



Virtual Language-Learning and Culture in Context: A New Dimension

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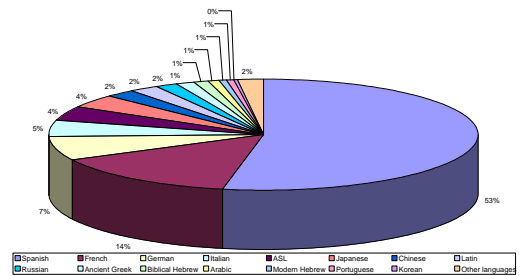
Presentation Overview

- Development of Virtual Language Course
- Elements for effective on-line language courses
 - Development phase
 - Delivery phase
 - Pedagogical
 - Administrative
 - Technical
- What's next?

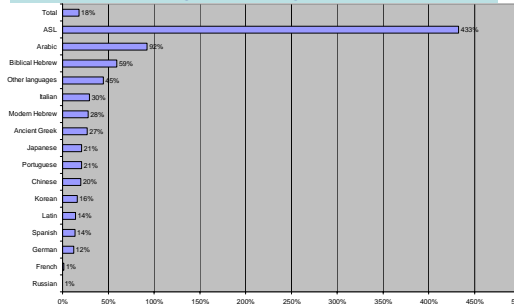
23 CSU-Campuses and 20+ languages offered, but minimal resource or cross-campus sharing of content resulting in:

- small classes for less commonly taught languages – great for pedagogy, not so good for public education financial models
- predictable demise of language programs with low enrollment or lack of instructional support
- duplication of content development effort
- little opportunity to transfer “best practices”
- instructor – learner disconnect (distance)

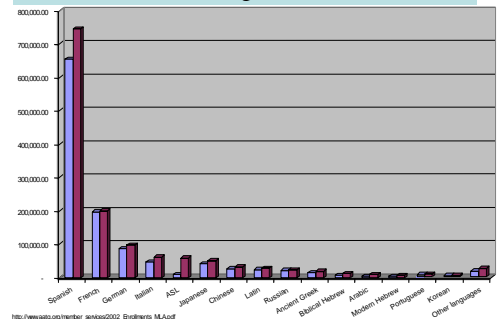
2002 Foreign Language Enrollments in US Higher Education



Foreign Language Enrollment Percentage Changes '98-'02



Foreign Language Enrollment Changes 1998-2002 in US Higher Education



VLL Project

- The project started in 2000
- 7 CSU Campuses
 - Japanese: Chico, Long Beach, Monterey Bay, San Diego
 - French: Sacramento, LA, Dominguez Hills
- Business Partner
 - Sanako Corp.

VLL Project: Outcomes

- To link CSU campuses through the VLL in order to offer language courses to campuses which individually can not support those courses
 - Pool instructional resources
 - Increase enrollment at local campuses
 - Enhance course diversity
 - Strengthen language programs
 - Create curricula expansion opportunity for major and minor
- To simulate the function of a language classroom over distance using the Internet
 - Address the issue of developing oral competency
- Seek a self-sustaining model

Proposed Language Courses

Language	Title	Units	Semester /Level	Time frame	Host Institution/Instructor
Chinese	Chinese 101	4	1/1	Fall 2006	LB/Winter and/or Xie
French	French 1A	4	1/1	Fall 2005	Sac/Suter
	French 1B	4	2/1	Spr 2006	Sac/Suter
	French 2A	4	3/2	Fall 2006	Sac/Elstob, Buffard-O'Shea, and/or Kelley
	French 2B	4	4/2	Spr 2007	Sac/Elstob, Buffard-O'Shea, and/or Kelley
Japanese	JAPN380	4	5/3	Spr 2006	MB + SAC/Saito-Abbott+Masuyama
Portuguese	PORT 1010	4	1/1	Fall 2006	Stan/Sousa
	PORT 1020	4	2/1	Spr 2007	Stan/Sousa
	PORT 2010 & 2020	4	3/2	Fall 2007	Stan/Sousa
	PORT 2020	4	4/2	Spr 2008	Stan/Sousa

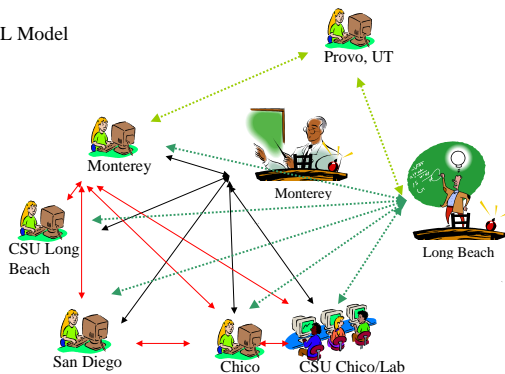
On-Line course?

