

Needs analysis questionnaire and open-ended questions

英語の授業で、以下のことをどれくらい経験したことがありますか? (◯をつけて下さい) **How often do the following happen to you when you attend a class taught in English?**	**全然ない** **Never**	**ほとんどない** **Rarely**	**時々** **Sometimes**	**よく** **Often**	**いつも** **Very often**
講義を理解することに困難を感じたことがある 1. Have trouble understanding lectures	1	2	3	4	5
メモを上手に取ることに困難を感じたことがある 2. Have trouble taking effective notes	1	2	3	4	5
教えられた内容を理解するために、先生に質問をする必要がある 3. Have to ask your teacher questions to clarify material you have been taught	1	2	3	4	5
英語での長い説明が分かりにくく感じたことがある 4. Have trouble understanding lengthy descriptions in English	1	2	3	4	5
口頭による指示が分かりにくく感じたことがある 5. Have trouble understanding spoken instructions	1	2	3	4	5
くだけた話し言葉が分かりにくく感じたことがある 6. Have trouble understanding informal language	1	2	3	4	5
話のテーマを理解することに困難を感じたことがある 7. Have trouble understanding the subject matter of a talk i.e., what is being talked about	1	2	3	4	5
その他、・・・がしにくいと感じたことがある（具体的に記述して下さい） I also have difficulty with (please specify): _____					

英語の授業で、先生の講義や他の学生の話が分からない時、それはなぜだと思いますか？(◯をつけて下さい) **I have problems understanding lecturers or other students when I attend a class taught in English because:**	**全然ない** **Never**	**時々** **Sometimes**	**よく** **Often**

話すスピードが速すぎる 8. They talk very fast	1	2	3
話す声が小さすぎる 9. They talk very quietly	1	2	3
話し手の発音が自分が慣れているものと違う 10. Their accents or pronunciation are different from what I am used to	1	2	3
２人以上の人が話している（例:グループディスカッションにおいて） 11. More than one person is speaking, e.g., in group discussions	1	2	3
その他（具体的に記述して下さい）: Other (please specify): _____			

英語の授業で、以下のことをどれくらい経験したことがありますか? (◯をつけて下さい) **How often do the following happen to you when you attend a class taught in English?**	**全然ない** **Never**	**ほとんどない** **Rarely**	**時々** **Sometimes**	**よく** **Often**	**いつも** **Very often**
口頭発表することに困難を感じたことがある 12. Have difficulty giving oral presentations	1	2	3	4	5
言いたいことをすぐに表現することに困難を感じたことがある 13. Have trouble wording what you want to say quickly enough	1	2	3	4	5
英語での会話でミスをすることに不安を感じたことがある 14. Worry about saying something in case you make a mistake in your English	1	2	3	4	5
英語で言いたいことが表現できなかったことがある 15. Not know how to say something in English	1	2	3	4	5
英語で、最も適切な言い方が分からなかったことがある 16. Not know the best way to say something in English	1	2	3	4	5
英語の発音に困難を感じたことがある 17. Have difficulty with your pronunciation of words	1	2	3	4	5
ディスカッションに参加することに困難を感じたことがある 18. Find it difficult to enter discussion	1	2	3	4	5

その他（具体的に記述して下さい）： Other (please specify): _____

英語の授業では、以下の点について、どれくらい困難を感じることがありますか? **Indicate how often you have difficulty with each of the following when you attend a class taught in English:**	**全然ない** **Never**	**ほとんどない** **Rarely**	**時々** **Sometimes**	**よく** **Often**	**いつも** **Very often**
テキスト（文章）の要点を理解すること 19. Understanding the main points of text	1	2	3	4	5
内容を全体的に理解するためにテキストを速く読むこと（スキミング） 20. Reading a text quickly in order to establish a general idea of the content (skimming)	1	2	3	4	5
内容の詳細を理解するためにテキストをゆっくりと深く読むこと 21. Reading a text slowly and carefully in order to understand the details of the text	1	2	3	4	5
具体的な情報を見つけるためにテキストに素早く目を通すこと（スキャニング） 22. Looking through a text quickly in order to locate specific information (scanning)	1	2	3	4	5
テキストの中の分からない単語の意味を推測すること 23. Guessing unknown words in a text	1	2	3	4	5
テキストの構造を理解すること 24. Understanding text organization	1	2	3	4	5
テキストの中の専門的な語彙を理解すること 25. Understanding specialist vocabulary in a text	1	2	3	4	5
速く読むこと 26. Reading speed	1	2	3	4	5
テキストを読み、批判的な観点から考察すること 27. Reading in order to respond critically	1	2	3	4	5
筆者の考え方と目的を理解すること 28. Understanding a writer's attitude and purpose	1	2	3	4	5
全体的にテキストを理解すること 29. General comprehension	1	2	3	4	5
その他（具体的に記述して下さい）： Other (please specify): _____					

以下の質問は、英語の授業で必要なリーディング・タスクに関するものです。以下の資料を読むときに、困難を感じたことがどれくらいありますか。(◯をつけて下さい) **The following questions concern the reading tasks required of you during your English classes. Please indicate how often you have difficulty doing so (please circle):**	全然ない **Never**	時々 **Sometimes**	よくある **Often**
学術雑誌に掲載された論文 30. Journal articles	1	2	3
新聞記事 31. Newspaper articles	1	2	3
小説などのフィクション 32. Works of fiction	1	2	3
参考文献や教科書 33. Entire reference or textbooks	1	2	3
本の中で指定された章 34. Selected chapters of books	1	2	3
ハンドアウト 35. handouts	1	2	3
ワークブックや実験マニュアル 36. Workbook or laboratory instructions	1	2	3
コンピュータ上のリーディング教材 37. Computer-presented reading materials	1	2	3

分からない **Not sure**	重要でない **Not important**	重要 **Important**	非常に重要 **Very important**	**英語の授業でのライティングの課題に関して、以下のことについて答えて下さい。** **With regard to written assignments in your English classes, please indicate for each of the following:** **1. 各スキルは、どれぐらい重要であると思われますか。** **How important the skill is, and** **2. 各スキルについて、どれぐらい困難を感じたことがありますか。** **How often you have problems with the skill**	全然ない **Never**	時々 **Sometimes**	よく **Often**
1	2	3	4	正しい句読法やつづりを用いること 38. Using correct punctuation and spelling	2	3	4
1	2	3	4	文の構造を正しく書くこと 39. Structuring sentences	2	3	4
1	2	3	4	適切な語彙を使うこと 40. Using appropriate vocabulary	2	3	4
1	2	3	4	段落の構成を決めること 41. Organizing paragraphs	2	3	4
1	2	3	4	作文を全体的に正しく構成すること 42. Organizing the overall assignment	2	3	4

1	2	3	4	内容を適切に表現すること 43. Expressing ideas appropriately	2	3	4
1	2	3	4	アイデアを発展させること 44. Developing ideas	2	3	4
1	2	3	4	自分の意見をはっきり表現すること 45. Expressing what you want to say clearly	2	3	4
1	2	3	4	テーマを明確に表現すること 46. Addressing topic	2	3	4
1	2	3	4	適切な文体を選択すること 47. Adopting appropriate tone and style	2	3	4
1	2	3	4	指示や注意に従うこと 48. Following instructions and directions	2	3	4
1	2	3	4	自分の作文を評価したり推敲したりすること 49. Evaluating and revising your writing	2	3	4
1	2	3	4	全般的な英作文力を身につけること 50. Overall writing ability	2	3	4
1	2	3	4	ライティング課題を制限時間内に終わらせること（例:筆記試験や小テストなど） 51. Completing written tasks (e.g., exams, tests) within the time available	2	3	4
その他（具体的に記述して下さい）： Others (please specify): _____							

