



**“A process by which (humans)  
modify nature to meet their  
needs and wants”  
(Selwyn, 2011, p.6)**

**CALL**

**Computer Assisted Language  
Learning**

**PALL**

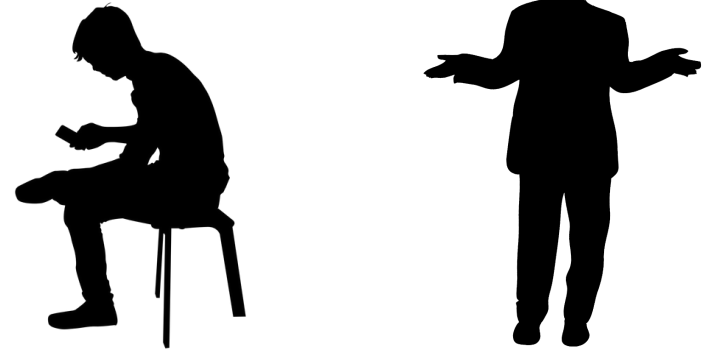
**Pen Assisted Language Learning**

**WALL**

**Whiteboard Assisted Language  
Learning**

**Normalisation**

**(Bax: 2003, 2011)**



**“Advanced scientific knowledge  
used for practical purposes,  
especially in industry.”  
(Macmillan Dictionary)**

**“New machinery and equipment  
that has been developed using  
scientific knowledge or processes.”  
(Cambridge Dictionary)**

**“The application of scientific knowledge for practical purposes, especially in industry. Machinery and equipment developed from the application of scientific knowledge.”  
(Oxford Dictionary)**

**digital  
electrical  
hardware (devices)  
software (applications)**

**Why use technology?**

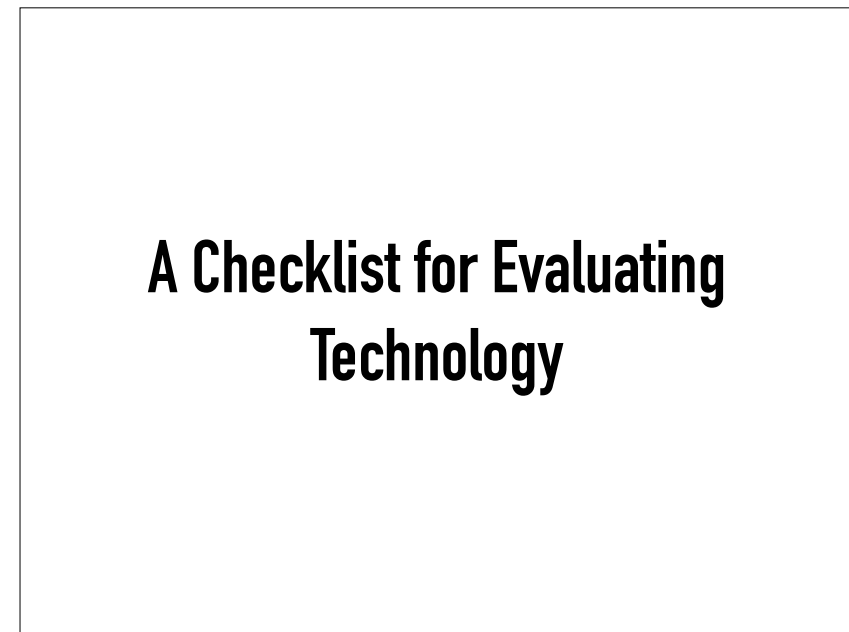
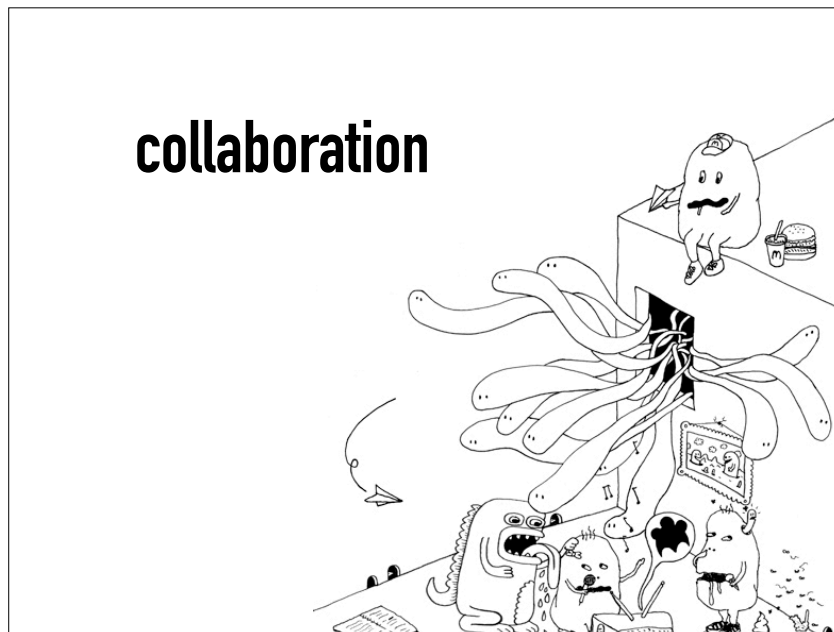
**learner ownership                      testing and assessment**

