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Organization

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INVITED KEYNOTE SPEAKERS
Abstract

In this presentation I will provide an overview of the major trends in second language (L2) motivation research. Starting with Gardner's concept of integrative orientation, I will outline the main tenets of this theory and its extended versions. I will then cover the literature on motivation models focusing more specifically on the language learning environment, including CALL. Theories of extrinsic and intrinsic motivation will be discussed to overcome the perception of computers as motivators. Selected articles, particularly in the field of CMC, will illustrate the use of computers for the creation of learning environments in which learners motivate themselves. This claim will be developed further in the final part of the presentation in which I will briefly discuss Dörnyei's reconceptualisation of the integrativeness concept. I will argue that Web 2.0 applications such as blogs and social network sites can be used as personal and social learning environments to support language learners in developing their L2 identity.

Short Paper

Gardner's concept of integrative orientation has long dominated L2 motivation literature. The idea originated over 50 years ago from a simple thought, "Can someone really learn a second language if they don't like the group who speaks the language?" (Gardner, 2001a). The socioeducational model, which emerged from this reflection and which evolved over the next decades (1985, 1996, 2001b) is based on the assumption that success in language learning depends on the learner's positive attitude toward the people and the culture of the target language (TL). The concept of integrative orientation is often contrasted with instrumental orientation, referring to a person's pragmatic goals for learning a language. Instrumental orientation has received less attention in the motivation literature and while other orientations such as travel, friendship and knowledge (Clement & Kruidenier, 1983) were found to "sustain motivation" (Noels et al. 2000, p. 60), motivation research needed to go beyond the Gardnerian model to gain new impetus.

Motivation research took a new direction with Crookes and Schmidt (1991) pointing to the utility of concepts of motivation in mainstream education for second language investigations of motivation. The focus of inquiry shifted from a societal or macro perspective to the micro perspective of the immediate language learning environment. Theories of attribution (Weiner, 1992) and of extrinsic and intrinsic motivation (Csikszentmihalyi, 1991; deCharms, 1968; Deci & Ryan, 1985) explained the motivational dispositions of language learners in the classroom context and addressed the situational causes of motivation and demotivation. It was shown for example that the use of incentives, such as rewards and grades, could in fact reduce self-motivation whereas a learning environment in which students were able to pursue personal goals and interests would foster intrinsic motivation. It became clear that effective classroom motivation could not be achieved with a carrot and stick approach but that the needs and wants of the learner had to be considered. As Deci (1995) put it: "The proper question is not, 'how can people motivate others' but rather, 'how can people create the conditions within which others will motivate themselves?'" (p.10)
With the arrival of the Internet in the 1990s new learning environments emerged and computer mediated communication (CMC) in particular seemed to provide the right conditions for learners to motivate themselves. Warschauer (1996) observed that learners in these environments were motivated by the opportunity to communicate, not only with native speakers but also with their peers and by the feeling of belonging to a community. He also found that learners felt personally empowered. While Warschauer related his findings to the integrative/instrumental framework, Lamy and Hampel (2007) labeled similar learning conditions - writing for a real audience, communication with distance partners, collaboration, authentic exchanges, the creation of projects that reflect personal interests - as intrinsically motivating (p. 82). Egbert (2003, 2005) described the state of extreme motivation observed in a MOO activity as flow. Flow (Csikszentmihalyi, 1991) is considered to be the highest form of intrinsic motivation and is commonly observed in L1 reading and computer activities (Trevino & Webster, 1992). Egbert’s 2003 study suggests that contextual variables can support flow to various degrees in a classroom situation, and particularly in CALL activities.

It is interesting to note that these findings have not appeared in mainstream L2 motivation literature, and that only a few studies (e.g. Ushioda, 2000) touch on the motivational aspects of CALL. Dörnyei’s wide-ranging work on L2 motivation includes not only systematic overviews of L2 research (2001), research methods (2007a), and research models (1998, 2005) but it also addresses pedagogical issues in language education (2007b); yet the relationship between computers and motivation is not mentioned. Even more surprising is the scarcity of motivation research within the CALL discipline itself (e.g. Alm 2004, 2006; Fotos, 2004; Kim, 2008; Raby, 2007). The CALL 2010 conference is the first collaborative event to address this issue. This initiative is timely, as we enter a new phase of L2 motivation research.

In 2005, Dörnyei revisited the concept of integrativeness and reframed it in the context of theories of identity and self. He proposed a new model, the L2 Motivational Self System, which, drawing on Norton’s (2001) concept of imagined communities and Markus and Nurius’ (1986) work on possible selves, introduced a new motivational dimension, the learner’s vision of him or herself as a proficient L2 speaker. Dörnyei proposes a series of strategies to generate and enhance this vision, and I would like to suggest that personal learning environments (PLE) could play an important role in this process. With reference to my own work (Alm, 2009a; 2009b). I will show that these online environments can provide L2 learners with a space, in which they feel empowered to engage with the L2 and create their L2 identities.

References


**Keywords**

integrative motivation, intrinsic motivation, L2 identity

**Bio Data**

**Antonie Alm** (Ph.D., UCLA) is a senior lecturer at the University of Otago in New Zealand where she teaches German and CALL. She has worked on motivational aspects in CALL, using self-determination theory, and is currently investigating the use of social network sites for language learning.

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L2 Motivation, Self and Identity: Current Theoretical Perspectives

Abstract

Recently, the impact of globalization and the dominant status of English have provoked critical discussion in the L2 motivation field. Traditional concepts such as integrative motivation lose their explanatory power when English is becoming a 'must-have' basic educational skill and when there is no clearly defined target language community. In this talk, I will examine how L2 motivation is currently being re-conceptualized in the context of contemporary theories of self and identity – that is, in terms of people’s sense of who they are, how they relate to the social world, and what they want to become in the future. As I will discuss, this theoretical shift in focus to the internal domain of self and identity has important implications for how we as language teachers engage the motivation of our students, and in particular, how we engage their identities and individuality through the medium of the target language.

Short Paper

The study of L2 motivation has a long history dating back some four decades. For many years the field was dominated by social-psychological perspectives that emphasized the role of language learners’ attitudes to the target language community and culture (e.g. Gardner 1985). Since the turn of the millennium, however, the impact of globalization and the dominant status of English as a world lingua franca have provoked critical discussion in the L2 motivation field. Traditional social psychological concepts such as integrative motivation (defined in its strong form as identification with and a desire to integrate into the target language community) lose their explanatory power (a) when English is fast becoming a 'must-have' basic educational skill in more and more primary curricula (Graddol 2006); and (b) when there is no clearly defined target language community (UK? US? The world?) into which learners of English are motivated to 'integrate'.

Mirroring the wider debates in applied linguistics about the impact of globalization on L2 learning and use, L2 motivation researchers have begun to discuss what its consequences might be for how we theorize the motivation to learn English or other languages (e.g. Dörnyei and Csizér 2002; Ushioda 2006; Yashima 2002). The upshot of these discussions has been to reframe the process of social identification defining integrative motivation as an internal process of identification within the person’s self-concept. In other words, motivation for learning the L2 is explained not in terms of identification with particular external reference groups (i.e. target language communities or cultures), but identification with an internal representation of how one sees oneself and what one wishes to become.

This conceptual shift to the internal domain of self and identity has been led in particular by Dörnyei (2005), who proposed a new model of L2 motivation called the L2 Motivational Self System. The model draws on the psychological theory of possible selves. According to Markus and Nurius (1986), possible selves represent individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming. Possible selves thus function as future ‘self-guides’ which channel and give direction to current motivational behaviours. Of course, not all types of possible self will channel motivation, and those which represent ‘ideal’ future images of oneself are more likely to energize motivation because of our
natural desire to reduce the discrepancy between our actual self and our ideal self. This is the basic principle underlying Higgins’s (1987) self-discrepancy theory of motivation and self-regulation, from which Dörnyei (2005) derives the two key constructs of his model – the ideal L2 self and the ought-to L2 self. The former refers to the representation of attributes one would ideally like to possess (i.e. a representation of personal hopes, aspirations or wishes). For example, if proficiency in the L2 is an integral part of how we visualize our ideal self, this will serve as a powerful motivator to learn the L2 because of our strong sense of identification with this ideal self and our desire to reduce the discrepancy with our current self. Less internalized is the ought-to self, which refers to the attributes that one believes one ought to possess to meet social expectations or avoid possible negative consequences (i.e. a representation of someone else’s sense of duty, obligations or responsibilities).

From a pedagogical perspective, current L2 motivational theorizing thus points to the importance of encouraging students to visualize their future possible selves as users of the L2 in personal, social or professional contexts. This then has implications for how we as teachers engage their current selves and identities in the L2 classroom. To the extent that L2 learners are enabled to engage their own personal identities, interests, meanings and sense of self in their L2 interactions now, they are also enabled to engage directly with their future possible selves as users of the L2, but within the scope and security of their current communicative abilities, interests and social contexts.

References


Keywords

L2 motivation, self, identity, autonomy

Bio Data

Ema Ushioda is an associate professor at the Centre for Applied Linguistics, University of Warwick. She has been working in language education since 1982 and obtained her PhD from Trinity College, Dublin, where she developed institution-wide language programmes and an Irish version of the European Language Portfolio. Her main research interests are learner motivation, autonomy and teacher development. Publications include Learner Autonomy 5: The Role of Motivation (Authentik, 1996), Motivation, Language Identity and the L2 Self (co-edited...
by Zoltán Dörnyei, Multilingual Matters, 2009), and Teaching and Researching Motivation (co-authored by Zoltán Dörnyei, Longman, 2010).

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Dynamics of Autonomy and Control and Optimal Learning: Quality of Motivation Matters

Abstract

Several motivational frameworks (e.g., expectancy-valence accounts) consider motivation from a quantitative viewpoint, suggesting that being more strongly motivated yields more positive outcomes. From the perspective of Self-Determination Theory (SDT; Deci & Ryan, 2000; Vansteenkiste, Niemiec, & Soenens, in press), however, quality of motivation matters as well. Within SDT, two broader types of motivation are distinguished, that is, autonomous and controlled motivation which refers to a volitional and pressured engagement in one’s learning behavior, respectively. Empirical research is reviewed suggesting that dynamics of autonomy versus control are critical for learners’ performance, persistence, and well-being across ages and cultures. Further, it is maintained that an autonomy-supportive, relative to a controlling, environment promotes an autonomous, relative to, a controlled motivational orientation. Autonomy-supportive agents try to take the learners’ frame of reference, use inviting and autonomy-supportive language, give choice, and provide a meaningful rationale when choice is constrained, while controlling agents pressure learners to act, feel or think in a particular way. The findings of various self-report and experimental studies will be discussed.

Keywords

motivation, self-determination theory, engagement, performance, teaching style

Bio Data

Maarten Vansteenkiste obtained his PhD at the University of Leuven (2005) under the supervision of Prof. Dr. W. Lens, Prof. Dr. H. De Witte and Prof. Dr. E. Deci. Throughout his work, he tries to expand self-determination theory by applying the theory to various domains, including education, work, psychotherapy, and sports and exercise. In doing so, motivational dynamics outlined within self-determination theory are studied in relation to other motivational frameworks, including achievement goal theory and expectancy value theory among others.

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Metacognitive Instructional Strategies: a Study of E-learners’ Self Regulation

Abstract

This session reports the results of a research study to determine the effect of metacognitive instructional strategies in the self-regulation of a group of graduate students in a virtual learning environment. The study relies on the theoretical foundations posed by Albert Bandura (1987) and Mateos (2001). It follows a mixed-methods approach framed within an action research methodological framework. The researcher poses a taxonomy of metacognitive instructional strategies based on Bandura’s self-regulation stages (self-observation, self-judgment, self-reaction) and their corresponding analysis criteria. The study found a significant and positive correlation between students’ self-efficacy, self-monitoring, proximal goal-setting, and overall performance. The results also show that subjects who gradually develop through each stage are more likely to establish successful personal, academic, and social relationships.

Short Paper

The field of information and communication technology mediated learning has become a major focus of academic research. Numerous studies have sought more effective instructional models for the use of technology to access and deliver knowledge, as well as strategies to foster learner autonomy in diverse learning environments (Palloff & Pratt, 2001; Salmon, 2002; Hauck, M., 2005; Warschauer, 2006; Reinders and Lazaro, 2008). The present study focuses on the effects of metacognitive instructional strategies in the self-regulation processes of a group of adult graduate learners in a virtual learning environment. It also explores practical definitions for the term "metacognitive instructional strategies" and proposes a taxonomy of metacognitive instructional strategies for use in virtual learning environments.

Flavell (1979) argued that pedagogical interventions should be directed towards encouraging introspection and interpretation of the learner’s metacognitive experiences, using cognitive processes as a means to stimulate compensatory actions. Brown (1987) recommends a strategy-centered intervention that involves training in its deliberate control and usage. The present study draws on such approaches, considering any instructional intervention as a guide for the student’s metacognitive activity. In Mateos’ words (2001), educators are those who steadily assist students in acquiring the level of competence necessary to control their learning processes and develop autonomy (p.103). Modifications of activities are regulated by both teacher and learner (Martí, 1999), and the degree of involvement of each agent directly impacts learner performance.

Most previous studies have focused on the use of metacognitive strategies; few discuss instruction in metacognitive strategies. However, there are commonalities in both kinds of approach, since instruction in metacognitive strategies can be useful in early stages of learning the self-regulation process, until students can use them consciously and effectively. As self-regulation implies understanding how students activate, modify, and maintain learning practices in specific contexts (Zimmerman, 1989 & 1990), the present study follows Bandura’s self-regulation stages (1986) and proposes both a strategy and a taxonomy for instruction in
metacognitive strategies within the virtual learning environment provided by the Moodle™ platform.