大学では, 以下の言語スキルをどれくらい利用しますか? (◯をつけて下さい) **In your course of study, how often are you expected to use the following skills? (please circle)**	**全然ない never**	**ほとんどない rarely**	**時々 sometimes**	**よく often**	**いつも very often**
52. リスニング Listening	1	2	3	4	5
53. スピーキング Speaking	1	2	3	4	5
54. リーディング Reading	1	2	3	4	5
55. ライティング Writing	1	2	3	4	5

以下の言語スキルについて、どれくらい困難を感じたことがありますか? (◯をつけて下さい) **How often do you have difficulty with each of these skills? (please circle)**	**全然ない never**	**ほとんどない rarely**	**時々 sometimes**	**よく often**	**いつも very often**
56. リスニング Listening	1	2	3	4	5
57. スピーキング Speaking	1	2	3	4	5
58. リーディング Reading	1	2	3	4	5
59. ライティング Writing	1	2	3	4	5

以下の言語スキルは、あなたの専攻にとってどれくらい重要ですか? (◯をつけて下さい) **How important to success in your course of study are the following abilities? (please circle)**	**全然ない never**	**ほとんどない rarely**	**時々 sometimes**	**よく often**	**いつも very often**
60. リスニング Listening	1	2	3	4	5
61. スピーキング Speaking	1	2	3	4	5
62. リーディング Reading	1	2	3	4	5
63. ライティング Writing	1	2	3	4	5

卒業後、以下の言語スキルはどれくらい重要となると思われますか? (◯をつけて下さい) **How important to success in your field after graduation are the following abilities? (please circle)**	**全然ない never**	**ほとんどない rarely**	**時々 sometimes**	**よく often**	**いつも very often**
64. リスニング Listening	1	2	3	4	5
65. スピーキング Speaking	1	2	3	4	5
66. リーディング Reading	1	2	3	4	5
67. ライティング Writing	1	2	3	4	5

英語の授業で、以下のことをどれくらい経験したことがありますか? (◯をつけて下さい) **How often do the following happen to you when you attend a class taught in English?**	**全然ない never**	**ほとんどない rarely**	**時々 sometimes**	**よく often**	**いつも very often**
授業での活動で悪い成績を取ったことがある 68. Receive low grades in tasks involving class participation	1	2	3	4	5
少人数グループでの活動で困難を感じたことがある 69. Have difficulty working in small groups during class	1	2	3	4	5
授業外で、他の受講者と協力することに困難を感じたことがある 70. Have difficulty working with other students on out-of-class projects	1	2	3	4	5
授業中にディスカッションで進行役を務めることに困難を感じたことがある 71. Have trouble leading class discussions	1	2	3	4	5
ディベートや大きなグループディスカッションに参加することに困難を感じたことがある 72. Have difficulty participating in large group discussions or in debates	1	2	3	4	5

研究室やチュートリアルの場などで院生の実験助手とコミュニケーションを図ることに困難を感じたことがある 73. Have difficulty interacting with student demonstrators in labs, tutorials, etc.	1	2	3	4	5
授業外でネイティブスピーカーと対話することが必要な宿題をすることに困難を感じたことがある 74. Struggle with out-of-class assignments which require interaction with native speakers of English.	1	2	3	4	5

英語のスキルを向上させるための講義を受ける場合、以下のことはどれくらい役立つでしょうか？(◯をつけて下さい) **If you were to take a course to improve your English skills, which of the following would be useful to you? Rate the importance of each:**	**役立たない** **Low**		**まあまあ** **Moderate**		**役立つ** **High**
英語の発音、イントネーション、アクセント(ストレス・強勢)パターンを聞くこと 75. Listening to pronunciation/intonation/stress patterns of English	1	2	3	4	5
講義中にメモを取ること 76. Lecture note-taking	1	2	3	4	5
英語を聞いて、全体的に理解すること 77. General listening comprehension	1	2	3	4	5
フォーマルなスピーチやプレゼンをすること 78. Giving formal speeches/presentations	1	2	3	4	5
積極的にディスカッションに参加すること 79. Participating effectively in discussions	1	2	3	4	5
少人数グループ、協同プロジェクト、授業外の勉強会でディスカッションする中で、積極的にメンバーとコミュニケーションをとること 80. Communicating effectively with peers in small group discussions, collaborative projects, or out-of-class study groups	1	2	3	4	5
授業内外で先生と積極的にコミュニケーションをとること 81. Communicating effectively with staff in or out of class	1	2	3	4	5
図書館の利用スキルや情報検索スキルを身に付けること 82. Library/search skills	1	2	3	4	5
レポートを書くこと 83. Essay writing	1	2	3	4	5
実験レポートを書くこと 84. Lab report writing	1	2	3	4	5

小説や詩などのクリエイティブな作文を書くこと 85. Creative writing	1	2	3	4	5
ケーススタディーのレポートを書くこと 86. Writing case studies	1	2	3	4	5
物や手順について説明すること 87. Describing objects or procedures	1	2	3	4	5
論説文のイントロダクションや結論を書くこと 88. Writing introductions and conclusions	1	2	3	4	5
参考文献や引用文を書くこと 89. Writing references and quotations	1	2	3	4	5
一貫した議論を立てること 90. Formulating coherent arguments	1	2	3	4	5
事実に関する情報をまとめること 91. Summarizing factual information	1	2	3	4	5
複数のソースから得た情報を統合すること 92. Synthesizing information from more than one source	1	2	3	4	5
資料を分析すること 93. Analyzing written materials	1	2	3	4	5
語彙力をつけること 94. Knowledge of vocabulary	1	2	3	4	5
速く読むこと 95. Reading quickly	1	2	3	4	5
批判的に読むこと 96. Reading critically	1	2	3	4	5
筆者の考え方を理解するために読むこと 97. Reading for author's viewpoint	1	2	3	4	5
資料を要約すること 98. Summarizing material	1	2	3	4	5
英語を読んで全体的に理解すること 99. General reading comprehension	1	2	3	4	5
その他（◯をつけたうえで、具体的に記述して下さい）： Other (please specify and rate): _____	1	2	3	4	5

大学で学び身に付ける英語力に関して、他に何かコメントがありますか？もしくは、他に困難を感じたことがありますか？もしあれば具体的に記述して下さい。 **Do you have any other comments which might be helpful in assessing what English skills are expected of you by the University, If so, please write them here.**

Sample questions asked from the instructors during the interviews

- What are the English language needs of undergraduate students at Osaka University?
- What are the students' major difficulties in learning English?
- How do you as an instructor address these needs and difficulties?