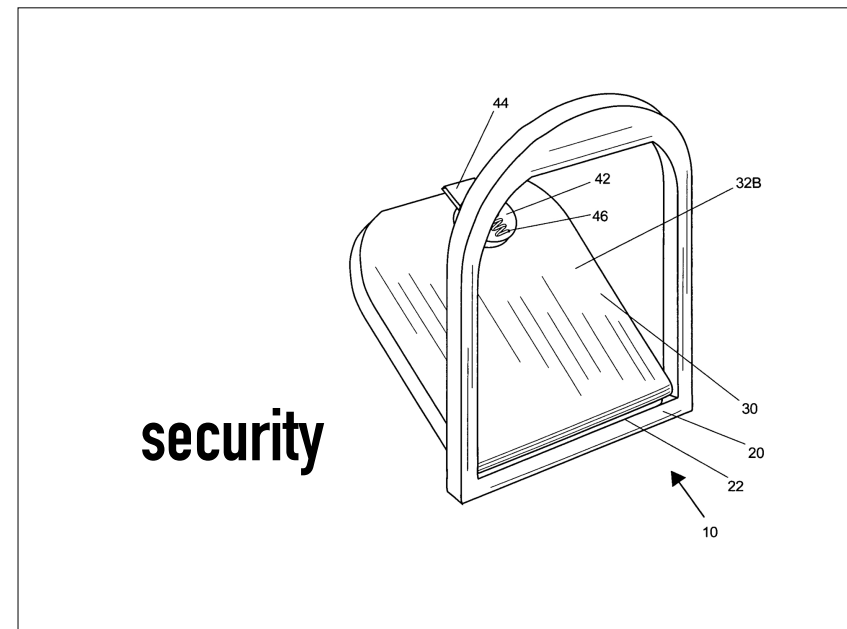
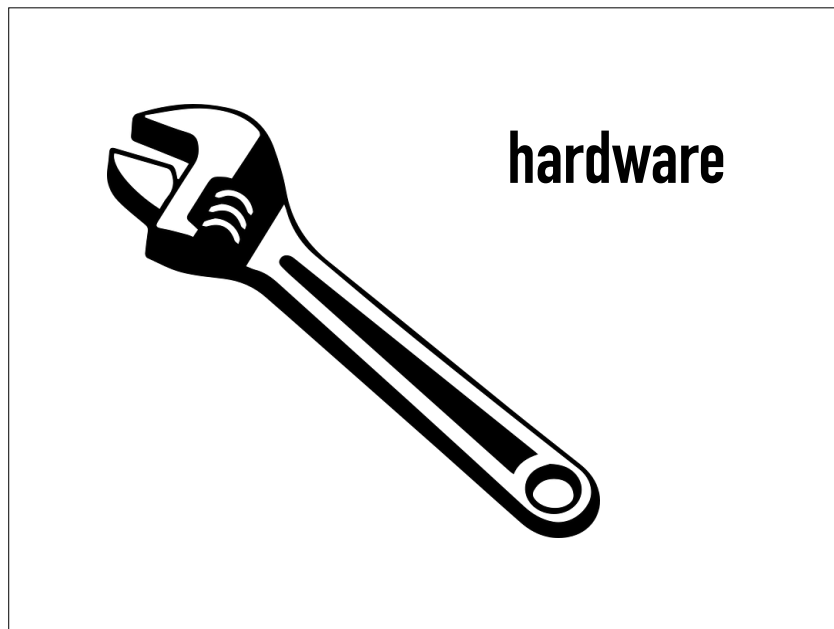
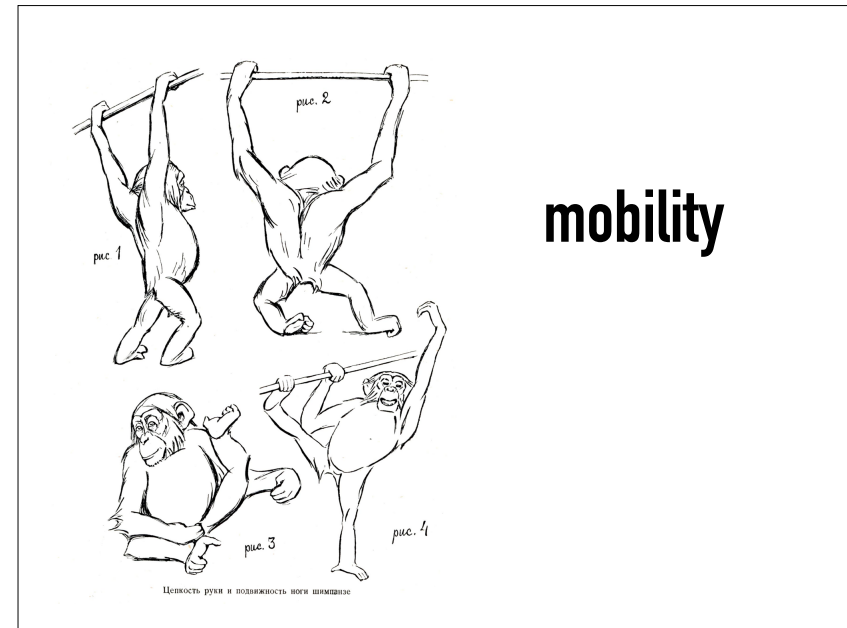