For each of Bandura’s stages (1987), a specific method of instruction (derived from Mateos, 2001) is proposed along with a series of metacognitive strategies:

<table>
<thead>
<tr>
<th>Bandura’s self-regulation stage</th>
<th>Method</th>
<th>Criteria (Based on Bandura’s self-regulation sub-processes)</th>
<th>Metacognitive Instructional Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explicit Instruction</td>
<td>Regularity Proximity</td>
<td>Directed Action Quality Assessment The Reflection Forum Summaries</td>
</tr>
<tr>
<td>Self-Observation</td>
<td>Guided Practice</td>
<td></td>
<td>Self-comparison with absolute standards Use Checklist as an performance comparison standard Self-comparison performance with peer normative standards General Abstraction Questioning strategies</td>
</tr>
<tr>
<td></td>
<td>Guided Practice</td>
<td>Absolute Normative</td>
<td>Use of performance based objectives Use of tangible motivators in moderator assessment Continuous moderator assessment</td>
</tr>
<tr>
<td></td>
<td>Cooporative Practice</td>
<td>Specificity Proximity Level of Difficulty</td>
<td>Use of tangible motivators in moderator assessment Continuous moderator assessment</td>
</tr>
<tr>
<td></td>
<td>Goal Properties</td>
<td></td>
<td>Use of performance based objectives Use of tangible motivators in moderator assessment Continuous moderator assessment</td>
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<tr>
<td></td>
<td>Goal Importance</td>
<td></td>
<td>Use of performance based objectives Use of tangible motivators in moderator assessment Continuous moderator assessment</td>
</tr>
<tr>
<td></td>
<td>Independent Practice</td>
<td>Evaluative Tangible</td>
<td>Explicit achievement rates Time extensions</td>
</tr>
</tbody>
</table>

**Methodology**

This exploratory-correlational study used an action research methodology with a mixed method approach. Data analysis followed a sequential exploratory design strategy and a concurrency triangulation strategy (Creswell, 2003). Implementation and data collection lasted 13 weeks, with data emerging from 3028 messages posted in a Moodle™ platform, registered through observational protocols, surveys, and questionnaires for later coding. Weeks 1–8 used explicit instruction (cognitive modeling processes) and guided practice; Weeks 9-13 used guided, collaborative, and independent practice to implement selected metacognitive instructional strategies.

Self-observation stage: Explicit instruction provided through instructors’ directed actions influenced progress and achievement throughout the study, helping moderators and learners use metacognitive instructional strategies efficiently in subsequent stages of intervention. Most participants visited the learning platform to evaluate their performance within 24–48 hours after a given task set in the Course Forums. Moreover, participants not only read feedback on their own performances but were also interested in reading feedback for their colleagues as soon as it was produced by the moderator and/or by peers. This seems to confirm that “[...] the immediate observation provides continuous information and therefore the best chance of self-assessing performance is to evaluate it while it is still being produced [...]” (Bandura, 1986, p. 363). The self-observation stage was directly influenced by participants’ self-efficacy conceptions about their performance. These beliefs foster the identification of realistic assessment criteria needed to evaluate and develop performance modifications (Bandura, 1986) and are directly related to the construction of knowledge generated through dialogic
conversation. Such exchanges are starting points for meaningful internalization and socialization processes, relationships which influence: (a) exchange of information, (b) expansion of the shared knowledge, (c) recognition and value of the other, and (d) externalization of feelings. These findings are consistent with Berger and Luckmann’s claim (1995) that the congruence between the subjective meanings and mutual knowledge of this congruence presupposes the significance (p. 165).

Self-Judgment stage: Most found such self-observations and self-comparisons with known standards very beneficial. Categories of data included revealed that those stances were: (a) professional development opportunities, (b) indicators of self-motivation and self-commitment, (c) performance indicators over academic standards given by the instructor, and (d) learning improvement indicators in a collaborative learning environment. Guided practices at this stage used self-comparisons with absolute standards to measure progress towards the goal. A record of participants’ comments allowed analysis of goal attainment and participant reactions. Participants conducted a needs analysis for each lesson and developed action plans to help overcome future difficulties based on a checklist for online performance assessment. Bandura (1986) establishes that normative standards are based on performance of the other and are usually acquired by observing models (Schunk, 1994, p.361). Accordingly, self-performance can be evaluated by assessing performance of the other—individuals who share production, collaboration, interaction, and socialization spaces not restricted to personal or academic domains. “[…] A meaningful other reference point is a factual standard defined by the performance or attributes of another individual who is meaningful to the evaluator, either because of the relevance or appropriateness of the individual’s attributes for social comparison […]” (Bernstein & Crosby, 1980; Festinger, 1954 in Sorrentino, 1986). Participants self-compared their performances with those of colleagues they considered similar to themselves or who (they believed) had slightly greater academic capacities. 62% of students reported a classmate as such a “meaningful other”; 10% identified the course instructor as a “meaningful other. Both "others" provided participants with motivational incentives and resources to improve performances and skills. Participants found feedback from their peers provided individual challenge, progress, confidence, and satisfaction. Critical questions and statements produced in course conferences were based on the general abstraction model (Biggs & Collis, 1982) and enabled participants to reach levels of abstraction at which they could extrapolate and conceptualize ideas, establishing “relations among abstractions and hypotheses to formulate general principles integrating systems of abstractions” (Fisher & Bullock, 1984, p.75). It is to note that, for all course tasks, moderators used performance-based, proximal and specific objectives.

Self-Reaction stage: Evaluation standards are closely connected to learners’ beliefs about their progress (Schunk, 2004). When learners believe in their own progress, their motivation and confidence grows. “Self-efficacy beliefs influence causal attributions. People who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Causal attributions affect motivation, performance and affective reactions mainly through beliefs of self-efficacy” (Bandura, 1994). Consequently, when achieving learning goals, learners develop meaningful actions in an autonomous and self-regulated manner. The moderator used different motivators such as (a) praising quality work, (b) assessing on error correction, (c) inviting students to professional project networking, which enabled her to have an influence on students’ self-judgment process¹. Tangible goals are understood as actions and rewards that the student takes on due to their academic progress (Schunk 2004). Similarly, when participants achieved learning goals, they were also eager to begin: (a) exploring additional resources and tools, (b) reading more documents, (c) dialoguing and interacting with classmates on lesson themes. All participants reported positive responses to goal achievement and praise from the course moderator or their peers. Notably, moderators used tangible motivators such as: (a) explicit achievement notes (given publicly in the course platform) and (b) time extensions for

¹ Note that these motivators were also used in the Self-judgment stage.
subsequent tasks. This later strategy can affect course scheduling, but when used judiciously acts as a routine-breaker and allows students to pursue course activities at their own pace. It represents a “surprise element” in virtual learning environments, where schedules are typically fixed in advance. Keller (1987) calls this type of motivation “unexpected rewards”, and recommends against their excessive use; indeed, this study deployed the time extension strategy only three times. The study also revealed that after progress attainment, students decide to self-reward through various means that range from having a getaway from academic activities, praise themselves with food/coffee, sleep and share achievements with family, among others.

Conclusion
The taxonomy of metacognitive strategies developed in this study helps learners understand, develop, and control their cognitive, behavioural, and emotional activity by establishing direct relationships with academic and personal goal achievement. These strategies provide access to new forms of knowledge that progress from an external to internal dimension of cognitive activity, characterized by two main features of self-regulation: self-efficacy and causal attributions. Learners’ beliefs about their capabilities and expected results could also be harnessed to improve performance in the virtual learning environment. Students’ developing self-regulation processes revealed enhanced self-efficacy and constant efforts to improve their learning practices.

References


**Keywords**
metacognition, self-regulation, virtual learning environments, Bandura, e-learning

**Bio Data**

**Liliana Cuesta Medina** holds a B.A. in English and Spanish and a specialization in Linguistics Applied to the Teaching of English from two universities in Colombia. She is currently writing her doctoral thesis (English Philology-UNED, Spain). Liliana studied American Literature in Lynchburg College and in Central Virginia Community College (VA, USA). She has developed various research projects in the field of e-learning, namely virtual course design and self-regulation in virtual learning environments. She has published academic articles in related areas. Since she joined Universidad de La Sabana in 2008, she has worked as a teacher trainer, lecturer, researcher and masters’ thesis director. She develops consultancy projects for a recognized international publishing company.

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Native Non-native Speaker Interactions through Video-web Communication and Second Life, a Clue for Enhancing Motivation?

Abstract

The European NIFLAR project (Networked Interaction in Foreign Language Acquisition and Research) seeks to enhance motivation of foreign language learners by:

- Providing challenging and authentic innovative learning environments by video-web communication and 3D virtual worlds which facilitate synchronous native-non-native speaker interaction and action learning.
- Promoting (in addition to individual learning) collaborative learning and learner autonomy (peers interact in dyads or groups cross-culturally).
- Favouring experiences of enjoyment and success (authentic interaction with native peers, participation in simulated TL culturally relevant contexts and events in a 3D virtual world)
- Supporting authenticity of learning (Dörnyei, 2001; 2005) by favouring Integrative motivation (learner's positive attitudes towards the target language group and the desire to integrate into the target language community). The project s stimulates positive intercultural contacts respecting conditions essential in successful exchanges: (a) equal status between the individuals/groups within the contact situation; (b) shared pursuit of common goals; (c) perception of common interests; (d) intergroup cooperation; (e) authority support; (f) friendship potential; (g) possibility to share and empathize with others
- Developing activities, in collaboration with students, teachers and teacher trainees, requiring active participation with peers and which involve combination of entertainment, leisure, game with learning a language and its culture as recommended by High Level Group of Multilingualism (HLGM, 2007).

During the presentation we will share experiences of several pilots conducted in both environments, and will report on motivational issues as manifested in participants’ surveys, reflection logs and interviews.

Short Paper

One of the main objectives of the European NIFLAR project (Networked Interaction in Foreign Language Acquisition and Research) is to make foreign language learning and teaching processes more relevant and rewarding. This is realized by offering opportunities to foreign language learners and pre-service teachers to engage in meaningful interaction. This cross cultural interaction is shaped by means of so-called “second generation ICT tools”, video-web communication and voiced enabled Virtual Worlds, according to the requirements set by relevant interaction tasks.

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1 NIFLAR is a two-year project (2009-2010) subsidized by the European Commission within the Lifelong Learning Programme and coordinated by Utrecht University in a consortium of five universities (University of Coimbra in Portugal, Universities of Granada and Valencia in Spain and the University of Palacky in Czech Republic) and an advisory ICT expert bureau (TELL Consult) and five associated partners, three at tertiary (Nevsky Institute and Technical University of Novosibirsk in Russia and Universidad de Concepción in Chile) and two at secondary level (IES Instituto Alhambra de Granada in Spain and Comenius College in The Netherlands). The target languages are Dutch, Portuguese, Russian and Spanish.
Video-web communication facilitates distant spoken and written interaction among dyads and group of students, and allows for collaborative work, sharing files (photos, presentations, films, audio files) while seeing each other. In 3D virtual worlds, students participate as avatars (participants cannot see the real "you"), can engage in textual and voiced interactions with other avatars and can undertake all kind of actions in different virtual locations: they can walk, give and take objects, dance and even fly. Interesting is to analyze how features as anonymity or authenticity-virtuality might play a role in communication exchanges.

As Scheidecker and Freeman (1999:116) put it “motivation is, without question, the most complex and challenging issue facing teachers today”. In this sense, the NIFLAR project seeks to contribute to the pedagogical body of knowledge around motivation, by analyzing how different aspects related to language learning and teaching in networked settings might contribute to enhance foreign language learners’ motivation. The project aims to provide hands-on strategies and pedagogical ideas so that language teachers can incorporate them in their language curricula.

The NIFLAR project aims to enhance motivation (Dörnyei, 2001; Guilloteaux & Dörnyei, 2008) of foreign language learners by:

• Enriching the context of foreign language learning, where much teaching is still teacher, book and grammar centered, by adopting a much broader view putting the learner (Tudor, 1996) and interaction (van Lier, 1996) at the heart of the learning process.

• Providing challenging and innovative learning environments: in our case video-web communication and 3D virtual worlds, which facilitate synchronous (native-non-native) speaker interaction (Jauregi & Bañados, 2008) and action learning (Molka Danielsen & Deutschmann, 2009).

• Promoting collaborative networked learning (Warschauer 1997) and learner autonomy (peers interact in dyads or groups cross-culturally with each other without the presence of the official teacher).

• Favouring experiences of enjoyment and success (interaction with native peers, participation in simulated target language culturally relevant contexts and events in a 3D virtual world). In this sense, the learner’s willingness to communicate (MacIntyre et al. 2001) might well be a factor influencing motivation.

• Supporting authenticity of learning by favouring Integrative motivation (learner's positive attitudes towards the target language group and the desire to integrate into the target language community) (Gardner, 1985; Dörnyei & Csizér, 2005). Accordingly, the project stimulates positive intercultural contacts respecting conditions which are reported to be essential in successful exchanges: (a) equal status between the individuals/groups within the contact situation; (b) shared pursuit of common goals; (c) perception of common interests; (d) intergroup cooperation; (e) authority support; (f) friendship potential; (g) possibility to share and empathize with others.

• Developing tasks, which require active participation with peers and dynamic communication exchanges and which involve a combination of entertainment, leisure, game as meaningful ways of learning the target language and its culture, as was recommended by the High Level Group of Multilingualism (HLGM, 2007).

• For the pre-service teachers: providing opportunities to interact with 'real' foreign language learners, to be engaged in task design and action research.

The project has been integrated in the language courses students follow. They conducted networked native-nonnative speaker sessions in dyads or triads once a week in a time span of three to five weeks making use of either video-web communication or Second Life. The sessions lasted from 30 to 90 minutes each, depending on the learners’ proficiency level, the task demands and the degree of their willingness to communicate. All sessions have been recorded for further analysis.
During the first pilots, which were carried out in 2009, only student volunteers did participate in the interaction sessions. In the follow-up students were put at random in one specific research condition: control group, who followed the normal language course and did not participate in interaction sessions with native speakers, and experimental group, who followed the normal language course and did participate in networked sessions, either using video-web communication or Second Life.