Appendix B: Technology Survey

テクノロジーに関するアンケート

1.年齢 age: _____ 2.性別 gender: ☐男性 male ☐女性 female ☐その他 other	
3.学部 _____年生 grade _____ year	専攻 field of study: ☐理系 science and engineering ☐文系 humanities
4.英語を勉強している理由は何ですか？（複数選択可）I am studying English because it is … (check all that apply)	
☐英語（英文学）が専攻だからです。my primary major	☐英語が副専攻だからです。my minor
☐英語（英文学）が必修科目だからです。my required subject	☐英語が選択科目だからです。my elective subject
☐その他 other: _____	

5.なぜ英語を学習していますか？・なぜ英語を学習したいのですか？（複数選択可） Why are you learning English? / Why do you want to learn English? (check all that apply)
☐英語と英語圏の国の文化やそれらの国への旅行に興味があるため Interested in English and culture/travel
☐就職活動のため Future job marketing/future employment
☐英語の教師になるため To be a teacher of English
☐ネイティブスピーカーとコミュニケーションをとるため To communicate with native speakers
☐家族や親せきが英語ができるため My family/relatives speak English
☐生活上、英語が必要であるため Foreign language requirement

6.以下のものをお持ちですか？「いいえ」の場合は、それを利用できますか？例えば、借りたり、研究室で使用することができますか？
Mark if you personally own or have the items below. If you don't have one, mark if you can get it (by borrowing it or by using it in a lab) easily, with difficulty, or not at all.

	全く利用できない Can't get it	簡単に利用できない Can find it with difficulty	簡単に利用できる Can find it easily	持っている Own/have it
デスクトップパソコン PC desktop computer	☐	☐	☐	☐
ノートパソコン PC laptop	☐	☐	☐	☐
マックのデスクトップパソコン Mac desktop computer	☐	☐	☐	☐
マックのノートパソコン Mac laptop	☐	☐	☐	☐
コンピューター用のスピーカーComputer speakers	☐	☐	☐	☐
ヘッドフォン Headphones	☐	☐	☐	☐
マイク Microphone	☐	☐	☐	☐
プリンターPrinter	☐	☐	☐	☐
インターネット・アクセス Internet access	☐	☐	☐	☐
ウェブカム Webcam	☐	☐	☐	☐

デジタルカメラ Digital camera	□	□	□	□
ビデオカメラ Video camera	□	□	□	□
スマートフォン Smartphone	□	□	□	□
タブレット Tablet	□	□	□	□

7.大学のパソコン室はどれくらい使用していますか？Do you use the computer labs on campus for computer work?			
□全然ない Never	□ほとんどない Almost never	□時々Sometimes	□よく Often
8.印刷する場合、大学のパソコン室はどれくらい使用していますか？Do you use the computer labs on campus for printing?			
□全然ない Never	□ほとんどない Almost never	□時々Sometimes	□よく Often

9.英語でタイプできますか？Can you type in English?			
□全然できない Not at all	□あまりできない Not very well	□できる Pretty well	□よくできる Yes, very well

10.平均で一日にパソコンをどれくらい使用していますか。How often do you use the computer on an average day?			
□0~2 時間 0 to 2 hours	□2~4 時間 2 to 4 hours	□4~6 時間 4 to 6 hours	□6 時間以上 More than 6 hours

11.パソコンで以下のことがどれくらいできますか？Mark your level of ability to do the following tasks on your computer.				
	全くできない Not at all	少しできる With difficulty	できる With very little Difficulty	上手くできる Easily
1) ドキュメントを切り取ったり、コピー・アンド・ペーストしたりすること cut, copy and paste in my documents	□	□	□	□
2) テキストのフォントサイズや色を変えて、保存すること change font size and color save	□	□	□	□
3)英字ではない文字をタイプすること（例えばëやæなど） type non-English language characters (like ë, æ) in my documents	□	□	□	□
4)ドキュメントに画像やグラフを挿入すること insert pictures and graphs in my documents	□	□	□	□
5)ドキュメントに音声や動画ファイルを挿入すること insert audio and video files in my documents	□	□	□	□
6) ホームページの作成とメンテナンスをすること develop and maintain a website	□	□	□	□
7) インターネットを使うこと navigate the Internet	□	□	□	□
8) ウェブ上のファイルのダウンロードや保存をするこ save and download files from the Internet	□	□	□	□
9)ドキュメントで表を作成すること create tables in my documents	□	□	□	□

10) パソコンやウェブ上で音声ファイルを再生すること play audio files from the web and from my computer	☐	☐	☐	☐
11) ウェブ、パソコン、DVDで動画を再生すること play a video on a website, on my computer, or stored on DVD	☐	☐	☐	☐
12) ZIPファイルのダウンロードや解凍をすること download and unzip a ZIP file	☐	☐	☐	☐
13) ウェブ上の掲示板にメッセージを書き込むこと（例えば、フェイスブック、ツイッターなど）post messages on an online bulletin board (e.g., Facebook, Twitter)	☐	☐	☐	☐
14) 個人または複数人にメールを送信、あるいは返信をすることemail to individuals and groups, including using the reply and reply-to-all functions	☐	☐	☐	☐
15) 自分以外のパソコンで自分のメールをチェックすることaccess email from a computer other than my own	☐	☐	☐	☐
16) メールを転送することforward email messages	☐	☐	☐	☐
17) ファイルを添付してメールを送ること、またはメールに添付されたファイルを開くこと send emails with attachments and open emails with attachments	☐	☐	☐	☐
18) 無料で新しいメールアカウントを作ることcreate a new, free email account online	☐	☐	☐	☐
19) CDやDVDでソフトウェアを起動、あるいはインストールをすることstart/install a program directly from a DVD or CD	☐	☐	☐	☐
20) パソコンのドライブからファイルをCDやDVDにコピーすること、またはその逆のことをするこcopy files from my computer's hard drive to CD or DVD or vice versa	☐	☐	☐	☐
21) オーディオCDからパソコンのドライブにトラックをコピーし、MP3形式で保存することcopy a track from an audio CD onto my computer's hard drive and store it in MP3 format	☐	☐	☐	☐
22) パソコンのドライブにあるMP3ファイルからオーディオCDを作ることcreate an audio CD from a set of MP3 files stored on my computer's hard drive	☐	☐	☐	☐
23) オーディオ編集ソフトで録音し、外付けディスクやハードディスクに保存することmake a sound recording using audio editing software and save it to a disc or hard drive	☐	☐	☐	☐
24) ビデオファイルをビデオカメラからパソコンに移し、ビデオ編集ソフトで開くことtransfer a video recording from a camcorder to my computer and open it in a video editing software package	☐	☐	☐	☐
25) ビデオを編集することedit video	☐	☐	☐	☐

12.大阪大学でオンライン英語のコースを受講することに興味がありますか？（授業の全てがオンラインで行われるクラスを想定してください。）Would you be interested in taking a fully online English class at Osaka University where all the instruction is done online?		
☐はい Yes	☐多分 Maybe	☐いいえ No

13.大阪大学でブレンド型の英語授業を受講することに興味がありますか？（半分は教室での対面授業、半分はウェブ上で行われる授業です。）Would you be interested in taking a blended English class at Osaka University where half of the instruction is in class, that is face-to-face with the

teacher and other students, and half is independent study online?		
□はい Yes	□多分 Maybe	□いいえ No

14.英語の授業時間内に平均で週に何時間くらい、コンピューターやスマートフォンなどの機器を使いますか？On average, how many hours per week is technology used during your English classes?					
□ 1 時間未満 less than 1	□1~2 時間 1-2	□2~3 時間 2-3	□3~4 時間 3-4	□4~5 時間 4-5	□5 時間以上 more than 5

15.外国語の授業の宿題をするために、週に何時間くらいコンピューターやスマートフォンなどの機器を使いますか？How many hours per week do you use technology for your language class homework?					
□ 1 時間未満 less than 1	□1~2 時間 1-2	□2~3 時間 2-3	□3~4 時間 3-4	□4~5 時間 4-5	□5 時間以上 more than 5

16.普段の生活、外国語以外の授業、外国語の授業では、以下のものを使用しますか？それらは言語学習に役立つと思いますか？当てはまる項目にマークして下さい。Mark if you use the following items in your personal life, in your non-language classes, in your language class, and if you believe they are or could be useful for language learning.