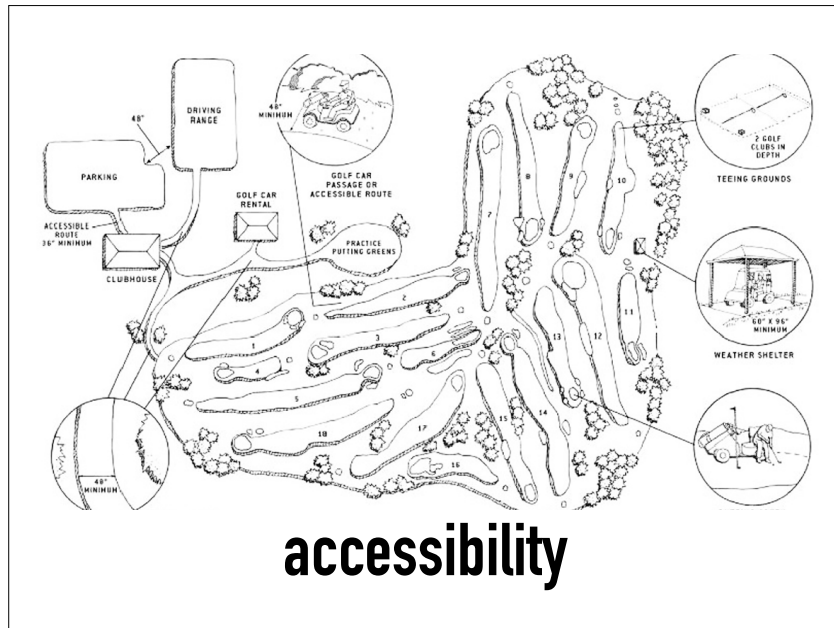
**engagement with authentic  
materials                                  curation and collation of  
learning resources**