The research team has been looking at motivation analyzing several sources of data: the recorded interaction sessions, pre- mid- and post-questionnaires, as well as interviews.

The preliminary results seem to indicate that implementing networked interaction with native speakers in language courses using either video-web communication or virtual worlds does contribute to enhance motivation, as:

1) participants like and enjoy the interactions,
2) they have the impression to be learning a lot,
3) in the interactions arise frequent instances of negotiation of social and cultural meaning,
4) interactions are carried out in a supportive atmosphere, with laughter and jokes going on, pre-service teachers giving positive feedback,
5) tasks are motivating, especially those having a cultural focus and incorporating a gaming component,
6) they make friends and continue communication though e-mail, Skype, they even visit one another,

Most of the participants would like to go on participating in the project, especially those who did not, that is, the students in the control group.

References

Bio Data

Kristi Jauregi Ondarra works at the Spanish Department of Utrecht University where she teaches Spanish as a Foreign Language and lectures on Language Pedagogy at Bachelor and Master degrees. She has participated in different ICT projects, such as Concourse the creation of a virtual environment to promote cooperation in writing processes and facilitate on-line publishing of students’ products. She now coordinates the EU project NIFLAR in which eight universities cooperate in and outside Europe and which has started on 1 January 2009. The aim of NIFLAR is to make foreign language education more authentic and interactive through innovative e-learning environments. She has presented experiences and results of the project in national and international conferences and has published on the issue.

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Abstract

The question of ICT’s motivational impact has paradoxically rarely been tested or investigated. The reason is that most writers on CALL impact tend to acknowledge their motivational function as something so evident that it doesn’t really require in depth analysis.

Considering this need for more research-based evidence, we have been conducting a series of empirical research, from 2003 to 2009, with a view to identifying the motivational impact of ICT. In this contribution we intend to present the dynamic, weighted and polytomic model I have elaborated to account for motivational processes in CALL contexts. The model draws from Dörnyei's dynamic model and the ergonomic approach used in user-centered CALL research.

Short Paper

The question of ICT’s motivational impact has paradoxically seldom been tested or investigated (Raby, 2009). The reason is that most writers on CALL impact tend to acknowledge their motivational function as something so evident that it doesn’t really require in depth analysis.

Considering this need for more research-based evidence, I have been conducting a series of empirical research, from 2003 to 2009, with a view to identifying the motivational impact of technology in academic settings.

In this contribution, I intend to present the ergonomic, weighted and polytomic model which I have elaborated to account for motivation in CALL contexts. The model draws from Dörnyei’s and Otto’s dynamic model (1998) and the ergonomic user-centered approach to CALL research (Raby, 2005). I will then explain how this model has been repeatedly tested in secondary schools and universities describing the empirical triangular method which I use to validate the model (O’Malley and Valdez Pierce, 1996; Maxwell, 1996; Raby, 2008).

An ergonomic approach

The model is rooted in the ergonomic user-centered approach CALL which I have developed for the past 15 years. This approach uses key concepts such as instrumental genesis, task transposition, and unstable environments, to account for motivational instability in CALL contexts. I have also recently coined the concept of motivational dissonance to refer to motivational states in which why some teachers express a desire to use ICT in order to improve their pedagogy, and finally stick to their routine strategies while actually teaching.

The model is both content and process driven

Content driven

Since Gardner’s precursory work (1959, 1985), researchers have been seeking to point out the different factors, both external and internal, which come into play while the motivational process is triggered, sustained or undermined. For instance, the goal (Nicholson, 1984;
Dörnyei, 2008), cognitive self confidence (Bandura, 1997), linguistic self-confidence (Noel and Clement, 1996), etc. This is usually achieved through the use of questionnaires or interviews (Dörnyei, 2003).

**Process driven**

Thanks to the growing interest in school motivation, a change in motivational research has taken place, which Oxford (1999) and Dörnyei (2001) have labeled “the educational shift”. In academic settings, rather than just eliciting motivational factors, researchers try to understand how they interact, and to examine motivational fluctuations all along the working process. With CALLM, the idea is to manage to know if the technology, a tool or a system, is motivational once and for all, or if it loses or increases its motivational impact depending on the fluctuations of the individual, the task or the environment.

**The model is polytomic**

Borrowing from Multiple Correspondence Analysis (Benzecri, 1992), the model I have devised describes each factor usually regarded as motivational *per se* by most leaders in the field, as working positively or negatively or with no effect at all (Raby, 2007, 2008).

**The model is weighted**

Considering that ICT fosters different motivational factors, I shall contend that there exist at least two kinds of factors: those which play a first rank role, and those which play a second rank role. For example, tool effectiveness is usually a first rank factor. It means that the tool is absolutely necessary for the learners to learn effectively their foreign language and for motivation to be sustained. Other factors are second rank factors in the sense that they only enhance motivation, for instance, the hook function (Raby, 2007).

**A triangular research methodology**

I shall, finally, explain why triangulation (O’Malley, 1996; Maxwell, 1996) seems to me the best method to carry out field work on CALLM. I shall first expose triangulation in a nutshell and then proceed to illustrate this method with investigations carried out in French schools or universities (Raby, 2009). Some studies have focused on learners’ motivation; others on teachers’ motivation, finally, one survey has included both actors.

**Far from concluding...**

...I shall eventually submit to discussion with the audience the major the lesson I have learnt from investigating motivation on the field: that motivation lies more in the attributes which the users lend to the tools than in the tools “objective” properties.

**References**


Bio Data

Françoise Raby wrote one of the very first PhD, in France, focused on ICT and language learning. In 1990 she founded the first language center in France devoted to computer assisted academic language learning in autonomy. During the following years she carried out diverse research projects aiming at a better understanding of the cognitive and affective learning processes involved in the use of ICT for L2 learning and teaching. Now, the French Representative of the EUROCALL association, she is working at a book on motivation, technology and L2 learning.

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Bei Zhang & Ming Luo

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Digital Storytelling Improves EFL learners’ Speaking Skills

Abstract

This paper focuses on the effects that digital storytelling may have on the improvement of English speaking skills of 2 classes of Chinese college students. To reach this goal, an emerging theory of digital storytelling as learning and reflection on ESL practice will be discussed, as well as the role of digital storytelling in enhancement of oral storytelling, listening, interviewing, questioning, public speaking and other spoken communicative skills. The paper will present a proposed experimental research study which collects data about using digital storytelling in classroom teaching at Shantou University, China. Several digital storytelling rubrics were used to assess students’ digital storytelling. A pre-post test design was used to examine whether computer-based technology could improve English oral communicative competence.

Short Paper

Digital storytelling is about using technology as a tool to design information and express oneself. It is exponentially more powerful than ancient art of oral storytelling, for it engages modern IT technical tools to weave personal tales using images, graphics, music, motion and sound, at times text mixed together with author’s own story voice. It is both personal and educational, providing students with exciting and fun experiences of deep and sophisticated learning.

As an emerging term, digital storytelling can also be the variety of new forms of digital narratives, such as interactive stories, hypertexts, and web-based stories. The philosophy behind this kind of digital storytelling is one of using technology to enable students who do not have a technical background to create a story through moving images and maker's own voiceover and a music soundtrack.

Numerous pioneers in the development of digital storytelling self-described themselves as digital storytellers, including Abbe Don, Brenda Laurel, Bernajean Porter, Dana Atchley and Pedro Meyer. The production workshop for digital story making dated back to 1993 by Dana Atchley at the American Film Institution, and that was refined by Joe Lambert in mid-1990 as a method of training promoted by the San Francisco Bay Area-based Center for Digital Storytelling.

This paper focuses on the effects that digital storytelling may have on the improvement of English speaking skills of 2 classes of Chinese college students. To reach this goal, an emerging theory of digital storytelling as learning and reflection on ESL practice will be discussed, as well as the role of digital storytelling in enhancement of oral storytelling, listening, interviewing, questioning, public speaking and other spoken communicative skills. The paper will present a proposed experimental research study which collects data about using digital storytelling in classroom teaching at Shantou University, China. 55 subjects will produce a 2-5 minute digital story that combines a narrated piece of personal writing with emotionally provocative content. They will showcase their stories in the class. In addition, several digital storytelling rubrics were used to assess students’ digital storytelling. The author also designs
and conducts pre- and post- tests to examine whether computer-based technology could help improve English oral communicative competence.

**Keywords**

digital storytelling; media technology, speaking competence

**Bio Data**

**Bei Zhang (Emma Zhang)** is an associate professor at English Language Center, Shantou University, P.R. China. After graduating from Ningxia University she has been teaching English in Ningxia University and Shantou University. Her research interests are translation, intercultural communication, CALL and ESP. Her publications include 3 textbooks: Chinese-English Essays Translation Practice; Cross-cultural Awareness; Reader of Chinese Culture; and 3 works of translation: Mastering Project Management and The Commercial Engineer’s Desktop Guide; and The Meaning of Modern Design. Emma has also published 23 papers on a variety of domestic academic journals and presented widely in both international and national conferences.

**Ming Luo** currently serves as head of the English Language Center office, at Shantou University China. She has been mainly in charge of web-based technology assistance to classroom teaching and has much of hands-on experience in coordinating large-scale events. Her interests are CALL and learner’s autonomy.

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PANEL DISCUSSION
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CALL as Tutor or Tool: A Panel Discussion

Abstract

The past 5-10 years have borne witness to remarkable growth in research on computer-mediated communication with a concomitant decline in research on software focusing on specific structural elements in the L2. The distinction between these two areas has often been referred to as "tutor" versus "tool" in the CALL literature. Is there an imbalance in tutor-versus-tool research in CALL? Does software designed to facilitate the learning of L2 structures (e.g., courseware) still have a role to play? Is the tutor-tool distinction an absolute categorical distinction, or do tutor/tool programs share some common features? Given the predominance of tool software, does instructional design still have meaning in CALL? The panelists in this session will address these and other questions related to the complex issue of the tutor-tool distinction in CALL.

Keywords

computer as tutor or tool, second language acquisition, current trends in the profession, software development, software use

Bio Data

Jozef Colpaert teaches Instructional Design, CALL and Educational Technology at the University of Antwerp (Belgium), in the educational master and in teacher training. He is vice-chairman of the Institute for Education and Information Sciences, and director R&D of LINGUAPOLIS, the Institute for Language and Communication of the University of Antwerp. He is editor-in-chief of Computer Assisted Language Learning, an International Journal (Taylor and Francis), and organizes the biennial Antwerp CALL Research Conferences.

Robert Fischer is Professor of French and Chair of the Department of Modern Languages at Texas State University. He serves as Executive Director of CALICO and Editor of the CALICO Journal. He has directed several grant-funded projects and is interested in student usage of CALL software.

Phil Hubbard is Senior Lecturer in Linguistics and Director of the English for Foreign Students Program in the Language Center at Stanford University (USA). A long-time member of the CALL community, he has published in the areas of software development and evaluation, technology and listening, teacher education, learner training, CALL research, and CALL theory. He is an associate editor of Computer Assisted Language Learning and serves on the editorial boards of the CALICO Journal, ReCALL, and Language Learning & Technology. He recently edited the four-volume set Computer Assisted Language Learning in the Routledge Critical Concepts in Linguistics series (2009).
Glenn Stockwell, PhD (http://www.f.waseda.jp/gstock), is Professor in Applied Linguistics at Waseda University, Tokyo, Japan. His research interests include computer-mediated communication, mobile learning, and the role of technology in the language learning process. He is co-author of CALL Dimensions (Lawrence Erlbaum Associates, 2006) with Mike Levy, and published widely in international journals in the field of CALL. He is the general editor of The JALT CALL Journal, and member of the academic advisory boards and review boards of the ReCALL Journal, Computer Assisted Language Learning, Computers & Education, and the CALICO Journal.

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On the Relationship between Language Learning Strategies and Cognitive Styles among EFL Iranian Language Learners

Abstract

The present study has investigated the effects of personality types measured by the Myers-Briggs Type Indicator (MBTI) on strategy use. The sample of this study included 137 Iranian English-major MA EFL language learners which was randomly selected for the purpose of this study. The instruments utilized in this study were: Myers-Briggs Type Indicator (MBTI) 2-Strategy Inventory for Language Learning (SILL). The results of the study showed that extrovert and introvert as two cognitive styles did not show any significant difference regarding the use of language learning strategies. Both sensing and intuitive learners preferred to use affective strategies. The findings indicated that thinking as well as feeling learners both used memory and social strategies. Perceiving learners used two categories of strategies (cognitive & compensation), whereas judging learners employed only the latter one.

Short Paper

Introduction

Within the field of education over the last few decades a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners and learning. It seems reasonable goal for language teachers to make their students become less dependent on the teachers and reach a level of autonomy. (O’Malley and Chamot 1995; Reiss, 1985; Wenden, 1991; Tamada, 1996). At the same time, a shift of attention has taken place in second language acquisition research from the products of language learning to the processes through which learning takes place (Oxford, 1990). As a result of this change in emphasis, language learning strategies (LLSs) have emerged not only as integral components of various theoretical models of language proficiency (Bialystok, 1978; Canale and Swain, 1980; Ellis, 1985; Bachman and Palmer, 1996) but also as a means of achieving learners’ autonomy in the process of language learning (Oxford, 1990; Benson and Voller, 1997).

This study has investigated the relationships between personality types and language learning strategies. Furthermore, three topics related to LLSs bear on this study: the definition of LLSs, the taxonomy of LLSs definition and strands of personality types. These will be addressed in some details in the following section.

