# Lessons Learnt From ERT:
## An EAP Case Study at a Japanese University

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## EXECUTIVE SUMMARY

*This study gauges student satisfaction in EAP courses delivered via Emergency Remote Teaching (ERT) in the Fall semester in 2020 during the COVID-19 pandemic using data from 529 Japanese university students' questionnaire responses. It follows up from a similar study conducted during the Spring semester and sought to determine whether changes to the method of teaching based on the Spring feedback resulted in better student experiences of ERT. Students evaluated modes of teaching (on demand, livestream, and mixed), various online tools (learning management system [LMS], teacher-created videos, Google Forms, Flipgrid, vocabulary software, Edmodo, and Zoom) and rated their overall satisfaction with online English classes. This chapter includes a background on the response to COVID-19 in Japan and how it shaped higher education, a summary of the Spring semester student experience, and the results of the questionnaire, which showed that students had a far higher overall satisfaction with ERT courses in the Fall semester.*

## INTRODUCTION

The Covid-19 pandemic was greeted by governments, institutions, and people around the world, in 2020, with confusion and uncertainty, with Japan being one of the first countries affected and forced to make responsive public health decisions. Initially, the Japanese government opted for a policy of containment, with overseas travellers repatriated and a cruise ship, The Diamond Princess, containing around 700 infected passengers, docked in Yokohama Harbour during February 2020 (Nakazawa, Ino & Akabayashi, 2020). However, as this failed to prevent infections in the country, government policy switched to a strategy of mitigation as well as tracking and tracing the infections and implementing a strategy of avoiding the 3 Cs (closed places, crowded spaces, and close-contact settings) (Oshitani, 2022). A number of universities, particularly in areas hardest hit by the spread of Covid-19, substituted face-to-face classes with Emergency Remote Teaching (ERT), a form of online education in which institutions, teachers and students must switch to web-based classes without adequate preparation. This study investigates student satisfaction in one such university, specifically in English for Academic Purposes (EAP) courses in the fall semester, following up on a similar study in the spring semester, and how lessons learnt from that were applied to ERT delivery.

## BACKGROUND

### Online Learning versus Emergency Remote Teaching

Although EAP courses have been conducted online prior to the pandemic, Emergency Remote Teaching (ERT) has been distinguished from other forms of online learning primarily in terms of preparedness and choice. Hockly (2015) has divided online language learning into categories such as formal courses offered by universities and schools, or informal modes of learning such as virtual worlds, Massive Open Online Courses (MOOCs), online language learning communities or mobile apps. Students, teachers and administrators who have been involved with such online learning courses have typically been able to tailor their expectations to the mode of learning whereas ERT takes place due to external factors beyond the control of the stakeholders. Hodges et. al (2020) observe that "well-planned online learning experiences are meaningfully different from courses offered in response to a crisis or a disaster" (paragraph 1). They point out that whereas online courses typically require six to nine months of planning and preparation, ERT typically occurs without the time for instructors to be trained in the new teaching medium, and often without the infrastructure and careful administrative planning of an online course. This also

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