**out-of-class collaboration                      ‘real world’ language use**


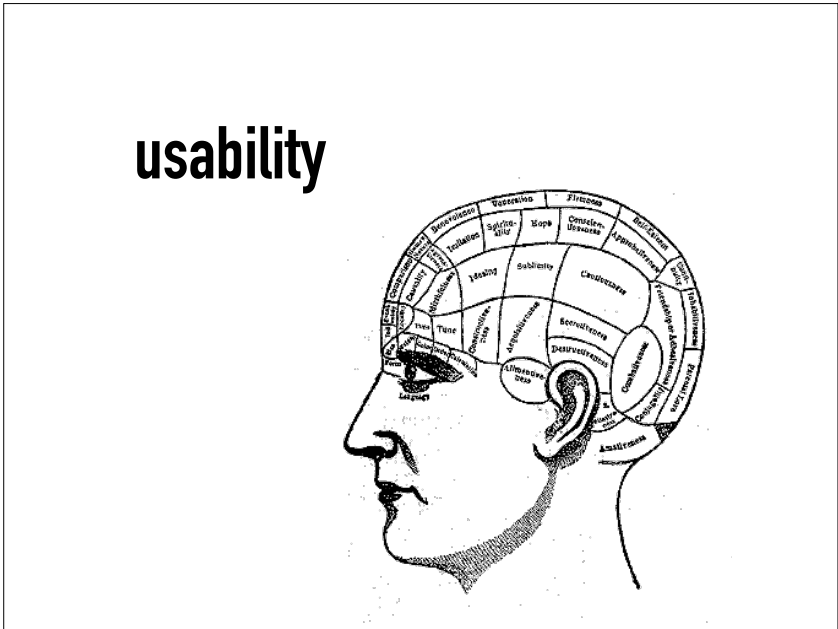
**learning management                                  portfolio building**