	全く知らない I do not know.	普段の生活で使う I use this for my personal life.	言語以外の授業で使うWe use this in my non-language classes.	言語の授業で使う We use this in my language class.	言語学習に役立つと思う I think this is/would be useful for language learning.
1)ウェブサイト Websites	□	□	□	□	□
2) 授業専用のウェブサイ Course websites	□	□	□	□	□
3) CLE (KOAN)	□	□	□	□	□
4)ブログ Blogs	□	□	□	□	□
5)ウィキ Wikis	□	□	□	□	□
6)メール Email	□	□	□	□	□
7)チャット Chat	□	□	□	□	□
8) SMS (ショートメールサービス) SMS	□	□	□	□	□
9) ビデオチャット Video chat	□	□	□	□	□
10) ディスカッションボード Discussion boards	□	□	□	□	□
11) メーリングリスト Mailing lists	□	□	□	□	□
12)オーディオ・ビデオ資料 Video/audio materials	□	□	□	□	□
13) オンラインデジタルビデオ・オーディオ Online digital video/audio	□	□	□	□	□
14) ポッドキャスト・ビデオキャスト Podcasts/ videocasts	□	□	□	□	□
15) コンピューターゲーム Computer games	□	□	□	□	□
16) CD・DVD CD-ROMs/DVDs	□	□	□	□	□
17) オンラインでの練習問題や小テスト Online exercises/quizzes	□	□	□	□	□

18) SNS（例えばフェイスブック、LINE など）Social networking websites (e.g., Facebook, LINE)	☐	☐	☐	☐	☐
19) セカンドライフ Second Life	☐	☐	☐	☐	☐
20) アイパッド iPad	☐	☐	☐	☐	☐
21) アイポッド iPod	☐	☐	☐	☐	☐
17.このアンケートに関するコメントがあれば、下の枠内に書いて下さい。Do you have any comments about anything on this survey? If so, please write them in the box below.					

ご協力、どうもありがとうございました。

Thank you for your assistance.

Appendix C: AR Usage Experience Survey

AR 利用経験アンケート

1. How much experience do you have using augmented reality? 拡張現実（Augmented reality）を今までに使った事がありますか。（一つを〇）
Today is the first time 今日が初めて
I have used AR once before 一度使った事がある
I have used AR a few times before ２～３回以前に使った事がある
I have used AR many times 何度も使った事がある
I use AR very often 日頃、大変よく使う

2. Did you know about Blippar? 「Blippar」というアプリは聞いたことがありますか？
Yes はい
No いいえ

Today, you are
Presenter
Listener
あなたの役割：
発表者
聞き手

	Strongly Disagree 全然そう思わない	Disagree そう思わない	Agree そう思う	Strongly Agree 強くそう思う
3. I find Blippar easy to use. Blippar は使いやすいと思う。				
4. Blippar makes learning English more interesting. Blippar を使うと英語の勉強はさらに楽しくなる。				
5. Working with Blippar is fun. Blippar を使うことは楽しい。				
6. I do not like working with Blippar. Blippar を使うことに興味がない。				
7. My overall usage experience with Blippar is good.				

	全体的に Blippar に満足している。				
8.	Using Blippar would improve my English. Blippar を使うと英語が上手になると思う。				

9.	Are you going to use Blippar again outside of class? これから授業外でも Blippar を使いたいですか？
	Yes はい
	No いいえ
	Undecided よく分からない
	If yes, please specify how and in what way. 「はい」の場合は、具体的にどのように使いたいですか？

Qualitative feedback on the AR-based learning experience

1.	What is your experience using Augmented Reality? 拡張現実の体験についてはどう思いますか？
2.	Do you consider that Augmented Reality will improve your English? If yes, why and how? 拡張現実によって英語が上手になると思いますか？「はい」の場合は、そう答えた理由、そして、どのように上手になると思うかを書いてください。

Appendix D: Student Course Evaluation Questionnaire

Student Course Evaluation Questionnaire in Japanese and English

以下の項目にしたがって、CLE コンテンツなどの OUGEO のサイトと内容についてあなたの意見に該当するものをチェックしてください。このアンケートの回答は成績には反映されません。
For each of the items below, please check the answer that reflects your opinion of the OUGEO website and content. Your answers to the questions will not be evaluated and will not affect your grade in any way.

第一部　サイト評価
Part 1 Website Evaluation

項目 Items	全くそう思わない strongly disagree	そう思わない disagree	そう思う agree	強くそう思う strongly agree
1. サイトの内容は役に立つ。 The content of the website is useful.	2	5	50	14
2. サイトの内容は自分の学習ニーズに合致している。 The content of the website is relevant to my needs.	2	9	51	9
3. このサイトは使いやすい。 The website is easy to use.	0	14	52	5
4. 問題なくこのサイトを使える。 The website works well.	1	21	39	10
5. サイトのナビゲーション（学習手順など）が分かりやすい。 The website is easy to navigate.	0	4	54	13
6. 指示は従いやすい。 The instructions are easy to follow.	0	0	57	14
7. 各週の課題の順番が適切。 I like the order of tasks in each week.	0	5	54	12
8. 各週の課題のレイアウトが適切。 I like the layout of tasks in each week.	0	4	55	12

9. 課題の難度が適切。 The tasks are of appropriate difficulty level.	0	13	47	11
10. 課題のフィードバックは役に立つ。 The electronic feedback I get on the tasks is helpful.	0	1	54	16

4 段評価で適切性を判断してください。

Please rate the appropriateness of the following. Indicate your answer on a scale of 1 (not appropriate) to 4 (very appropriate).

項目 Items	1 適切でない very inappropriate	2	3	4 適切である very appropriate
11. Arial フォントの使用 Arial font	1	4	36	30
12. 文字のサイズ Font size	0	0	34	37
13. 文字の色 Font colors	0	2	30	39
14. 太字 Bolding	0	0	32	39
15. イタリック Italics	0	0	35	36
16. 画像 Images	0	2	31	38
17. 動画 Videos	1	8	30	32
18. 音声 Audios	1	9	35	26
19. PDF ファイル PDF files	1	4	36	30
20. 全体のレイアウト Overall layout	0	1	35	35

OUGEO 授業のサイトの各種機能の使用頻度について、あてはまるものをチェックしてください。

How often have you used the following functions of the website for this course (OUGEO)?

機能 Functions	一度もない Never	一度 Once	ときどき Regularly	いつも Always
21. 掲示板 Discussion Boards	30	13	24	4
22. メール Email	13	11	37	10
23. カレンダー Calendar	44	5	20	2
34. KOAN 掲示板 Course Messages	10	2	33	26
25. 成績表 My Grades	2	4	39	26
26. ヘルプ Help	36	9	24	2
27. その他（具体的に：_____） Others (if any, please write the name of the function: _____)				

以下の携帯アプリの使用頻度について、あてはまるものをチェックしてください。
How often have you used the following mobile apps?