How can we simulate an effective language learning classroom?



- Synchronous
- Asynchronous

VLL Model

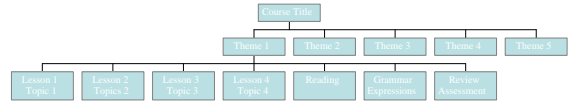


Activity Types in Language Courses

...What course should we develop first?

- Level
 - Intermediate to Advanced Level
 - Maintain major and minor programs
- Content
 - Japanese Contemporary Civilization course:
 - Land and People*
- Flexible and scalable

Flexible and scalable

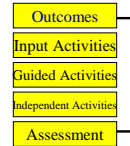


Course Content

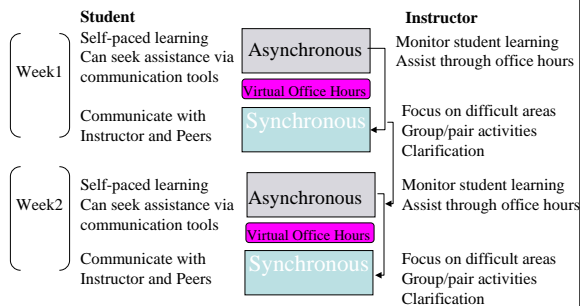
- Thematic unit approach
- Land and People of Japan
 - Unit 1: Location and Area of Japan
 - Unit 2: Climate
 - Unit 3: Land Formation
 - Unit 4: Demographics
 - Unit 5: Industry and Manufacturing

Pedagogical Model

- To develop culturally appropriate communication skills in both spoken and written Japanese.
- To gain an understanding of the structure of Japanese language through content.
- To develop an understanding of Japanese culture.
 - Outcome based
 - Assessment/Evaluation
 - Content based
 - Task oriented
 - Discovery learning
 - Learning styles
- Monitor students learning process



Content Delivery Sequence



What tools make an on-line language course effective?

- On-line appropriate materials (Web Objects)
- Appropriate communication tools
 - Tool to simulate a classroom -----> [Sanako](#)
 - Tool to support language learning
 - Eg. On-line dictionary
 - Tool for managing class (asynchronous) -----> [Backboard](#)
 - Submit homework
 - Post syllabus, schedule, homework
 - Means to dialog with instructor outside of class
 - Means to engage with classmates
 - Reliable tools and technical support
- Pedagogical means of delivery of the materials

Important Pieces

- Technical support
 - Lab Staff
 - IT support/Server
- Technical skills
 - Faculty
 - Students
- Hardware Access
 - HP grant- each student received a HP tablet
- Administrative Support

Course Reflection: What worked?

- **Materials: themes/topics/content**
 - Cultural geography was well received
- **Tools for virtual environment:**
 - Primarily: Flash, DHTML, HTML, MP3
 - Supplementary: Rikai, Infoseek, Monash, Autogloss
- **Improved total communicative competency**
- **Increased knowledge and skill**
 - Technology: Japanese Word Processing Skills
 - Autonomous Learning
 - Research Skills
 - Reporting Skills
- **The Tablet PCs** (uniform technical environment & familiarity)

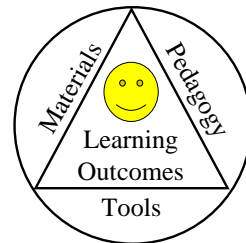
New paradigm shift:

Interactivity between pedagogy & technology

- Materials
- How to teach synchronous on-line course?
 - Instructional approaches
 - Classroom management
 - Assessment
 - Effective and efficient

It's Great When it All Works!

Tech support
Tech skills
Reliability



Paradigm Shift!

Further Research: How to teach synchronous on-line course?
Instructional approaches Classroom management Assessment

What students thought...



What Next: Establishing Infrastructure

- Expansion of course offerings
 - Commitment from Faculty and Administration
 - Training
- Inter-Campus Articulation
 - Marketing
 - Process
 - Numbering system
 - Semester/quarter system
 - Capacity and deadlines
 - Access to campus resources
 - CMS (WebCT, Blackboard, etc.)
 - Space utilization
 - Hardware and network
- Research