**reflection                                  learner autonomy**


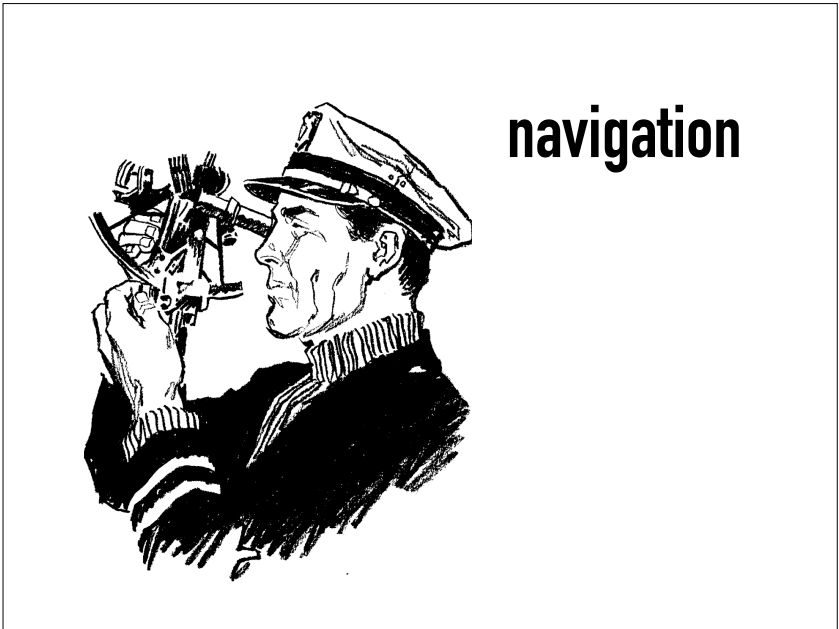





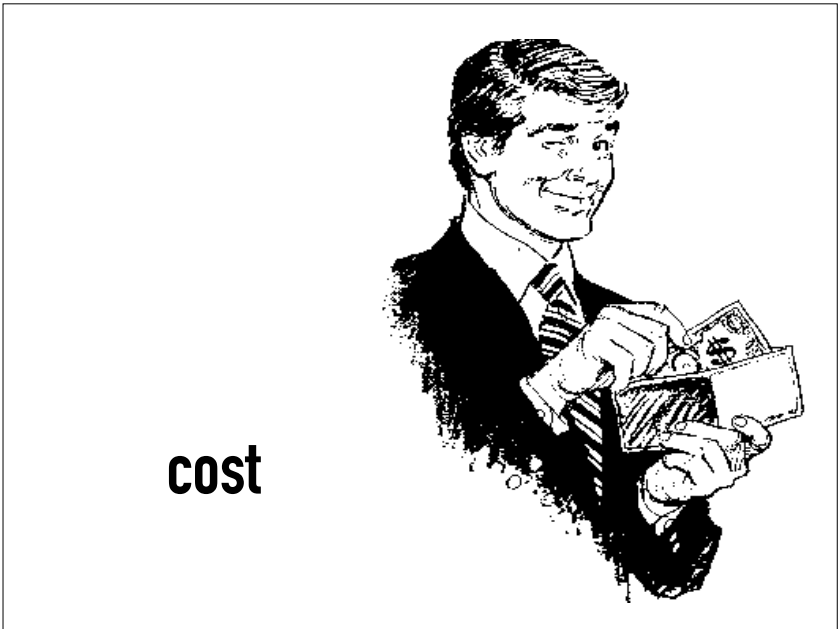
# usability

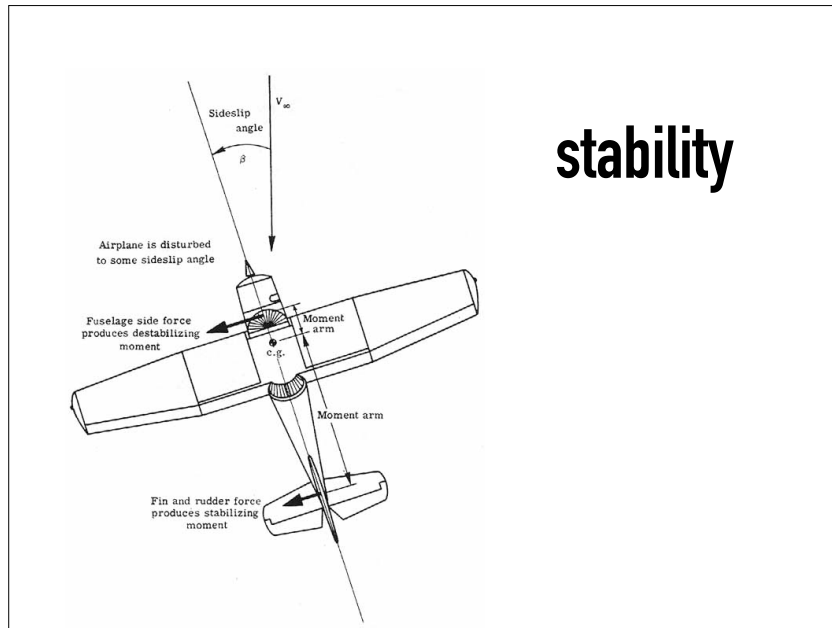


navigation

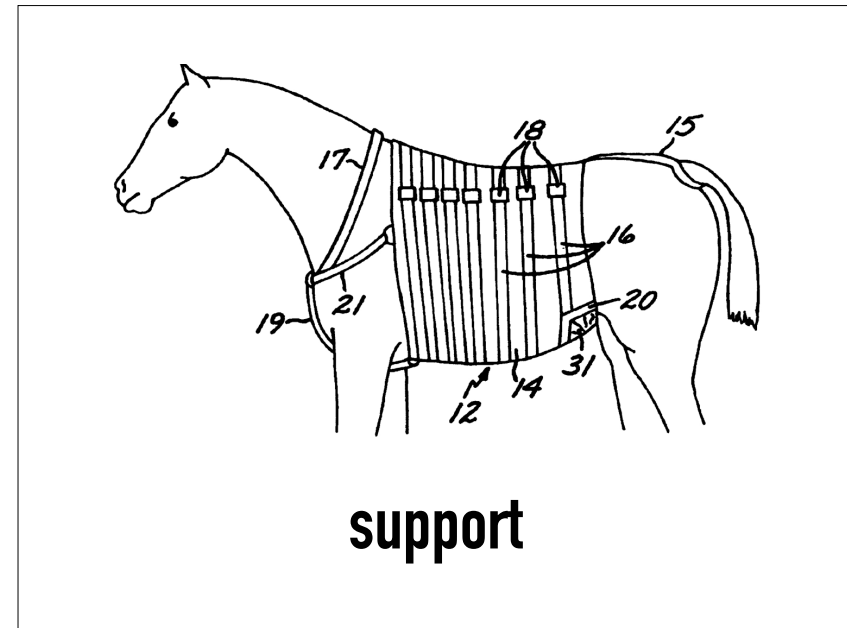
A black and white line drawing of a classroom scene. A female teacher, wearing a striped shirt and a patterned skirt, stands on the left, gesturing towards a group of children. Seven children are gathered around a large table. One child is seated in the foreground with their back to the viewer, wearing a polka-dot shirt. The other children are standing or sitting, looking at the teacher or at papers on the table. The papers appear to be worksheets or books. The children are wearing various patterned shirts, including stripes, polka dots, and checkers. The overall style is simple and illustrative.

**cost**

A black and white illustration of a man in a suit and tie, smiling as he counts a stack of money. The money includes several US dollar bills, with a \$100 bill visible. The man is looking down at the money in his hands.