Research Questions

This study attempts to answer the following research questions:

What kinds of language learning strategies do Iranian EFL learners mostly utilized?

1) What are the learning strategies preferred by Iranian extrovert and introvert language learners?

2) What are the learning strategies preferred by Iranian sensing and intuitive language learners?

3) What are the learning strategies preferred by Iranian thinking and feeling language learners?
4) What are the learning strategies preferred by Iranian Judging and perceiving language learners?

Participants
The subjects of this study consist of 137 EFL learners randomly selected from four universities in Iran; namely, University for Teacher Education, and three different branches of Islamic Azad Universities. They were male and female learners majoring in Applied Linguistics at the MA level. Their age group ranged from 23 to 27. They were all native speakers of Persian language and studying English as a foreign language for some years. They constituted a representative sample of Iranian EFL learners in that they came from different parts of the country.

Procedure
The SILL and MBTI questionnaires were administered to 137 EFL students at University for Teacher Education, and 3 different branches of Islamic Azad Universities. The purpose of the survey was to discover the type of strategy the students used and the relationships between personality types and language learning strategies. In so doing, SILL and MBTI questionnaires were distributed among students. The students were requested to write answers to the questions. The questionnaire administration took approximately 40 minutes to complete. After this the completed questionnaires were collected. Finally, the answers were analyzed and the results were published.

Conclusions
The results of this study provide a deeper understanding of strategy use among EFL learners in Iran. As it was predicted, strategy use is a complicated phenomenon which depends on a number of factors. What strategies EFL learners use in general, and which strategies they prefer to use more are very important points to be taken into account. Following the similar studies carried out in this domain, the researchers in the present study tried to consider the personality types as the dependent variable and language learning strategy use as the independent one. Regarding the overall use of language learning strategy, the researchers found out Iranian EFL learners are mostly moderate language learning strategy users. From among the six categories, metacognitive strategies were used mostly and memory strategies were minimally used by EFL learners.

This study approached the issue from another perspective. So far, it was found that different personality types use certain language learning strategies. Due to the multiple-regression analysis of the data, the researchers in this study considered the language learning strategies, as predictors, can predict the personality types of the EFL learners. That is, depending on the types of language learning strategies used by EFL learners, we can predict to which personality type they belong. This way of approaching the personality type will be more accurate because in the previous approach, EFL learners may not show their characteristics quite explicitly through answering the items in the questionnaire. Therefore, by just considering the language learning strategies EFL learners employ, we can predict their personality type.

References

**Keywords**

language learning strategies, cognitive styles, EFL Iranian students

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Language Learning Via an Online Discussion Forum: From Frustration to Motivation

Abstract

This paper investigates students’ learning and behaviour in an online discussion forum. Drawing on qualitative data collected from a cohort of approximately 25 Irish students following their six-week experience of CMC with their French partners, it explores students’ perceived learning outcomes and self-reported coping patterns of use. It argues that an online discussion forum is an appropriate platform for fostering critical thinking, building cultural knowledge, improving language accuracy and encouraging further study. It suggests that, for some students, frustration with online communication can potentially increase their motivation for autonomous learning. It concludes that the authenticity of the task is essential to engage students in the long term.

Short Paper

1. Introduction

Due to their ease of use and flexibility, discussion forums are one of the most popular CMC tools introduced in second language teaching and have become a common component in both distance and blended courses in higher education [1]. They provide opportunities for collaborative learning and encourage students’ strong involvement in the learning process [2]. As highlighted by Felix [3], these forums rely on a student-centred approach which is pedagogy driven rather than technology led. Thus, this study investigates students’ perceived outcomes of an online discussion forum in order to better support students’ learning process and in doing so, to maximise the efficiency of CMC in language learning [4].

2. Project outline

The online discussion forum is part of a larger project. Language learners have to select a current French socio-political issue, retrieve information from the Internet on this topic and analyse it with a view to producing a piece of work demonstrating thorough understanding of the topic. The online task starts mid-way through the project (week 6 of a 12-week course). Each L2 learner submits his/her assignment on line and is paired with a native speaker who has expressed an interest in his/her topic. Students then have to engage in debate with their respective partners. In addition, at the end of the project, they have to reflect and report on their learning experience.

3. Participants’ profile

A total of 24 Irish students and 12 native speakers of French participated in the project. The students (15 females and 9 males) were enrolled on a Fourth Year undergraduate Business and French course. They all had taken part in a collaborative Blog the previous year. The native speakers came from varied backgrounds (students or professionals) and were based either in Ireland or in their country of origin (France and Dom-Tom). The majority of them were unknown to the learners or their real-life identity was kept from the learners. Their participation in the forum was totally voluntary.
4. Task description
The discussion forum was set-up on the Learning Management System (LMS) of the institution for their specific module. In this case, the LMS is called Sulis and is powered by Sakai. Prior to the start of the exchanges, a discussion thread was created for each topic to facilitate both students and native speakers’ assignment and not to burden participants with irrelevant information. The asynchronous communication task was open and not prescriptive, the only clear requirements being that the learners’ target language (French) was used at all times in the exchanges and that a minimum of three messages were posted by each participant over the course of the on-line task with no constraint of frequency.

5. Data analysis and discussion of findings
The data analysed in this paper was obtained through student feedback collected from three sources: i) student comments on the exchange (as part of the overall project), ii) student questionnaire (filled two weeks after the end of the project, iii) student interview (as a follow-up from the questionnaire).

In their feedback, students identified the significant benefits they have drawn from their participation to the online exchange. We have grouped these outcomes under four headings, each category displaying one of the students’ comments to illustrate their views.

Students’ perceived benefits of the online discussion task
Students stated that they have become:

- more knowledgeable on their selected topic: In the comments section of the project, over two thirds of the students said that they had vastly improved their understanding of the current issue studied. They particularly valued having access to a different (sometimes new) viewpoint on the topic, especially from a French native speaker as they believed that it gave them an ‘authentic’ socio-cultural perspective.
  “It [the exchange] gave a more realistic account rather than reading about it in a newspaper” (Student F - Questionnaire)
- more assertive about expressing opinions: In the questionnaire, the majority of the respondents (75.1%) declared that the exchange partners often disputed their beliefs. They said that they found the discussion demanding because they had to present a clear line of reasoning and integrate the others’ viewpoints in their argument.
  “Once you had made-up your own mind on the topic, it was good having the other side of things” (Student J – Interview)
- more fluent and accurate in the second language: All the students who filled up the questionnaire claimed that they paid more attention than usual to their French and in the reflection task, many of them referred to the linguistic gains of the exchange. They particularly highlighted the amount of writing generated, the access to authentic language as well as the efforts they made to produce better French than usual in order to be understood by their partner.
  “(…) idioms and things like that that I read from my partner […] I used them in other areas as well, like in my exams and orals, that I thought was really handy” (Student L – Interview)
- more autonomous and more responsible for their own learning: One third of the students indicated that the discussion forum had made them more autonomous in their work and more inclined to take initiatives to carry out extra work, either by reading other students’ postings, or by undertaking extra research on the topic. This extra work always came as a strategy to compensate for a deficit such as a lack of information provided by their partner, a lack of knowledge on their behalf to produce a valid argument, or as previously pointed to, a lack of appropriate vocabulary or expressions.
  “I did a lot of researches on the topic to get new ideas and I followed regularly the French news” (Student M – Questionnaire)
6. Conclusions
On the strength of our findings on students’ perceptions of asynchronous online communication, it can be argued that the authenticity of the learning task is essential to engage students. This can be achieved at the onset of the project by allowing students to select and research their own topics of interest, later on by inviting ‘real people’ into the virtual classroom to assist students’ inquiry, and finally by empowering students to adapt to a new learning environment. Moreover, our study has shown that when students were faced with a challenge, their feelings of frustration often lead to positive action and ‘motivate [them] to work harder’. (Student R – Interview).

References


Keywords

online discussion forum, challenges, benefits, authenticity, autonomy

Bio Data

Dr Marie-Thérèse Batardière works as French lecturer and course director for the MA in French at the University of Limerick, Ireland. She is also involved in teacher training and her research interests include the impact of Study Abroad on L2 learning as well as tools and strategies to enhance language learning/teaching. This leads her to participate in initiatives on technologically innovative teaching.

Catherine Jeanneau is the Research and Development Manager of the Language Support Unit at the University of Limerick, Ireland and is project leader for the Regional Language Learning Centre (Consortium consisting of four Higher Education Institutions in the Shannon region). Her research interests include second language acquisition, technology and language learning and learner autonomy.

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Motivation of Learners as Virtual Ethnographers

Abstract

I discuss a project which utilizes the Internet to access non-educationally oriented online communities. In this project language learners were asked to conduct an ethnographic research of online communities. By applying research techniques of virtual ethnography, the students were given an access to native speakers and their culture. The case study I conducted provides us with a unique insight into the motivation of students in this project.

Short Paper

The dominant approach to second language learning and teaching that makes use of new technologies is usually based on learning environments and tasks with a pedagogical function. A rather different approach utilizes the Internet to access non-educationally oriented online communities, such as blogs, forums, and social networks in the target culture. Since these virtual communities are not specifically designed or intended for language learners, they present new potentialities and challenges for learners and instructors alike.

I discuss a project that adopts the latter approach, whereby undergraduate students of Italian were asked to conduct an ethnographic research of online communities. After being introduced to the theory and practice of virtual ethnography, students investigated an Italian online community of their choice. As part of their assignment, students interacted with users of the online community and engaged in a creative exploration of it, collecting and analyzing different kinds of materials (texts, digital video recordings, and web pages). By applying research techniques of virtual ethnography (e.g., participant observation, field note taking, and online interviewing), the students were given a deep and authentic access to native speakers and their culture.

I conducted a qualitative study based on two sorts of data: 1) the data gathered by the students through their investigation, 2) the data I collected about the students’ experiences with the assignment. The data gathered by the students were found in (a) their field notes, which were analogous to a personal research diary, and (b) their final reports containing the analysis and interpretation of their data. The information regarding the students’ experiences with different aspects of the assignment was instead gathered by conducting interviews with them and by recording the class discussion.

As a case study I examine the data from three students. One of the students investigated the blog of a contemporary novelist; another student researched a Facebook group; and the last student explored one of the forums of a political party’s website. This case study provides us with a unique insight into the motivation of students acting as virtual ethnographers.

Keywords

Virtual Ethnography, intercultural competence, web 2.0 based learning environments
Bio Data

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Abstract

Developments in ICT have created new possibilities for reciprocal learning such as eTandem. This paper reports on a scheme, involving paired French and English university language-learners, that developed over a period of several semesters. Each pair worked synchronously and quasi-autonomously on communication activities in a real-time face-to-face environment over the Internet. The data discussed are drawn from a quantitative study involving the French learners and focuses on the pedagogical potential of the eTandem scheme run by the two institutions.

Two instruments were used for data-collection: a self-report questionnaire on motivation filled in by students at the end of the programme, and language tests before and after eTandem encounters took place. To provide a point of comparison, the pretest/posttest experimental design was also completed by two control groups.

The research findings indicate that eTandem is perceived to improve oral expression and interactivity in that it helps learners to enhance self-esteem and language confidence. However, the scheme does not seem to have impacted heavily on language knowledge per se. This finding poses a particular problem when dealing with learners who are extrinsically motivated and performance oriented – the type of language learner, in other words, typically found in French engineering schools.

Short Paper

The language-learning technique known as eTandem has received considerable attention in recent years. Initially, eTandem mainly involved asynchronous communication between two paired learners communicating via email accounts. Such exchanges showed much promise both from the point of view of constructivist learning theory (Hmelo-Silver, 2007) and from that of learner autonomy (Little, 1997). A constructivist theory of learning posits that knowledge is created and recreated in the personal representation of an individual through experience. For example, interacting with a native speaker enables a language learner to test hypotheses on how language is used and to rectify these when an interaction fails. Learner autonomy, on the other hand, involves empowering learners so that they take control of the learning process.

Initial explorations in eTandem may be construed as an extension of the pen-friend approach, the means of communication merely being more rapid and in several ways much more reliable. Developments in VOIP, however, have given new momentum to this technique. Compared with earlier forms of eTandem, free internet tools such as Skype and inexpensive equipment like web-cams have added the advantage of allowing language learners to improve not only their written production, but their spoken language too. One of the key perceived benefits of this progress is that it allows learners to communicate in a synchronous environment. Other benefits include the fact that the partners can see each other while they interact, adding both conviviality and non-verbal communication to the equation, allowing the learners to instantly
negotiate meaning when communication threatens to break down because of misunderstanding, and also allowing reciprocal correction can take place immediately.

In spite of the obvious potential offered by real-time face-to-face reciprocal language-learning environments on the Internet, there remain logistical problems. The first is that of finding suitable partner institutions, as well as appropriate partners for students. The second is that of scheduling. Once these initial obstacles have been overcome, usually fairly rapidly, one major obstacle may persist. It is that of the learners themselves, or more precisely, their attitudes towards language learning, their motivation, and their definition of appropriate language learning, or language knowledge. This particular obstacle is not an easy one to overcome: learners’ beliefs about language learning vary from culture to culture (Rueda & Chen, 2005) and not all language learners correspond to the broadly accepted motivational construct. Differing beliefs may be due to the learning sub-culture specific to particular areas of learning, or to the wider national culture of certain categories of learner.

Language-learning motivation in students who are majoring in areas of science and technology (and in the present case engineering) is a sensitive question when dealing with French learners. Typically, French language learners of this category are characterized as being extrinsically motivated and performance oriented (Brown, 2009) and, accordingly, tend to react better in teacher driven environments. Such environments, which tend to focus on form, contrast sharply with the more communicative based, authentic setting of the eTandem exchange where success depends very much on self-regulation and learner engagement rather than the efficient learning of grammar and vocabulary lessons. However, as we shall see, learner perceptions of learning outcomes differ from one environment to the other, with learners demonstrating attitudes towards the more autonomous environment that are less positive than many language teachers might expect.