アプリ Apps	一度もない Never	一度 Once	ときどき Regularly	いつも Always
28. Mobile Learn	36	8	21	6
29. Bb Student	32	12	22	5

4 段評価で、使った機能の有用性を判断してください
Please rate the helpfulness of the following functions if you have used them. Indicate your answer on a scale of 1 (not useful) to 4 (very useful).

機能 Functions	使ったことはない never used	1 役に立たない not useful	2	3	4 非常に役に立つ very useful

30. 掲示板 Discussion Boards	22	2	16	26	5
31. 最も役に立った掲示板は？ Which discussion board did you find the most useful? • Technical and General Support（機材操作・ソフトウェア使用等サポート掲示板）28 • Reading（リーディング）19 • Listening（リスニング）10 • Speaking（スピーキング）12 • Writing（ライティング）13 • About each week's photo and its message（週の始まりの画像とそのキャプション掲示板）13 32. その他（具体的に）: _____ Others (please specify): _____					
33. メール Email	19	1	13	26	12
34. カレンダー Calendar	37	1	16	15	2
35. KOAN 掲示板 Course Messages	9	0	12	36	14
36. 成績表 My Grades	3	1	8	33	26
37. ヘルプ Help	26	0	17	19	9
38. その他（具体的に：_____） Others (please write the name of the function: _____)					

4 段階評価で以下のアプリの有用性を判断してください。

Please rate the usefulness of the following apps on a scale of 1 (not useful) to 4 (very useful).

アプリ Apps	**1 役に立たない not useful**	**2**	**3**	**4 非常に役に立つ very useful**
39. Mobile Learn	11	18	38	4
40. Bb Student	11	21	35	4

第二部　授業評価
Part 2 Course Evaluation

OUGEO の授業についてあなたの意見に該当するものをチェックして下さい。このアンケートの回答は成績には反映されません。
Please check the answer that most accurately reflects your opinion on the OUGEO course. Your answers to the questions will not be evaluated and will not affect your grade in any way.

項目 Items	そう思わない No	どちらも言えない To a certain degree	そう思う Yes
41. この授業はあなたの英語学習のニーズを満たした Has the course met your English language needs?	1	20	50
42. 役に立つ英語力が身についた Do you feel that you have learned useful English skills?	3	22	46
43. この授業によってあなたの英語力は向上した Do you feel that in general your English has improved because of this course?	6	15	50
44. 授業のペースは適切 Was the pace of the course appropriate for you?	1	14	56
45. face-to-face 授業（教室授業）は役に立つ Did you find the face-to-face classes useful?	4	20	47
46. 授業の質は優れている Was the standard of the teaching good?	1	21	49
47. システムに関するトラブルの支援は十分に受けた Did you receive enough support regarding technical issues?	10	23	38

以下の項目の有用性について適切なものを選んでください。可能であればその理由も書いてください。
How useful did you find the following? Please check the appropriate box and explain your reasons wherever possible.

項目 Items	1 役に立たない not useful	2	3	4 非常に役に立つ very useful

48. プレイスメントテスト Placement test	3	14	32	22
49. 事前アンケート Technology survey	5	18	35	13
50. 受講ガイド Read Me First	0	6	26	39
51. リーディングの文章 Reading texts	1	11	29	30
52. リーディングの音声 Reading audio files	3	14	31	23
53. リーディングの練習問題： 選択肢問題 Reading tasks: Multiple choice questions	1	11	29	30
54. リーディングの練習問題： 穴埋め問題 Reading tasks: Fill in the blanks questions	1	11	32	27
55. リスニング教材 Listening passages	2	10	26	33
56. リスニングの音声 Listening audio files	2	14	31	24
57. リスニングの練習問題： 選択肢問題 Listening tasks: Multiple choice questions	0	12	31	28
58. リスニングの練習問題： 穴埋め問題 Listening tasks: Fill in the blanks questions	0	9	34	28
59. テッドトーク TED talks	5	20	22	24
60. テッドトークの課題 TED talk tasks	5	21	29	16
61. スピーキングの課題 Speaking tasks	4	12	27	28
62. スピーキングのサンプル Speaking samples	5	20	28	18
63. スピーキング評価項目表 Speaking rubric	2	16	28	25
64. スピーキングのフィードバック Feedback on speaking tasks	2	8	24	36
65. ライティングの課題 Writing tasks	2	9	30	30
66. ライティング評価項目表 Writing rubric	3	9	32	27
67. ライティングのフィードバック Feedback on writing tasks	1	5	30	35
68. リーディングの単語脚注 Vocabulary glosses of the reading texts	2	8	31	30
69. リスニングの単語脚注 Vocabulary glosses of the listening passages	1	9	29	32

70. リーディングの文法脚注 Grammar notes of the reading texts	2	13	28	28
71. リスニングの文法脚注 Grammar notes of the listening passages	2	13	29	27
72. 発音練習のビデオ Pronunciation resources	3	15	34	19
73. 自主発展学習 Supplementary resources	5	15	37	14
74. 英語学習のヒント（週の始まりの画像とそのキャプション） English learning tips (the photos and its captions at the beginning of each week)	0	15	32	23
75. ポスター発表 Poster presentation	2	13	34	22
76. ポスター発表のサンプル Poster presentation samples	2	7	38	24
77. 拡張現実（Blippar）のチュートリアル Augmented reality (Blippar) tutorial	5	15	31	20
78. 拡張現実の経験 Augmented reality experience	6	16	30	19
79. “Skills for Success”発展学習 “Skills for Success” resources	8	17	34	12
80. オンラインリソース Recommended online resources	3	15	37	16
81. 授業について変更してほしいことやコメントがあれば、ポジティブでもネガティブでも自由に書いてください。 What would you change on the course if you had the chance? Please feel free to write any comments you have about the course, whether they are positive or negative.				

Appendix E: Course Review

Course Review by a Certified Reviewer from Quality Matters: Final Report

Course Review Final Report		
Institution: Osaka University **Course Code:** 2017-13-133088-AOsaka U012818 **Course Number:** 2017-13-133088-A **Course Name:** Practical English (e-learning) **Review Start Date:** 2018-02-12 **Review End Date:** 2018-03-04 **Review Type:** Preparatory Review		
General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course. Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.		
STANDARD 1.1 - (3 Points) Required 1.1 Instructions make clear how to get started and where to find various course components.		
Points Possible: 3	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: The instructions are available, but they are not clearly seen when logging in to the course. In order to meet Standard 1.1, Instructions make clear how to get started and where to find various course components, the instructions themselves should be readily seen by the students. The "Open this now!" folder is near the bottom of the list, and the Poster Sessions - which take place near the end of the course - are at the top. In order to have the students see what to do when they log in (even if you have had meetings, they may need guidance) I would recommend putting a welcome announcement, and have a welcome page rather than the list of content. The announcement can tell the students where to find the discussion boards, the syllabus, etc. You could possible modify the "Our message to you" from the syllabus for this use as well.		
STANDARD 1.2 - (3 Points) Required 1.2 Learners are introduced to the purpose and structure of the course.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: The syllabus contains the purpose and structure of the course, meeting standard 1.2, Learners are introduced to the purpose and structure of the course. Nicely done! The "course outline" folder contains the course syllabus; you might consider naming the tab "Course Syllabus" or "Course Syllabus and Calendar." You might consider re-naming "Course Description and Objectives" to "Purpose and Structure of this Course," and adding a sentence at the end; you will improve your English by participating in weekly discussions and using online tools, and keeping track of your progress with quizzes and a final exam and poster session. You might consider putting the "Our message to you" near the top of the syllabus, and breaking it into 2-3 paragraphs for ease of reading.		
STANDARD 1.3 - (2 Points) 1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and		