**stability**



**support**



**efficiency**

## Expectations

**What do you think your students can do?**

**Are you ever surprised at what they can or can't do?**

## **The Digital Native**

**Prensky (2001) Digital Natives, Digital Immigrants**

**Thomas (2011) Deconstructing Digital Natives**

**Prensky (2012) From Digital Natives to Digital Wisdom**

## **The Digital Native in Mainstream Media**



**Conflated with  
'millennial'**

**Despite evidence to  
refute the concept,  
appears to be a  
compelling metaphor**

**Digital natives or digital immigrants?  
3 tactics to manage multigenerational  
digital transformation.**

**Young people are the answer to the  
UK's £63 billion digital skills problem.**

**The digital learner: a new breed of  
learner in the digital age.**

**Infographic: How to win over digital  
natives.**

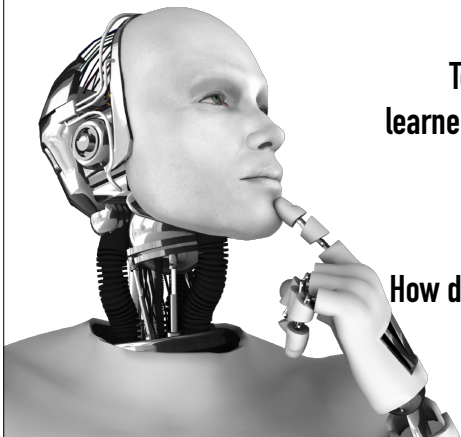






**professional vs. leisure  
archival vs. transitory  
situated vs. mobile**

## **Research Questions**



**To what extent do teachers and  
learners differ and converge in their  
uses and perceptions of  
technology?**

**How do teachers and learners differ  
in their understanding of  
'normalisation' (Bax, 2003)?**

## **Methodology – Delivery and Participants**

**Online survey.**

**Administered to teachers and students in universities across  
Japan.**

**477 students and 54 instructors completed it.**

## Methodology – Survey contents

Basic demographic data

Thirteen multi-item, closed questions totalling 154 discrete items

Three open-ended questions

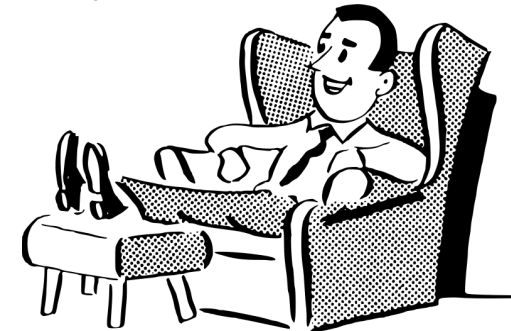
## Methodology – Survey contents

Questions in three main categories

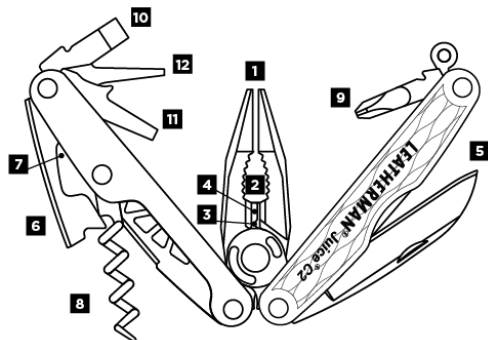
Access

Usage

Comfort



## Methodology – Analysis



Considered  
both tools  
and tasks

## Methodology – Analysis constructs

Some items grouped into constructs  
labeled work, creative, and social

## Methodology – Work construct

Word processing, spreadsheets,  
presentations, email

Video calling/conferencing, online  
collaboration

Cloud file storage/sharing, file  
uploader/downloader

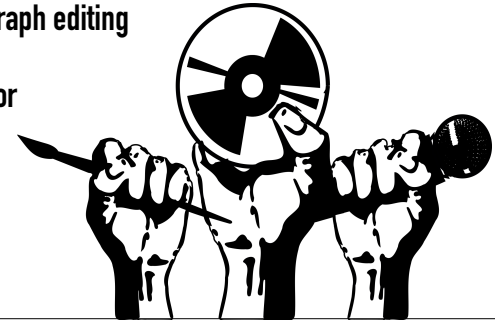


## Methodology – Creative construct

Audio/Voice or Video recording/editing

Photography/photograph editing

Website builder/editor



## Methodology – Social construct

Blogging/Microblogging/Sharing sites

Social networking sites

Text-based chat



## Discussion I

Teachers appear on average to be both more frequent and more comfortable users of technology.

	Students	Teachers
Use	1.774	2.329
Comfort	2.001	3.009

## Discussion I

This is particularly apparent with 'work' tools.

Work construct	Students	Teachers
Use:	1.465	2.826
Comfort:	1.924	3.492

## Discussion II

Even when learners report higher levels of use than teachers, they do not report higher levels of comfort.



Students' relative to teachers' reported level		
Item	Use	Comfort
Overall	76%	65%
Application installer	101%	64%
Video streaming	101%	85%
Taking photographs	101%	86%
Photo editing	103%	86%
Text-based chat	103%	86%
Inputting text with a touchscreen	106%	97%
Writing text with pen and paper	112%	84%
Video recording	114%	84%
Blogging/Microblogging/Sharing	117%	84%

## Discussion III

Teachers need to be aware that what is 'normalised' for them (e.g. word processing and email software) may not be for students.

Work construct	Students	Teachers
Use:	1.465	2.826
Comfort:	1.924	3.492

## Discussion IV

Students may recognise their (perceived) lack of skills / confidence and want to address them while also wanting to keep some digital spaces as personal.

Constructs	Students' general comfort	Students' interest in using technology for language learning
Work	1.924	3.563
Creative	1.839	3.412
Social	2.295	3.302

**Avoid impinging on learners' spaces. It is intrusive, and blurs lines between learning and fun to the detriment of both.**

**Allow learners to choose their own tools (or none at all).**

**Use tools and hardware as necessary for specific tasks, rather than all encompassing systems.**

**Use technology for creative  
and collaborative tasks –  
output rather than input.**

**Leave space in the  
learners' schedules for  
focused work, rest and  
reflection.**

**...and that is what we are  
going to do now.**

**LUNCHTIME!**