References


Keywords

motivation, eTandem, learner attitudes and beliefs

Bio Data

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Distance Learning Courses and Motivation

Abstract

Within the framework of the initial training of the teachers, the teaching of French remains an important component. However, several students experience a tension between what the training recommends, their problems to conform to linguistic standards and their apprehensions in being able to teach written and oral French within their future professional environment. In this context, the motivation is a factor which plays a key role in the continuation of the level update course. Some practices seem necessary to sustain the motivation of those students (motivational attitudes from the tutor; online socialization; information sharing; synchronous meetings). In the context of an exploratory research, some different tools as well as our observations did help in collecting the discourse reasoning of these students during the initial training of the first university cycle. We did proceed to the analysis of the content of the students’ discourse reasoning gathered at the end of each course.

Short Paper

Introduction

Within the framework of the initial training of the teachers, several students experience a tension between what the training recommends, their problems to conform to linguistic standards and their apprehensions in being able to teach the writing, the reading and the oral French within their future professional environment. Some of them accumulate the setbacks during the training at the time of the assessments evaluating the mastering of the French language and risking the possibility or not of obtaining their diplomas. In last recourse, these future professionals can enroll in different courses of level updates amongst which one is offered online on the Moodle platform giving them the opportunity of filling the linguistic gaps with the help of chosen customized workshops and according to their needs. Indeed, since two years, this course was designed to establish a link between the recommended training (recommended program), the encountered difficulties (program perceived by the future teachers) and the disciplinary knowledge (program actually taught).

In this context, the motivation is a factor which plays a key role in the continuation of the level update course. Some practices seem necessary to sustain the motivation of those students (motivational attitudes from the tutor and encouragement; online socialization; information sharing; synchronous meetings). Different indicators exist to assess the motivation of the students in distance learning. These indicators are not always predicting success but they can give clues to distance learning trainers as for the approaches they can use with this clientele (Durand and Blais, 2006).

General research question: How can we favor the students’ motivation at the initial training stage of the masters when they are experiencing language difficulties which prevent them from obtaining their diploma?

General objective: Describe the elements which will support the students’ motivation at the initial training stage of the masters in order to improve the quality of their French within the setting of an online course.
Methodology
The indicators used to measure the motivation factor were varied. In addition, the motivation assessment questionnaires distributed at the end of each of the sessions, the students did have the opportunity to express themselves in the synchronous and asynchronous workshops offered within the setting of the distance learning. In order to gather the data, we did draw our inspiration from the tutorial intervention model. This model did regroup the different interventions done with the students in five categories: (1) access and motivation, (2) online socialization, (3) sharing of information and (4) acquisition of knowledge.

In fact, given the particular nature of the training within the setting of distance learning, it seemed appropriate to keep in mind a certain number of elements already mentioned within the setting of research pertaining to online training. We did take care of regrouping the students’ individual expectations as well as their particular needs given the fact that the final assessment is not the same for everybody (intrinsic and extrinsic factors). It was a matter of understanding simultaneously the personal factors linked to the external constraints which generate important sources of stresses for these learners. Given the whole set of variables, we did observe different research elements in more than 150 individuals enrolled in the course (n=150). We did analyze the results obtained in the different assessments, the expectations described on the written level, the presentation of these different individuals, the number of interventions on the platform and the kind of tutorial intervention during a period of more than two years.

Moreover, various time elements did influence the students’ behavior. As a result, the press coverage concerning this difficulty of succeeding a French exam in order to obtain your teaching diploma did make the headlines in the media numerous times. We did isolate these events in order to verify if the students did change their approach or if the degree of their motivation could be affected by it.

Conclusion
In conclusion, we will present to you briefly the elements which support the students’ motivation within the setting of an online training and whom have the obligation of being successful in this training, otherwise, they will not obtain the required diploma in order to teach.

Bio Data

Annabelle Caron. With a B.Sc. in law and political sciences in hand, my efforts always focused towards training and teaching skills. After a few years of teaching the French language at the high school level, it seemed to me that the initial training of teachers represents the quality cornerstone of the training which is offered in our school system. Being myself a student at a higher level of education and as a research assistant, I am interested by the phenomenon of the language insecurity as well as the different sources of motivation in the learning of languages for future teachers.

Godelieve Debeurme. For many years, I have had numerous concerns with the students’ language learning difficulties at all teaching levels i.e. from elementary through university grades. My research themes (subjects) rest mainly on the learning conditions, the educational achievement, the winning strategies in reading and writing. In order to bring my contribution to the improvement of the learning resources adapted to students experiencing difficulties, I did work on the implementation of technology tools destined to the learning of the French language; these tools can be found on the following websites www.clicfrancais.com or www.savie.qc.ca/campusvirtuel.
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The Effect of an Online Collaborative Language Learning Environment on Learners’ Motivation and Attitude

Abstract

The focus of this research study is an e-learning course that has been designed to provide learners with a non-threatening, supportive environment in which they are encouraged to collaborate with other students and with the lecturer on content-based online language-learning activities. The aim was to observe what affects individual students’ motivation and attitude toward learning English and how they changed as the course progressed.

Learners’ motivation improved and their attitude toward learning English became more positive as the course progressed, and the data suggest that this is linked to the learners sharing and commenting on each others’ assignments. Social feedback and comments, and social collaboration in particular had a great influence on learners’ motivation. This was reflected in entries in their journals and in the work they produced.

Short Paper

The course lasted a semester, 15 weeks, and the subjects were 47 Korean university students learning EFL at a university in Korea. The course was delivered using a Virtual Learning Environment (VLE), and consisted of 15 units to be completed at the rate of one a week. Each unit focused on a different topic and consisted of a reading passage followed by some writing activities including a weekly written assignment. The main feature of this assignment was that students were encouraged to post their work on the web so that others could comment on it.

As well as data gathered from their assignments, students were asked to keep a learning journal, and to complete a questionnaire at the end of the course. A record was also kept of their usage of different components of the course.

Some of the less confident learners had initial problems with sharing their assignments, as did those who were shy and embarrassed about what they felt was their low level of proficiency in English, but the majority of students used this feature of the learning environment. Technology as the medium in this course allowed them to collaborate according to their wishes, allowing the more proactive learners to post assignments early and benefit from others’ comments, and other learners to learn from others’ work. As the course progressed there was evidence from assignments posted on the web-site and in their journals of changes in their motivation and attitude. Evidence of increased confidence as the course progressed included posting their work early for comments rather than waiting until others had posted theirs, providing comments on others’ work in English rather than in their L1, and using a wider variety of technological features (e.g. using emoticons, using the recording feature) to meet their needs and match interests.

Keywords

motivation, attitude, collaborative learning, E-learning environment
Bio Data

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Web Discussion with Different Enhancements in a Foreign Language Learning Class

Abstract

This study aimed to investigate the effect of structured web discussion with different enhancement on EFL students’ expression and cognitive skills. A total of 27 college students participated in this study. All the participants were randomly assigned to three groups; they learned from the same instructional materials under the same instructor. Students in three groups received different treatments respectively during the eighteen-week study. The treatment employed in this experimental study was types of web discussion. The dependent variables were student’s expression skills and cognitive skills. All the discussion messages from all the participants were collected and analyzed. Expression skills were analyzed by sentence clarity (T-unit) and message length (word counts). Cognitive skills were analyzed using cognitive skills indicators. The results show that both affective enhancement and cognitive enhancement benefit student’s expression skills and cognitive skills.

Short Paper

This study was to investigate the effect of web discussion with different instructional enhancement on EFL students’ expression and cognitive skills. The research was designed to answer the following research questions.

1) To what extent do the types of web discussion affect students’ expression?
2) To what extent do the types of web discussion affect students’ cognitive skills application?

Methods

This study was conducted within an English class at a public university in Southern Taiwan. About 27 college students participated in this study. At the beginning of the semester, all the participants were randomly assigned to control group (CG), experimental group I (EGI), and experimental group II (EGII). All the participants learned from the same instructional materials under same instructor. For eighteen weeks of the research period, students were to participate in different structured web discussion board, web discussion board with no enhancement (Type X), web discussion with affective enhancement (Type Y), and web discussion with cognitive enhancement (Type Z) for the purpose of comparisons.

At beginning, students in all three groups experienced web discussion with no enhancement for two weeks in order to make sure that all three groups were at the same starting point. In Discussion 2 and Discussion 3, CG stayed in Type X discussion board while EGI experienced Type Y discussion and EGII students went through Type Z discussion.

Data Analysis and Results

All the discussion messages from all the participants were collected for the purpose of data analysis. The cognitive skills indicators by Henri were used as the framework to analyze the discussion messages for students’ cognitive skills. Student’s expression skills were analyzed by sentence clarity (T-unit) and message length (word counts). ANOVA was used to compare the difference among the three different groups. Two subject matter experts analyzed all the
discussion messages individually and then compared the results to ensure inter-rater reliability.

In discussion 1, there was no significant difference among the three groups (as shown in Table 1). In discussion 2, both Word Count and T-unit were significantly different among three groups. In discussion 3, the significant differences for both the Word Count and T-unit were also found (as shown in Table 2 & Table 3).

Table 1. The Mean Differences of Word Count and T-unit in Discussion 1 among the Groups.

<table>
<thead>
<tr>
<th>SV</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between-subjects</td>
<td>1293.852</td>
<td>2</td>
<td>646.926</td>
<td>.702</td>
<td>.505</td>
</tr>
<tr>
<td>Within-subjects</td>
<td>22108.667</td>
<td>24</td>
<td>921.194</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23402.519</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T-unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between-subjects</td>
<td>20.222</td>
<td>2</td>
<td>10.111</td>
<td>.832</td>
<td>.447</td>
</tr>
<tr>
<td>Within-subjects</td>
<td>291.778</td>
<td>24</td>
<td>12.157</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>312</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. The Mean Differences of Word Count and T-unit in Discussion 2 among the Groups.

<table>
<thead>
<tr>
<th>SV</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between-subjects</td>
<td>21095.407</td>
<td>2</td>
<td>10547.704</td>
<td>4.567*</td>
<td>.021</td>
</tr>
<tr>
<td>Within-subjects</td>
<td>55433.111</td>
<td>24</td>
<td>2309.713</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>76528.519</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T-unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between-subjects</td>
<td>570.889</td>
<td>2</td>
<td>285.444</td>
<td>7.188**</td>
<td>.004</td>
</tr>
<tr>
<td>Within-subjects</td>
<td>953.111</td>
<td>24</td>
<td>39.713</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1524.000</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05, ** p < .01

Table 3. The Mean Differences of Word Count and T-unit in Discussion 3 among the Groups.

<table>
<thead>
<tr>
<th>SV</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between-subjects</td>
<td>19334.000</td>
<td>2</td>
<td>9667.000</td>
<td>4.292*</td>
<td>.025</td>
</tr>
<tr>
<td>Within-subjects</td>
<td>54058.000</td>
<td>24</td>
<td>2252.417</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>73392.000</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T-unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between-subjects</td>
<td>343.407</td>
<td>2</td>
<td>171.704</td>
<td>4.829*</td>
<td>.017</td>
</tr>
<tr>
<td>Within-subjects</td>
<td>853.333</td>
<td>24</td>
<td>35.556</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1196.741</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05
The second research question is to examine to what extent the types of web discussion affect students’ cognitive skills application. The results show that students did not actively participate in the discussion when doing discussion 1. The scores slightly went up in discussion 2, and students got the highest overall score in discussion 3 for CG. For EG I and EG II, it was found that the students improved a lot in discussion 2 but regressed to some extent in discussion 3 (as shown in Table 4).

Table 4. Cognitive Skills in Three Discussions for All Three Groups

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group I</th>
<th>Experimental Group II</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>12 (24%)</td>
<td>20 (35.1%)</td>
<td>11 (21.2%)</td>
</tr>
<tr>
<td>D2</td>
<td>17 (34.7%)</td>
<td>39 (59.1%)</td>
<td>117 (89.3%)</td>
</tr>
<tr>
<td>D3</td>
<td>31 (47.7%)</td>
<td>34 (53.1%)</td>
<td>93 (83.8%)</td>
</tr>
</tbody>
</table>

The results reveal that students’ cognitive skills improved after web discussing no matter receiving enhancement or not. However, students made a bigger progress when receiving enhancement from the instructor. It is obvious that cognitive enhancement affect more than affective enhancement. It is also noticed that the effects of enhancement seem decreasing when employed the second time. Further study is needed for investigating the possible reasons and finding the solution.

Keywords

web discussion, language expression, cognitive skills, affective enhancement, cognitive enhancement

Bio Data

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The Effect of Personal Goals as Design Concepts on Motivation

Abstract

The usefulness of any technology can be defined as the extent to which it contributes to the creation of a powerful language learning environment. A methodological and conceptual design framework is needed for maximally realizing the goals of both learners and teachers. In case of problematic motivation, instructional designers and practitioners should first focus on personal goals, and only afterwards on pedagogical goals. While pedagogical goals are mostly detailed, well documented, and easy to find, personal goals are difficult to elicit, to identify and to formulate.

In this presentation, we will present our design framework which includes a specific goal elicitation technique. We will illustrate our findings by means of various project examples, and discuss to what extent these personal goals be considered hypothetical design concepts or psychological realities, on the basis of indications which can be situated somewhere between Self-Determination Theory (Vansteenkiste; Deci & Ryan) and the L2 SELF model (Dörnyei & Ushioda).

Short Paper

A language learning environment can be defined as an ecology, as a tool for realizing the goals of learners and teachers, or as an architecture of interacting actors. These actors (learners, teachers, parents, ...) interact synchronously or asynchronously, on distance or face-to-face, with each other or with content. A methodological and conceptual design framework is needed for guaranteeing the targeted effect of any learning environment, and for specifying the potential usefulness of any technology or pedagogical approach in this respect.