other forms of communication are clearly stated.		
Points Possible: 2	**Points Awarded:** 2	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: Standard 1.3 regarding netiquette is met with a Netiquette folder found under "Content." However it is only in infographic form, which opens quite small on my computer, and although I appreciate the color display, it might be a good idea to put the 15 expectations into a list form, and add them to the syllabus, so that students can reference the list easily from there as well.		
STANDARD 1.4 - (2 Points) 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.		
Points Possible: 2	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: I am not finding the information requested by 1.4, Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. Is there a place where institutional policies can be seen in Blackboard?		
STANDARD 1.5 - (2 Points) 1.5 Minimum technology requirements are clearly stated and instructions for use provided.		
Points Possible: 2	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: There is a folder entitled, Discussion Board, All Levels, Technical and General Support, which could be modified to include information to meet Standard 1.5, Minimum technology requirements are clearly stated and instructions for use provided. I would suggest that perhaps that folder be broken into two; one for Discussion Boards, all levels, and one for Technical and General Support. Then make sure to include information on the technology requirements for using Blackboard.		
STANDARD 1.6 - (1 Point) 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.		
Points Possible: 1	**Points Awarded:** 1	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: Since the course is a multi-level course with placement tests before the students get started, I would say that standard 1.6 , Prerequisite knowledge in the discipline and/or any required competencies are clearly stated, is met.		
STANDARD 1.7 - (1 Point) 1.7 Minimum technical skills expected of the learner are clearly stated.		
Points Possible: 1	**Points Possible:** 1	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: I believe you plan to help students with what they need for poster sessions, but there is no clearly stated place where technical skills are listed. You could do this by adding a short section to your syllabus, "Minimum Technical Skills," and including something like, "In order to be successful in this course, you will need to be able to be comfortable with keyboarding in English; if you need help with your typing skills, visit https://www.typing.com/ to help with this.		
STANDARD 1.8 - (1 Point)		

1.8 The self-introduction by the instructor is appropriate and is available online.		
Points Possible: 1	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: I realize you meet everyone in person at the beginning of the course, but an online self-introduction makes your presence stronger in the online portion, and helps to mentor students with the importance of introducing yourself. It is nice if you include a photo of yourself as well. This could be put into a folder called "Instructor Introductions" or "About your Instructors." Since this is not currently in the course, Standard 1.8 The self-introduction by the instructor is appropriate and is available online, is not yet met.		
STANDARD 1.9 - (1 Point) 1.9 Learners are asked to introduce themselves to the class.		
Points Possible: 1	**Points Awarded:** 1	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: A self-introduction is the first assignment in the discussion boards, meeting Standard 1.9, Learners are asked to introduce themselves to the class.		
General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course. Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.		
STANDARD 2.1 - (3 Points) Required 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: Standard 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable, is met with the list of measurable verbs for all but one outcome found in the syllabus. Since "Expand" is not usually considered one of the "measurable" verbs - but I appreciate what you mean here! - perhaps change to: "Examine your perspectives as you work towards becoming a global citizen."		
STANDARD 2.2 - (3 Points) Required 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: The outcomes for the course and units are clearly laid out and aligned, meeting Standard 2.2, The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.		
STANDARD 2.3 - (3 Points) Required 2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: You might consider changing #7, "Requests" (this seems so Japanese!) to #7. Expectations. To be successful in this course, you will: • Attend all face-to-face classes with no more than two absences.		

- Participate fully in face-to-face class activities.
- Submit assignments on time.
- Do your best in completing speaking/writing tasks.

STANDARD 2.4 - (3 Points) Required

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

Points Possible: 3	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)

Reviewer Recommendations:

I would suggest that in order to meet standard, you could edit your objectives with numbers instead of checkmarks so that you can easily refer to them when needed. Then you can list the numbers next to the activiites in the course schedule (aligns with CO #1) OR put the activities within the Outcomes list:

1. Identify main ideas and details of news articles of 100 to 300 words. (Demonstrated by Breaking News English assignments)
2. Write short essays (about 200 words for Level 1 and 400/500 words for Level 2 and Level 3) (Demonstrated by writing assignments.)

STANDARD 2.5 - (3 Points) Required

2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)

Reviewer Recommendations:

I like how there is a lot of flexibility in how different learners are working on their English in the course. I think that the "openness" of the course is something unusual in the usual courses found in Japan, and I would expect that students are empowered to take charge of their learning in more pro-active ways. In this manner, Standard 2.5 The learning objectives or competencies are suited to the level of the course, are met.

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) Required

3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)

Reviewer Recommendations:

Standard 3.1, The assessments measure the stated learning objectives or competencies, is met with the consistent and clear alignment of expectations and objectives. For example the weekly discussions on various current topics, the quizzes, and the final group project, all support the goals of natural-sounding and "real-life" English improvement.

STANDARD 3.2 - (3 Points) Required

3.2 The course grading policy is stated clearly.

Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)

Reviewer Recommendations:

The course grading policy is stated in the syllabus, so Standard 3.2, The course grading policy is stated clearly, is met.

This could be further met if you were to also outline how many points each area is worth as well, so that students can look at their total points in the course and see how they are doing. For example, Weekly assignments --> 35% (500 points total)

STANDARD 3.3 - (3 Points) Required

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Possible: 3	**Points Possible:** 3	**Result:** NOT MET (Yes: 0, No: 1)

Reviewer Recommendations:

Standard 3.3, Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy is an Essential Standard that must be met. I may be missing this, but I am not seeing rubrics or criteria beyond a word count on exactly how the essays are going to be graded. The syllabus asks students to participate fully, but what defines fully? How are the videos that student create being graded?

In this case, rubrics can be very useful. They help to clarify for both the instructor and faculty exactly what is expected. You could make a rubric for each type of assignment, and have a "Assignment rubrics for this Course" folder for students to refer to.

You might consider renaming "Skills for Success" folder "Resources for Success." These seem to be resources for students to use throughout the course.

STANDARD 3.4 - (2 Points)

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2	**Points Awarded:** 2	**Points Awarded:** 2

Reviewer Recommendations:

There are a variety of assessment measures incorporated into the course; each week has a different "set" of activities relating to various topics for students to work on to improve their English. The breakdown between levels also provides targeted language exercises in a variety of formats.

I like the "tips" and ideas incorporated into the course to motivate and engage serious language learners! Standard 3.4, 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed, is met.

STANDARD 3.5 - (2 Points)

3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2	**Points Awarded:** 2	**Points Awarded:** 2

Reviewer Recommendations:

There are so many ways students are being assessed in this course, and there are numerous opportunities for them to see their progress.

You might consider adding a mid-course survey for students to get feedback on how the course is going. Are there areas where they need more support or resources? Are they feeling overwhelmed with activities?