What we have formulated as one of our working hypotheses, based on research questions in our educational engineering approach, is that in cases of problematic motivation, too much direct focus or emphasis on pedagogical goals is counterproductive. We first have to create willingness or acceptance in the learner’s mind, gradually focusing on the effort-reward ratio (principle of commensurate effort). In other words, we first want to focus on factors which stimulate or hinder the learning process in the learner’s mind, before turning to what they have to acquire. Influenced by Cooper, we started calling these factors personal goals. While pedagogical goals are mostly detailed, well documented, and easy to find, personal goals are difficult to elicit, to identify and to formulate.

Personal goals seem to be non-conscious or unconscious volitions related to a specific learning situation. They are not linked to concrete actions, but mostly to states of mind or feelings. Personal goals are not related to life-in-general (like being happy, rich and healthy), but they mostly spring from attitudes toward the learning situation. Personal goals are certainly individual to a large extent, they differ within a group, but it has always been possible to group them or find some kind of common denominator. A few personal goals (such as the desire to be respected) seem to be universal.
More importantly, personal goals primarily serve as design concepts derived from an abstraction of hidden factors that stimulate or hinder a group – or subgroups, personas – in the learning process. They are assumptions about some aspects of the user which have appeared to be of decisive importance for the design process.

Personal goals are ‘real’ to the extent that they contribute to the efficiency and effectiveness of the design process in a first step, and – more indirectly – contribute to the result in terms of acceptance, learning effect, self-efficacy, interest and motivation in a second step. While the effects of the second step should be measured using qualitative and quantitative methods, or some triangulation, the results of the first step should be observable in the phenomenology of the design process.

In this presentation, we will first present Distributed Language Learning as a methodological and conceptual framework for designing language learning environments. We will explain the various steps in our technique for eliciting personal goals (adapted focus group technique), and explain why design best starts where personal and pedagogical goals conflict.

Finally, we will illustrate our findings by means of various project examples, and discuss to what extent these personal goals can be considered hypothetical design concepts or psychological realities, on the basis of indications which can be situated somewhere between Self-Determination Theory (Vansteenkiste; Deci & Ryan) and the L2 SELF model (Dörnyei & Ushioda).

Keywords

design, motivation, personal goals

Bio Data

Prof. dr. Jozef Colpaert teaches Instructional Design, CALL and Educational Technology at the University of Antwerp (Belgium), in the educational master and in teacher training. He is vice-chairman of the Institute for Education and Information Sciences, and director R&D of LINGUAPOLIS, the Institute for Language and Communication of the University of Antwerp. He is editor-in-chief of Computer Assisted Language Learning, an International Journal (Taylor and Francis), and organizes the biennial Antwerp CALL Research Conferences. He has been designing and developing language courseware and learning environments for 25 years, gradually turning this activity into a respected research activity. He is a strong advocate of educational engineering as research method.

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**Wedding Games with Instructional Design: an Impossible Match?**

Abstract

Since Malone advanced his theory of intrinsically motivating instruction against the backdrop of digital gaming (1981), some evidence has been put forth that serious games may increase intrinsic motivation for learning (de Freitas & Griffiths, 2007; Dickey, 2007). In this presentation, we will report on the LLINGO project, which aims to develop a prototype for language learning in immersive, game-based environments, by pitting instructional design against game design. From an instructional design perspective, we will tackle various aspects such as the need for a task-based approach, learner control and the role of learner perceptions. From the point of view of game design, we will discuss story and scripting, character development and game mechanics. Finally, we will discuss this design framework in light of the targeted users.

Short Paper

There is considerable agreement that motivation is a multidimensional construct and that the most optimal type of motivation for learning can be described as autonomous or volitional motivation (Vansteenkiste et al., 2009). This type of motivation consists of two subcomponents: intrinsic motivation and well-internalized extrinsic motivation. According to self-determination theory (SDT; Ryan & Deci, 2000), intrinsic motivation refers to "the enactment of the activity for its own sake (i.e., for excitement, enjoyment, and interest that is inherent to the learning itself)" (Vansteenkiste et al., 2009, p. 672). A high level of autonomous motivation leads to greater use of meta-cognitive strategies, more persistence, better cognitive processing (i.e., more deep-level learning) and higher learning outcomes (see Vansteenkiste et al., 2009, for an extensive summary of research). Although SDT has gained more importance in learning research, no connection has yet been made between this theory and research on serious games. A theory that does make this connection was proposed by Malone (1981), who distinguishes three aspects that render games intrinsically motivating: challenge, fantasy and curiosity. Though Malone’s theory was published in the infancy of educational games research, many of its claims and hypotheses still call for falsification. In what follows, we will revisit each of these concepts in some detail, look at the state of affairs of related research in instructional design (ID) and second language acquisition (SLA), and, where available, point at some empirical evidence in CALL research on digital games. Malone considers an environment challenging when it provides “goals whose attainment is uncertain” (1981, p. 356). It is crucial that these goals are personally meaningful and that they are accompanied by performance feedback. Secondly, a measure of uncertainty (such as variable difficulty levels, hidden information or randomness) is required, so that goals are not too easy or too difficult to complete.

First, goals in task-based approaches to language teaching are meaningful in Malone’s definition: the language being taught is a means to achieving some communicative goal, rather than the goal proper (Ellis, 2003). Several studies in game-based language learning environments, following the involvement load hypothesis (Hulstijn & Laufer, 2001), suggest
that when vocabulary is acquired incidentally, as a side-effect of meaningful play, retention is higher (Cheung & Harrison, 1992; Ranalli, 2008; Neville et al, 2009).

Secondly, the state of goals must be made clear by performance feedback. Research suggests that positive performance feedback enhances intrinsic motivation, whereas negative performance feedback diminishes it, and that these effects are mediated by perceived competence and sense of autonomy (Ryan & Deci, 2000). Lessons might be learned by game design, which states that “failure states” must be well designed, and should be fun as well as informative. It has been suggested that communicative feedback on linguistic errors, such as recasts, might be a good example of failure state design (Purushotma, Thorne & Wheatley, 2008).

The second cornerstone of Malone’s theory of intrinsically motivating instruction is fantasy, which is thought to have both emotional and cognitive benefits. Fantasies, especially intrinsic ones, are hypothesized to have cognitive advantages because they help a learner apply old knowledge to new domains. Also, by providing an imaginary context, fantasy increases motivation (Allessi & Trollip, 2001) and enthusiasm.

There are various problems with Malone’s view on fantasy, both practical and conceptual. Some cognitive theories contradict the advantages of fantasy, as too much fantasy may hamper construction and elaboration of cognitive schemata (Paas & van Merriënboer, 1994) and as such reduce transfer from the instructional environment in the game to real-world application. From an instructional design perspective, too much fantasy may interfere with the notion of authentic tasks (van Merriënboer & Kirschner, 2007).

Curiosity, the final element of Malone’s theory, has sensory and cognitive aspects. Cognitive curiosity might be established by presenting “just enough information to make [learners’] existing knowledge seem incomplete, inconsistent, or unparsimonious. The learners are then motivated to learn more, in order to make their cognitive structures better-formed” (1981, p. 363). This is closely related to the notion of ‘constructive friction’ (Vermunt & Verloop, 1991). Constructive friction represents a challenge for learners to increase their skill in a learning or thinking strategy or to try and explore new ways of learning and thinking. To be able to explore new ways of learning, learners must be able to exert some control and have a certain degree of autonomy. In game design, one of the basic principles is to give the player some amount of choice, even if it is illusory. However, recent research suggests that language learners are more likely to complete tasks in a straightforward and efficient, rather than exploratory manner (Sykes, 2009; Neville et al, 2009).

Sensory curiosity, finally, ties in with learners’ perceptions of gaming environments. Only recently, media research has started to focus on game player’s perceptions, and more specifically, on the perceptions of game realism. Elements that contribute to perceptions of realism include, for example, the first-person perspective. Games that start from this perspective (e.g., first-person shooter games) increase a player’s feeling of being a part of the narration that unfolds (Malliet, 2007). There is also considerable agreement on the relation between realism and involvement, although no empirical research is available that focuses on the relationship between these two notions. A number of researchers have suggested that it is the degree of observed realism or the perception of realism that causes higher degrees of personal involvement and hence a stronger overall effect. However, this research was only done in research on television as a medium and not on games as such (Busselle, 2001; Potter, 1986). In a language learning environment, Bumgarner (2008) investigated the effect of visual representation on linguistic production and task success rate, and found that 3D multi-user virtual environments are more likely to lead to more communicative output than text-based equivalents. Insofar as a higher amount of output is an indicator of higher intrinsic motivation, this finding indicates that 3D graphical environments may increase intrinsic motivation.
References


Keywords

digital games, motivation, instructional design
Bio Data

**Frederik Cornillie** is a Ph.D. researcher in the interdisciplinary research group iTec, K.U.Leuven University campus Kortrijk. He received an M.A. in Germanic Languages and Literature (reading English and German) at K.U.Leuven (2004), followed by a post-initial master in Literary Theory combined with a research stay at the University of Toronto (2005), and a teacher certificate degree, also from K.U.Leuven (2006). He taught foreign languages in secondary education, and worked at the University of Antwerp as a project and research collaborator in the field of CALL. His main expertise is the design of e-learning environments for language learning. His current research focuses on the use of digital games for language learning.

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Abstract

Over the last years, there has been a growth in the number of non-Spanish immigrant speakers in Spain. Most of them aim to be employed, so the first step towards their professional integration should be based on learning the appropriate work-related language and cultural and the technological skills required. However, a great amount of potential workers are not motivated to learn a second language or the use of the ICTs, since it is uncommon to find courses that target individual needs. For this reason, we present a multimedia level A1 and A2 language training program designed to teach Spanish for specific and occupational purposes to immigrant students, following the policies of the Common European Framework of Reference for Languages. Offering these courses, we aim to motivate students in two ways, to ease the learning process overcoming latent learning difficulties, different backgrounds and levels of alphabetization. At the same time, make learners familiar with ICTs to later successfully develop these technological skills at a professional level.

Short Paper

Focus: Formative Needs in Foreign Language for Immigrants

No other European country has experienced such a rapid rise in its number of immigrants like Spain. Actually, according to statistics, immigrants increased from 1% of the Spanish population in 1995 to 10% by 2008 – the largest increase in any Western European country over this period. Migration to Spain came for several different countries in Latin America (mainly from Ecuador and Colombia). However, among this incoming population there has been a strong growth in the number of non-Spanish immigrant speakers mainly from Eastern Europe (Romania, Bulgaria, and Poland) and North Africa (mainly from Morocco).

Departing from the assumption that most non-Spanish speaking newly arrived would aim to be included in the Labor Force, be employed, and belong to the community, the first step towards their professional and personal integration should be based on learning the appropriate work-related language and cultural and the technological skills required. In other words, formative necessities in foreign language competency in selected working collectives are needed to meet the requirements of prospective employers, not only to integrate immigrants into the European society but also help combat high immigrant unemployment rates. However, a great amount of potential workers are not enough motivated neither to learn the basics of a second language nor the use of the ICTs required to be employed, since it is uncommon to find courses that target individual needs, specific learning rhythms, occupational topics and distance education. In terms of curricular shifts, more and more language courses are addressed to visiting students arriving from First world countries, but only a few are designed to cover the needs of immigration.

Design of A1 /A2 Multimedia Blended Courses for immigrants

With the aim of making this course different from traditional and abundant Spanish programs for foreign college students and taking into account that professional skills cannot be separated
from linguistic and cultural premises, we present a multimedia innovative level A1\(^1\) and A2\(^2\) specific language training program for immigrants, which units and lessons are conducted by three main characters Irena, Hammed y Knut:

The course is based on real needs provided by institutions like CEAR\(^3\), Red Cross, governmental public policy services etc. Departing from those requests, it has been designed to teach Spanish for specific and occupational purposes to students addressing themes such as grammar, specific work-related language functions and structures, culture and cultural differences, stereotypes, and politics all within the target language.\(^4\) These specific blended (virtual and face-to-face learning) multimedia courses cover geographical and schedule limitations of conventional courses. They can even be used upon arrival to Spain, fact that will allow to successfully teaching a great amount of incoming people. Our courses are developed by an authoring tool (FMI) and distributed on a CD format. Such authoring tool offers a variety of possibilities to add contents to the courses (text, image, video, audio and self-correcting exercises). On the other, hand our courses are available online on Moodle Platform. Table 1 shows a classification of Moodle modules together with applications and tools within these general categories

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\(^1\) Level A1 consists on the following premises: Student can understand and use familiar everyday expressions and very basic sentences to respond to very specific needs; Can introduce him/herself to others, ask and respond to questions regarding personal information such as where he/she lives, the people he/she knows and the things h/she owns; Can interact in simple circumstances when the interlocutor speaks slowly, clearly and can assist him/her in the communicative act.

\(^2\) A2: Student can understand commonly used and very basic phrases and expressions (e.g. basic familiar personal data, shopping, geographical environment, job-related language). 1. Can communicate regarding simple routine tasks requiring the exchange of simple and direct information on familiar topics and daily routines. 2. Can describe features of his/her surroundings and topics related to his/her general interest.

\(^3\) CEAR stands for Comisión Española de Ayuda al Refugiado.