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Required

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: It is great that you're are using OER for this course, and connecting students to the Internet as a learning tool. Standard 4.1, The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies, is met here.		
STANDARD 4.2 - (3 Points) Required 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: Standard 4.2, Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained is "met" on a somewhat tentative level. The "Contents" and "Assignments" are listed in the syllabus so the students can see the relationship between the two. However the contents contain a wide variety of activities while the assignments focus on either writing or speaking. You might further clarify the relationship by saying something like "Demonstrate your learning with writing" or "Share what you have learned with speaking".		
STANDARD 4.3 - (2 Points) 4.3 All instructional materials used in the course are appropriately cited.		
Points Possible: 2	**Points Awarded:** 2	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: All instructional materials used in the course are clearly sited in the syllabus, and "Some copyrighted materials are also used with permission." Standard 4.3 is met.		
STANDARD 4.4 - (2 Points) 4.4 The instructional materials are current.		
Points Possible: 2	**Points Awarded:** 2	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: The online materials are very current, and the topics cover current events and trends, such as social media, gaming, and pollution. Standard 4.4, The instructional materials are current, is met.		
STANDARD 4.5 - (2 Points) 4.5 A variety of instructional materials is used in the course.		
Points Possible: 2	**Points Awarded:** 2	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: There are a wide variety of material used throughout the course; Standard 4.5 is met.		
STANDARD 4.6 - (1 Point) 4.6 The distinction between required and optional materials is clearly explained.		
Points Possible: 1	**Points Awarded:** 1	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: The weekly "Read me First" pages clearly state what is optional and what to do each week. You might consider removing the repeated word, "Please" on the "Read me First" pages. I realize this is cultural, but having the sentences start with the verb might add clarity for the students: watch, read, write, etc.		
General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement. Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.		

STANDARD 5.1 - (3 Points) Required 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: There are a wide variety of learning activities, supporting the objectives of the course; Standard 5., The learning activities promote the achievement of the stated learning objectives or competencies, is met.		
STANDARD 5.2 - (3 Points) Required 5.2 Learning activities provide opportunities for interaction that support active learning.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: There are various places for student-student interactions in the course; the group project at the end of the course is the most notable activity for this, along with the classroom meetings. Active learning is alive and well in this course; students use their critical thinking skills to examine various topics, using their English skills to do so.		
STANDARD 5.3 - (3 Points) Required 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.		
Points Possible: 3	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: I am not finding a clear message about instructor response time - which should be in the syllabus - here. In order to meet Essential Standard 5.3, The instructor's plan for classroom response time and feedback on assignments is clearly stated, his needs to be added.		
STANDARD 5.4 - (2 Points) 5.4 The requirements for learner interaction are clearly stated.		
Points Possible: 2	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: There could be more clarity about what exactly the requirements for learner interactions are in order to meet Standard 5.4 The requirements for learner interaction are clearly stated. As QM explains, "The more specifically the expectations are explained, the easier it is for the learner to meet the expectations."		
General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies. Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.		
STANDARD 6.1 - (3 Points) Required 6.1 The tools used in the course support the learning objectives or competencies.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: The instructors have carefully curated a selection of tools to support the learning objectives of this course, meeting Standard 6.1, The tools used in the course support the learning objectives or competencies.		
STANDARD 6.2 - (3 Points) Required 6.2 Course tools promote learner engagement and active learning.		

Points Possible: 3	**Points Possible:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: Standard 6.2, course tools promote learner engagement and active learning, is met with the plethora of tools and activities found throughout the course.		
STANDARD 6.3 - (2 Points) 6.3 Technologies required in the course are readily obtainable.		
Points Possible: 2	**Points Awarded:** 2	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: This course utilizes online tools and Open Educational Resources; these are easily available for computer users. Standard 6.3, technologies required in the course are readily obtainable, is met.		
STANDARD 6.4 - (1 Point) 6.4 The course technologies are current.		
Points Possible: 1	**Points Awarded:** 1	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: Standard 6.4, the course technologies are current, is met. This is something you will need to revisit each year with this course, as new technologies evolve, as do the websites.		
STANDARD 6.5 - (1 Point) 6.5 Links are provided to privacy policies for all external tools required in the course.		
Points Possible: 1	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: Standard 6.5 asks that "Links are provided to privacy policies for all external tools required in the course. " You can remedy this by adding a page of links to the privacy policies of all sites you are utilizing. This is important because students need to know what sort of information the sites may have access to if their site is used.		
General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success. Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.		
STANDARD 7.1 - (3 Points) Required 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: There is a file on Technical Support, Discussion Board, All Levels, Technical and General Support You might consider breaking that into two files, for more clarity for the students. Standard 7.1 is met; The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.		
STANDARD 7.2 - (3 Points) Required 7.2 Course instructions articulate or link to the institution's accessibility policies and services.		
Points Possible: 3	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)

Reviewer Recommendations: I am not seeing a link to support Essential standard 7.2., course instructions articulate or link to the institution's accessibility policies and services. I may be missing it, but that should be added. A good place is in the syllabus, with a sentence that says something like, "Here are CLE's accessibility policies and services. If you need accommodations, please contact our office."		
STANDARD 7.3 - (2 Points) 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		
Points Possible: 2	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: There are a lot of course supports found here, but I am not seeing a link to the institution's academic support services to help learners succeed. That would need to be added in order to meet Standard 7.3, course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		
STANDARD 7.4 - (1 Point) 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		
Points Possible: 1	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: Standard 7.4, course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them, is not yet met in this course. Note that the Standard 7 section all have the phrase "can help learners succeed" in them; these links may seem unnecessary in general, but there are always some students who need extra support. I am not sure where Japan is with this, but in the US, this is now required, and faculty are expected to help guide students to any and all support services they may need.		
General Standard 8: Accessibility and Usability*: The course design reflects a commitment to accessibility and usability for all learners. Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components. *Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.		
STANDARD 8.1 - (3 Points) Required 8.1 Course navigation facilitates ease of use.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: The course is easily navigated in general; I appreciate how difficult it must have been to put it together for a variety of levels! You might consider re-ordering the content so that the course outline/syllabus and read this first are at the top (especially for the first part of the course). I would suggest a welcome		

message should greet students for the first week as well.		
STANDARD 8.2 - (3 Points) Required 8.2 Information is provided about the accessibility of all technologies required in the course.		
Points Possible: 3	**Points Awarded:** 0	**Result:** NOT MET (Yes: 0, No: 1)
Reviewer Recommendations: In order to meet Standard 8.2, "information is provided about the accessibility of all technologies required in the course," you need to go to the websites you are having students use and add links to their VPATS (See information at https://www.section508.gov/content/sell/vpat) According to QM: For this Standard to be met, the course includes links to the accessibility statements for all required technologies. If an accessibility statement does not exist for a particular technology, a statement is included that explains that the accessibility statement does not exist. Examples of technologies that might be required in an online course: 1. A learning management system, including integrated third-party software 2. Presentation software 3. A web-conferencing tool 4. A polling tool 5. A lecture-capture system 6. One or more media players 7. A document-sharing system 8. Social media tools		
STANDARD 8.3 - (2 Points) 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.		
Points Possible: 2	**Points Awarded:** 2	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: It looks like your videos are captioned; good job! The downloads of text for the listening activities also help achieve the standard 8.2, The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. Note that your course syllabus is not written in an accessible style with Headings; this is confusing for a screen reader. You can modify this by using the accessibility checker in word. The tables on our syllabus and weekly outlines also need to be reformatted to be accessible to a screen reader. Information on how to do this is here: https://webaim.org/techniques/tables/ Note also that your images need to have alt-text added as well; I believe blackboard guides you to do this when you upload images.		
STANDARD 8.4 - (2 Points) 8.4 The course design facilitates readability.		
Points Possible: 2	**Points Awarded:** 2	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations: This course design meets Standard 8.4 The course design facilitates readability. You could improve on this by using a slightly larger font (at least 12) throughout.		
STANDARD 8.5 - (2 Points) 8.5 Course multimedia facilitate ease of use.		
Points Possible: 2	**Points Awarded:** 2	**Result:** MET (Yes: 1, No: 0)
Reviewer Recommendations:		

Standard 8.5, Course multimedia facilitate ease of use, is met. Some of the sites that are used to have some unrelated ads/links that can be confusing for lower-level language users; in those cases, it might be a good idea to include a screenshot of the login area with an arrow on what you want the learner to do.
Note; the YouTube video link is no longer available for the reading; Making an Outline.

Additional Review Comments:
Reviewer
Your enthusiasm for finding ways to empower students to ramp up and use their English effectively is obvious in this course. It is well-designed for large classes of students who come with a variety of "gaps" and levels in their abilities, and gives them a chance to improve in a safe and fun environment. Congratulations on all the hard work you have put into this course already. As you can see, there is still some work to do for the course to be able to meet QM Standards. Most of this can be done quite easily; some of it is somewhat tedious (such as finding all the VPATS and Privacy Policies of the site you are using) but once you have done it once, you won't have to do it again. Other sites that may be of interest to you are https://quizlet.com (students can make study sets of new vocabulary, and study in different ways) typing.com, and spellingcity.com. Whenever possible I provided examples and suggestions with my comments; if you have any questions at all about any of the comments I made, don't hesitate to contact me.

TOTAL POINTS AWARDED: 70
FINAL RESULT: DID NOT MEET STANDARDS

Amendments

STANDARD 1.1
1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3	**Points Awarded:** 3	**Result:** MET

Course Representative Notes:
A "Welcome to OUGEO!" page has been added which is the first page students see after entering the course area. There is information about how to access the content, where to check for announcement and alerts (course dashboard), a link to the course syllabus (which is now a stand-alone page), as well as information about the discussion boards. I think it's now much easier for the students to navigate inside the course. Thanks very much for your insightful comment.

Chair Notes:
This is a great improvement to the course!

STANDARD 1.4
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Points Possible: 2	**Points Awarded:** 2	**Result:** MET

Course Representative Notes:
A link to institutional policies is now available on the left-side menu of the course. The page directs the students to find relevant information on Osaka University's policies.

Chair Notes:
This is an important addition to the course.

STANDARD 1.5
1.5 Minimum technology requirements are clearly stated and instructions for use provided.

Points Possible: 2	**Points Awarded:** 2	**Result:** MET

Course Representative Notes:

Please check technology requirements and accessibility on the left-side menu of the course.		
Chair Notes: I like the large type used here and included a visual; very easy to follow.		
STANDARD 1.8 1.8 The self-introduction by the instructor is appropriate and is available online.		
Points Possible: 1	**Points Awarded:** 1	**Result:** MET
Course Representative Notes: Please find the newly added page "About your Instructor". There are also photos of the instructor and the two teaching assistants.		
Chair Notes: Having photos as part of the course adds engagement and faculty presence. Nice that you added Katakana for your names; this will help the students. Nicely done!		
STANDARD 2.4 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET
Course Representative Notes: I added them to the learning outcomes with phrases like "as demonstrated by writing assignments" as you suggested.		
Chair Notes: This makes the alignment between activities and outcomes clear; nice change!		
STANDARD 3.3 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET
Course Representative Notes: There are rubrics for all the speaking and writing assignments, but they are only visible once you click on an assignment link and enter the assignment page. The rubrics have been created using Blackboard, and they are visible to all the students, so there should be no need to add them to a separate folder. In fact, they have been designed using Blackboard Assignment module and I believe they are quite easy to access. If you have problems finding the rubrics, please write to me.		
Chair Notes: Thank you for this clarification.		
STANDARD 5.3 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET
Course Representative Notes: That has been added to the syllabus. Please check the course syllabus on the left-side menu of the course.		
Chair Notes: Incorporating this into the syllabus is perfect. You might consider moving Response Time and Feedback Schedule up, right under Expectations. (This creates the framework of, we expect this from you; you can expect this from us.)		
STANDARD 5.4 5.4 The requirements for learner interaction are clearly stated.		

Points Possible: 2	**Points Awarded:** 2	**Result:** MET
Course Representative Notes: This has been added to the description of discussion boards (???). Here is an example: "This discussion board has been created for Level 2 students with the aim of fostering interaction among you, your classmates, the instructor, and the teaching assistants (TAs). The TAs moderate the discussions by raising questions related to the topic of each week. You are asked to contribute to the discussions by responding to those questions, asking your own questions, and responding to others' questions."		
Chair Notes: Great job making the expectations clear.		
STANDARD 6.5 6.5 Links are provided to privacy policies for all external tools required in the course.		
Points Possible: 1	**Points Awarded:** 1	**Result:** MET
Course Representative Notes: Links have been provided in "Privacy Policies of External Websites".		
Chair Notes: This is an important step towards accessibility for all students.		
STANDARD 7.2 7.2 Course instructions articulate or link to the institution's accessibility policies and services.		
Points Possible: 3	**Points Awarded:** 3	**Result:** MET
Course Representative Notes: This has been added to the syllabus.		
Chair Notes: This is an essential standard - nice job making the change to meet it. Speaking of accessibility, make sure that your syllabus uses headers (not just bold regular type) so that a screen reader can read it easily.		
STANDARD 7.3 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		
Points Possible: 2	**Points Awarded:** 2	**Result:** MET
Course Representative Notes: Information about "Academic Support Services and Resources" has been added to the syllabus.		
Chair Notes: Great job adding it to the syllabus.		
STANDARD 7.4 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		
Points Possible: 1	**Points Awarded:** 1	**Result:** MET
Course Representative Notes: A new page has been added to the left-side menu titled "Osaka University's Student Services" to meet this standard.		
Chair Notes: Nice!		
STANDARD 8.2 8.2 Information is provided about the accessibility of all technologies required in the course.		

Points Possible: 3	**Points Awarded:** 3	**Result:** MET
Course Representative Notes: Please refer to the page titled "Technology Requirements and Accessibility		
Chair Notes: Great that you have added this.		
Additional Course Representative Comments: You might occasionally see problems with formatting (such as unexpected extra spaces or different font sizes), but please note that this is because the CLE text editor is quite problematic and adds unnecessary HTML tags. We're having a meeting with the maintenance team to address this issue.		
Additional Chair Comments: I can see that you have made major revisions to the course in order to meet QM Standards. The purpose and alignment of the course is much more informative and your language use is clear and friendly. Congratulations on the work you have put into this!		
TOTAL POINTS AWARDED (Initial Review): 70 **TOTAL POINTS AWARDED (Upon Amendment): 99** **FINAL RESULT (Upon Amendment): MET STANDARDS** 		