Classification of Moodle Modules | Applications and Tools
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Organizational Moodle | Themes, formats, labels, tabs, etc.
 | Block Course Menu
 | Tag Icons
Supporting Moodle | Spelling corrector and Dictionary
Language tutoring Moodle | Hotpotatoes
 | Flashcards
 | Games
 | JClc
 | Presentation, Slideshow
 | Adventure
 | Delivery
 | Videoup
Evaluating Moodle | Webquest
 | Nanogong
Collaborative language Moodle | Chats, forums, wikis, blogs, etc.
 | Covcell Tools
 | Wimba Module
 | Skype Module
 | Sloodle

Table 1

A sample exercise from the module “Language tutoring Moodle”. A crossword created with Hotpotatoes:

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Conclusions
This multimedia level A1 and A2 language training program is specifically tailored to inspire and motive students by overcoming the potential learning difficulties of a variety of learners.
with different backgrounds and levels of alphabetization. Bearing in mind the fact that the courses are based on technology, we aim to make the reluctant learner familiar with ICTs, convince them of their interest and later make them successfully develop those capabilities at a professional level. And as a result, cover formative needs in foreign language for selected working collectives with the prime factor of getting computer literacy. In general terms, it can help to motivate this fragment of population and make them get adapted personally and professionally to their new society.

References


Keywords

multimedia, motivation, immigrant learners

Bio Data

GExCALL is the University of Extremadura Research Group for Computer-Assisted Language Learning. This interdisciplinary group includes areas and scholars within the Humanities (Language and Literatures), Design and Art, Mathematics, and Computer Sciences.

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Motivational and Strategic Pre-tasks in a Foreign Language Class

Abstract

The study investigated the effects of a motivational and a strategic pre-tasks on oral task production by intermediate college learners of French (n=165). The motivation and strategic groups engaged in an information-gap discussion task in French following brief motivationally and strategically oriented pre-tasks, with no pre-task in the control group. All groups completed a post-task motivation survey grounded in the Self-Determination Theory. While the statistical analysis of the learners’ accuracy, fluency or complexity did not reveal any significant differences, the motivation group participants reported significantly higher interest in the task, higher perception of its value, and higher perception of their own autonomy, which indicates a positive effect of the motivation pre-task. Possible reasons contributing to the findings are discussed.

Short Paper

The study was conducted to investigate the effects of a motivational and a strategic pre-tasks on oral task production by intermediate (second year) and low advanced (third year) college learners of French (n=165) at a large public university in the United States. The study was grounded in the task-based framework of research investigating the relationship between various properties of foreign language communicative tasks and the aspects of language learners’ speech.

Following the motivation, strategic or zero pre-task, all groups were asked to engage in a communicative task identical for all. The motivation and strategic pre-tasks were both conducted in the participants’ mother tongue (English). The motivation pre-task addressed such aspects of motivation as interest, competence, effort, choice, and value. The strategic pre-task focused on providing the participants with linguistic and strategic tools to complete the task. The dependent measure was the nature of language production during the task, operationalized in terms of measures of accuracy (percentage of error-free clauses), complexity (proportion of subordinate clauses) and four measures of fluency (number of pauses per 100 words, length of pauses per 100 words, speech rate, pruned speech rate). The post-experimental motivation survey was administered in all groups after the communicative task in order to investigate the participants’ perception of task motivation, and in particular to examine whether the motivation pre-task produced an effect on the participants’ motivation as compared to the strategic and control treatments. The motivation survey was based on the Post-Experimental Intrinsic Motivation Inventory (Ryan & Deci, n.d.), a scale developed within the framework of the Self-Determination Theory of motivation (Ryan & Deci, 2002). The survey targeted the same aspects of motivation as addressed during the motivation pre-task: interest/enjoyment, perceived competence, perceived choice, value/usefulness, and effort.

The results of the study showed that the third year participants outperformed the second year participants on all three dependent variables: accuracy, fluency, and complexity. However, contrary to the expectation, the motivation, strategic and control groups within each year did not show any differences in terms of the accuracy, fluency, and complexity aspects of their speech during task discussion. This can be explained by the presence of several factors,
common to all three experimental conditions: the information-gap problem-solving task, the novelty of the experimental activities in which the participants engaged during their regular class time, and the 1.5 minutes the participants were given to familiarize themselves with the task instructions. Such common factors could have produced a leveling effect on the speech of the participants in each condition. In addition, the teacher-led experimental interventions in the motivation and strategic groups, designed to resemble authentic class activities, are also known to be prone to variation (Dörnyei, 2007; Foster & Skehan, 1999).

With regard to the post-experimental motivation survey, the motivation group participants in both years tended to report higher motivation in relation to the experimental task, which indicated that the pre-task did positively affect the participants’ motivation in relation to the task. Interest and value subcategories of the motivation survey were particularly sensitive to differences between the groups. The second year and third year survey results revealed different patterns of relationships with regards to the motivation survey scores. In the second year, the motivation group reported higher interest in the task, higher perception of choice when engaged in the task, and higher perception of task value, in addition to the higher overall motivation in relation to the experimental task, when compared to the strategic group. The second year motivation group also perceived the task as more valuable than did the control group. In the third year the motivation group reported higher interest in the task and higher perception of task value, in addition to the higher overall motivation with regards to the experimental task, when compared to the control group. The third year strategic group also perceived the task as more interesting than did the control group.

It is suggested that strategies for motivating students and providing cognitive support for the task may need to be coupled with focus on the task content and/or form, addressed in the target language. This supposition is based on the tendency in the strategic groups to produce higher complexity scores as compared to the motivation and the control groups, failing to reach significance by a very slight margin at the higher proficiency third year level between the strategic and motivation groups. The strategic groups were different from the motivation and control groups in that the focus on the content of the task was addressed in this group, although not in the target language but in the participants’ first language.

The results of the present study suggest a number of implications for language teaching practice. A motivational intervention designed to present a group discussion task as an interesting activity beneficial for the students’ goals of improving their target language speaking skills is a useful strategy to employ in a language class. Such motivational strategy increases the students’ perception of the task interest and value, although most likely it needs to be coupled with a target language activity in which the students focus on the language aspects required by the task or plan for the content of their performance in the target language. There is evidence that presenting the task as interesting and valuable provides a stronger motivational support to the beginning and intermediate students whose choice to enroll in a French language course is based partially on the institutional requirement for the foreign language study, as compared to the intermediate and advanced students who choose to continue to learn French beyond the language requirement for their own personal and professional reasons.

References


Keywords
French as a foreign language, task-based instruction, pre-tasks, motivation

Bio Data

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Let’s Talk Together: Developing Communicative Competence through Avatar Interaction in Virtual Worlds

Abstract

The appearance of the Web 2.0 originated a huge amount of information exchange, transforming the user into an active contributor and developer of his/her knowledge acquisition process. Becoming communication a leading aspect in teaching, Web 2.0 tools make real life interaction possible, enhance the acquisition of constructivist skills and develop computer-mediated communication.

In this context, our aim is to present a study carried out with English for Occupational Purposes students (Tourism & Hospitality studies) who attended an online course run through the management platform Moodle and where final communicative tasks were developed in the Second Life (SL) virtual world. In light of the aforementioned premises, the convenience of using virtual worlds for second language learning and professional training is measured by an in-depth analysis undertaken to gain insights on the motivation and effectiveness portrayed in the completion of real-life interaction to develop the linguistic and professional competences needed in their future workplace.

Short Paper

Background

With the growing adoption of information technology, how to develop students’ L2 communicative competence in distance environments remains a big challenge. In this sense, virtual worlds are rapidly becoming part of the educational technology, being Second Life (SL) one of the best known of these environments. Although the potential of SL has recently been noted for the development of communicative competences and professional training (Edwards et al, 2008; 2009; Zheng et al, 2005), a limited number of formal applications of SL and minimal evaluation of educational outcomes appears to be unreported. Our aim is to present a research about the convenience of using virtual worlds for second language learning and professional training in the field of English for Occupational Purposes students (Tourism and Hospitality studies). The study is measured by an in-depth analysis undertaken to gain insights on the motivation and effectiveness portrayed in the completion of real-life interaction to develop the linguistic and professional competences needed in their future workplace.

Web 2.0 and Second Life: Communicative tasks and professional training

The arrival of the web 2.0 has largely enabled students to choose their own resources, manage their learning, collaborate with co-learners, communicate and socialize through blogs, wikis, podcasting, chats, learning and knowledge communities, and learning management systems (LMS). They also allow users to interact, modify or create more dynamic and enriched information by means of the integration of social networks (nodes where users interact and share knowledge) as well as encourage initiatives in collaborative web projects.

In this sense, the process for diving into participation in a virtual world is based on the application of role-plays, a well-known learning technique in which students assume a given
situation, acting it out and simulating reality and fantasy from a holistic perspective (Au, 2008, p. 79). For the purposes of second language learning, the application of role-play can carry avatar-residents towards horizons capable of heightening student motivation levels through intensive, all-encompassing simulation exercises.

Method
We designed and delivered a pilot undergraduate English for Tourism and Hospitality education program in the virtual world, Second Life. Our objectives were two: (1) to gain insights on the motivation portrayed in the completion of real-life interaction, and (2) to promote effectiveness in developing the linguistic and professional competences needed in their future workplace. We trained 40 students, but only 34 responded to the questionnaire, due mainly to availability and technological limitations. The course duration was 3 months, from February to May 2010.

The course was divided into 5 units, all related to the Tourism sector, and each unit dealt with practical aspects students would have to face when enrolling in the trainee period (at hotels, travel agencies, etc.). Because the time was short, and some students couldn’t access SL, we only developed 2 role-play activities: in the first activity students had to pretend they were hotel receptionists and they had to deal with a client’s reservation, by providing information and helping the guest through all the reservation process; in the second activity students had to imagine they worked at a specific hotel and they had to show it to the guests, also describing its main facilities and rooms. Interaction was made through oral and written chat.

At the end of the experiment, participants completed a survey to measure attitudes toward the virtual learning environment.

Results
When asked about their previous experience in SL, 91% of the students answered “no”; 3% declared that they had already had “a little” experience, and; 6% admitted they had “some” experience.

In the question regarding the degree of difficulty of logging in and enroll in activities in SL (For me to feel integrated, become involved and participate in SL activities is...) 74% of the students answered that it was “a little difficult”, 15% of the students admitted that it was “somewhat easy”, and 12% of the students declared that it was “very easy”.

Regarding motivation by developing learning with SL (My personal attitude towards learning English through computer support has increased with SL) 26% of the students responded “no”, 32% admitted that they were “a little” motivated, 26% declared that they experienced “some” motivation, and 15% answered that they felt “a lot” of motivation. These results can be appreciated in Figure 1.

![Figure 1](image-url)
The question regarding SL contribution to the students’ learning experience (SL has contributed to my learning experience...) had the following results: 24% of the students answered they experienced “no” contribution of SL in their learning experience, whereas 35% admitted it had “a little” influence, 38% declared it had “some” influence, and 3% said it had “a lot” of influence (Figure 2).

When asked whether they felt more confident about their role in a future job after having attended the course (I feel more confident about my role in a future job), 24% of the students answered “no”, 29% answered “a little”, 32% admitted that they felt “some” confidence when developing tasks at the workplace, and 15% declared that they will feel “a lot” of confidence after finishing this course (Figure 3).

Finally, when asked if they would like to repeat this way of learning through computer support and SL (I would like to repeat this way of learning), 62% of the students answered “yes” against 38% of negative answers (“no”), data which suggest that students feel motivated and enjoy this kind of learning and activities.

Conclusions
The results of this pilot study suggest that virtual worlds offer the potential of a new education pedagogy to enhance learning outcomes beyond those provided by more traditional online or face-to-face professional development activities.

References

**Keywords**

communicative tasks, constructivism, collaboration, Web 2.0, virtual worlds, EOP

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Diverse Connections: Online Chatting Across the Seas

Abstract

We examined online chat by looking at four factors that contribute to task-based motivation: willingness to communicate (WTC), task attractiveness, task innovativeness and need. In a pre-arranged online chat session linking universities in Taiwan and Japan, Taiwanese students who were non-English majors chatted with Japanese students (most of whom were English majors) in small groups to resolve a task. Questionnaire results suggest that tasks linking different cultures tend to be highly motivating. Students were motivated because 1) the chat task was innovative—providing an opportunity for two culturally distinct EFL groups to communicate in English; 2) the students found the task attractive—the chat experience was pleasing; 3) the task facilitated students’ WTC—increasing their confidence, and 4) the students felt a strong integrative need to communicate in the target language. The implication is that online chat tasks can be highly motivating especially when used to globally connect language learners.

Short Paper

Online chat has been shown to be highly motivating to students when used to facilitate classroom discussions (Meunier, 1998; Freiermuth & Jarrell, 2005). In this study, we look at the motivational effect of an online chat activity that was designed for two distinct groups of EFL students—a group of Taiwanese university Marine Sciences students and a group of female Japanese university International Communication students enrolled in Tourism English. Results from a posttest questionnaire provided the data necessary to determine participants’ motivation during the task.

Because the Taiwanese students in this study were non-English majors, they are in (potentially) an English for specific purposes (ESP) environment. In ESL settings, students who are studying ESP generally have a specific career goal in mind or in some cases are already working at a job, making the ESP courses and learning materials supplemental to or supportive of their professional activities. Such students are likely to be more cognizant of their needs, and because they can often identify those needs specifically and clearly, they tend to have at the very least a high level of instrumental motivation. That is, language learning is viewed as a tool to achieve an end (Gardner & Lambert, 1972; Dörnyei, 2001). In EFL settings, the situation in many cases is dramatically different. EFL students who are given ESP instruction are often studying a specific major in a university. This presents a myriad of different problems that can negatively affect motivation (Freiermuth, 2006).

We became interested in the possibility that an intercultural online chat task with the potential to facilitate students’ instrumental needs might prove to be quite motivating to the two groups of students. We were also interested in whether or not the task could bridge differences related to native-language, culture and interest (English majors versus non-English majors). Specifically, we looked at the following four factors to see if the task would be motivating: task innovativeness, task attractiveness, willingness to communicate and need (see Freiermuth & Huang, under review).
A task prompt was designed, which asked to students to jointly develop the land and sea of newly discovered tropical island. It was felt that such a prompt would accommodate both groups of students—those studying marine sciences as a major and those studying English for tourism as an elective class. At a pre-arranged time, the students from Taiwan chatted for about one hour with the students from Japan in small groups (3-5 students). The students were then given a posttest questionnaire. The chat data and the answers from the questionnaire provided robust qualitative data regarding the four factors.

Baseline English proficiency assessments made by the students revealed that the Japanese students considered themselves more proficient in all categories except reading (a particularly passive receptive skill). This is not surprising in light of the fact that the Taiwanese students were not English majors.

Japanese students also indicated that they liked English very much, which is also not particularly surprising considering that the English tourism class was an elective and many of the students were English majors. The Taiwanese students also indicated that they liked English but at a slightly lower level when compared to the Japanese participants.

Overall, the students found the task motivating. Using the four factors as a guideline, students provided information indicating that the task was innovative; using online chat was a new language learning experience for students, and it gave them a rare opportunity to communicate in English with a group of ‘foreign’ students. The task was attractive; many of the students mentioned that they would like to have additional chat sessions with their overseas partners. In addition, they found the task valuable either for grammar (in the case of the Taiwanese students) or culturally (for both groups). Students also indicated their willingness to communicate; students mentioned that they enjoyed the chatting immensely; they also mentioned that they could relax and enjoy a conversation in English with their partners. Although many of students alluded to the fact that they were nervous at the start, students mentioned that they gained confidence once the actual chat session got rolling. Finally, students felt a need to chat online in English. Despite the fact that Taiwanese students must learn English only as a sideline to their majors, they did not demonstrate any instrumental need for chatting online; rather, they felt a need to commune in the TL language because that was the only way in which they could communicate with their Japanese partners. In other words, both groups were driven by integrative motivation—they needed to use English to begin developing an online relationship with their overseas partners. In addition, despite the fact that the task activity was developed so as to allow the marine sciences students (the Taiwanese group) a chance to talk about issues related to marine sciences in English, such issues were really never raised as a part of the discussion and never mentioned as being important to the Taiwanese students. Surprisingly, a number of Japanese students reflected on the value of talking about tourism in English—bringing to life the tourism course and, essentially, providing the evidence that at least part of their motivation stemmed from an instrumental need to communicate in the TL. A number of students also mentioned that the activity gave them a chance to use real English; if students truly did want to communicate, they needed to use English to do so.

To sum up then, students were motivated by the online chat activity. By reflecting upon students’ comments regarding the task’s innovativeness and attractiveness, as well as noting the students’ willingness and need to communicate in the TL, we suggest that students were motivated by all four factors. What this means for language teachers is that when tasks are well-designed (considering the online interactive environment), online chat can draw students, who are different on any number of cultural levels, much closer together as they ‘really’ communicate with one another in the TL, and this has great potential to motivate students.
Keywords

online chat, motivation, willingness to communicate, task innovativeness, task attractiveness, need, English for specific purposes, EFL, ESL

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Abstract

Since Malone advanced his theory of intrinsically motivating instruction against the backdrop of digital gaming (1981), some evidence has been put forth that serious games may increase intrinsic motivation for learning (de Freitas & Griffiths, 2007; Dickey, 2007). In this presentation, we will report on the LLINGO project, which aims to develop a prototype for language learning in immersive, game-based environments, by pitting instructional design against game design. From an instructional design perspective, we will tackle various aspects such as the need for a task-based approach, learner control and the role of learner perceptions. From the point of view of game design, we will discuss story and scripting, character development and game mechanics. Finally, we will discuss this design framework in light of the targeted users.

Short Paper

Introduction

One of the fundamental aspects of language testing is its effect in teaching. Currently, the Spanish Government is researching the possible implications of implementing an Internet based language test for the national University Entrance Examination (PAULEX project HUM2007-66479-C02-01/FILO). There are a number of issues that have concerned the project researchers in relation to what kind of tasks would be considered to show more significant differences from pen-and-paper and computer based tests. Soon in the research, the team found that their main concern should be the writing and speaking tasks. Although extensive study in relation to oral tasks has been done by testing companies such as the Educational Testing Service (TOEFL) and NCS Person e-Measurement Services (Pearson PTE), for the Spanish researchers the main concern was posed on the written tasks. This was so for two main reasons: (1) the oral tasks have not implemented in the University Entrance Examination yet (scheduled for 2012), and (2) extensive trialing is necessary and give the current funds, it may take two years to test a minimal sample to take decisions. In relation to the writing processes, the research team first addressed issues such as web design (García Laborda, 2009); ergonomics (García Laborda et al., 2010); scoring and benchmarking processes or experimental design. After doing all this previous work, in November 2009, 260 students took a computer based version of the University Entrance Examination in Valencia (Spain).

After completion of the test, the research team proceeded to two main assessments: a holistic one and an error analysis. Both analyses indicated a number of issues:
1) The holistic assessment indicated that the results of both the group and the individuals was not very different from the results obtained by the candidates who took the same test only a few before;
2) Students were happy about the testing platform and felt that it was a reliable way to measure their language proficiency;
3) Errors due to computer use and typos were a small percentage of the total number of errors and the average word count was also similar to the control test (the one that was used)

**Computer processes: Observation results**
Observation has hardly ever considered as a reliable method of research (at the most a quasi-experimental method). However, in this case, it was considered in order to observe the students’ reactions to the test. Two 1 hour sessions were recorded. However, due to the Spanish rights of privacy, little material can be used actually. The writing speed and their body language expressions were also annotated (García Laborda & Gimeno Sanz, 2010). According to the observations, the team obtained three main conclusions:
1) Students showed no sign of additional difficulty. In general, with a few exceptions, students did not require much support to work. Most assistance, in fact, was provided to support the students with the software deficiencies (mostly due to connectivity);
2) Students worked regularly and typed at an adequate speed to fulfill the main written task in the time given;
3) Their keyboard use was adequate, at least, for the tasks they were assigned.

**Educational changes associated to the trialing stage**
By this experimentation, the research team obtained evidence to support the implementation of the Computer based University Entrance examination with a few premises:
1) It is necessary to motivate both teachers and students to accept, understand and integrate the change. García Laborda (2010) verified that although teachers may be reluctant to change at the beginning, they may also be willing to take the necessary training that may help them to understand and accept their attitudes’ change.
2) Effective and simple applications are necessary to motivate students. The team believes that simplicity in interface and flow design may have a significant effect in students accepting the application. If writing was considered to be the most troublesome aspect in the change, as it was observed, when students feel at ease they may be prone to perform, at least, as well in a computer environment as they would in a different context (pen and paper). According to Weir (2005), delivery context may be a crucial factor in determining the validity of a language test.
3) Motivation should also be an important aspect to consider for the change. Since foreign language teachers in Spain tend to be reluctant to integrate computers in writing (although they may be more willing to use it with multiple choice exercises or reading activities), it is important to facilitate meaningful training.

Overall, the results obtained in the experimental stage of the project may motivate dramatic educational changes. Therefore, as observed the teachers’ and students’ reconceptualization may be supported by three main pillars: knowledge of the software, acquisition of working strategies (both for teaching and learning), and security that the results will be reliable and, at least, as good in the new delivery context.

Even more important could be these results in light of their institutional effects and the effects in the regular teaching (washback). Since students can adapt easily to the new delivery context, it could be plausible believing that with some economical effort computer testing can benefit economically the educational boards around Spain on the medium term.

**Conclusions**
If students are able to adapt themselves to the written section of computer assisted language tests without previous training, there is little doubt that they could adapt to the rest of the test. There is also little debate on whether computers can be used to improve the assessment
process while reducing the costs related to testing. This facility should motivate the incorporation of computer based testing platforms for the University Entrance examination.

The researchers would like to express their gratitude to the Ministry of Education of Spain for supporting the development and implementation of the testing platform hereby mentioned under the PAER project (HUM2007-66479-C02-01/FILO).

References


Keywords

testing, writing, motivation, volition

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Abstract

This paper investigates whether students would be willing to accept the use of a new testing platform that includes oral tasks similar to the Computer Based University Entrance Examination (P.A.U.) in Spain (PAULEX project HUM2007-66479-C02-01/FILO funded by the Spanish Ministry of Education). So far in the Spanish history of education, never a foreign language high stakes task has been included in any of the versions of the P.A.U. 183 students took the oral task of the P.A.U., which consisted in speaking freely for two minutes as a response to an audiovisual prompt. Students not only responded adequately to the question but also stated that they were more motivated to speak in front of a computer than in a human-to-human interaction. Possible explanations are also provided in the paper.

Short Paper

Introduction

In the last few years, the Spanish Government has been researching the possibility to implement an Internet-based language test for the national University Entrance Examination (PAULEX project HUM2007-66479-C02-01/FILO). Studies in the project have researched a number of issues: interface design, teacher training, scoring standards, platform architecture, student and teacher profiles, and others. At their age for the University Entrance Examination, students have had the opportunity to interact with computers, but technology is rather distant from some of the classes, especially in the human and social sciences (González, 2009; Jaen & Basanta, 2010). Thus, although students can manipulate information devices and computers, teachers may be reluctant to include activities with computers, and thus, students may lack the necessary skills to work with in the foreign language classroom without meaning incompetence in such task.

For the researchers in the project, it was self-evident that one significant part of the current research was to find whether students would be motivated to use computers in language testing despite their lack of experience. Lack of experience has been seen as a major reason of rejection to new educational experiences. On the other hand, more skilled students may be more prone to accept educational innovation. As a consequence, the research looked especially to weaker students in language and computer skills in their motivation and acceptance towards the Internet-based test. The paper also focused on the oral component for two main reasons: first, the oral component is intended to be introduced in the Spanish University Entrance Examination in 2012 and, therefore, students are relatively unfamiliar with an oral test itself; and, second, students have rarely been exposed to computer programs for speaking development.

The experiment

In order to achieve these goals, the researchers tested the students first and then, analyzed their attitudes towards the test, the platform, the task presentation and the overall motivation to use the same task type as in their university entrance examination.
Participants
Participants in the research were 183 high school students in the second year of Baccalaureate (their graduation year in Spain) from six different schools in the city of Valencia (Spain). Male students were 52.5% while female students were 47.5%. The mean age was 17.3 years old.

Experimental process and method
In order to measure their attitudes, the students took the oral tests though the computer platform (figure 1) and then responded to a 17 Likert items questionnaire. Items run from 1 to 4 in order to avoid central values. The questionnaire analyzed their use of ICT, their use of the internet, their satisfaction with the testing platform, their familiarity and intuition in the platform and task management and the platform’s testing capability and expected benefits in their learning.

Figure 1. Interface of the PAUER testing platform (García Laborda, 2009).

Results
The main interest of this paper was to explore some key factors in motivation in computer and Internet based language testing for the University Entrance Examination. The researchers considered that these factors ultimately shape the acceptance or rejection of the new testing system. The questionnaire first approached their expertise and interest in the use of ICT and the Internet and then their acceptance of the platform that included new skills (such as the speaking task). Additionally, these students had never taken a computer based language test although some of them may be currently using some software for autonomous learning included in many of the Spanish textbooks.

1) ICT use: None of the students considered itself as an expert in the use of computers. Almost all of them ranked high as Internet, and social web users (especially in both synchronic and asynchronic tools) but not so much as web processor users especially those related with free software.

2) The Internet use: Most of them mentioned that they use the Internet frequently especially to communicate with their classmates in out of school time and for their own leisure while the use of the Internet for school or education was rather limited.
3) Utility of the testing platform: The students considered that a computer based University Entrance Examination would be very useful and might address (diagnose) their language skills.

4) Learning ability and intuitive use: Students considered that they could learn to use it intuitively and immediately. Students found uncomplicated to use the platform.

To conclude, the last question intended to gather their overall satisfaction. In this sense students were rather happy with the application. As diagram 1 shows students considered that the application was good. Students would also recommend its use to other students and, very significant, the application fulfilled the students’ expectations towards what an Internet based test should be.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Average</th>
<th>Typical deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think this is a good application</td>
<td>183</td>
<td>1</td>
<td>4</td>
<td>3,15</td>
<td>,553</td>
</tr>
<tr>
<td>Its operativeness is useful</td>
<td>183</td>
<td>1</td>
<td>4</td>
<td>3,10</td>
<td>,579</td>
</tr>
<tr>
<td>This application is fun to use</td>
<td>183</td>
<td>1</td>
<td>4</td>
<td>2,77</td>
<td>,712</td>
</tr>
<tr>
<td>This application Works as I expected</td>
<td>183</td>
<td>1</td>
<td>4</td>
<td>2,93</td>
<td>,700</td>
</tr>
<tr>
<td>I would recommend it to a classmate</td>
<td>183</td>
<td>1</td>
<td>4</td>
<td>2,97</td>
<td>,670</td>
</tr>
<tr>
<td>The application fulfilled my expectations towards what an Internet based test should be</td>
<td>183</td>
<td>1</td>
<td>4</td>
<td>3,21</td>
<td>,612</td>
</tr>
</tbody>
</table>

Table 1. Overall satisfaction with the testing platform

Conclusions
Data obtained from this research reveals that students would be motivated to use this (and probably others) testing platform. Students thought that the operational system was easy to follow and the researchers also thought that this platform would be very intuitive, and, afterwards, help their learning through the use of the Internet (Hannafin, Hannafin, & Gabbitas, 2009). Overall, the PAULEX research need to see whether motivation towards computer use would benefit the students’ score as suggested by García Laborda et al. (2010), if teachers would be motivated to use the same platform and whether senior teachers would be able to adapt to using computers in their foreign language teaching.

The researchers would like to express their gratitude to the Ministry of Education of Spain for supporting the development and implementation of the testing platform hereby mentioned under the PAER project (HUM2007-66479-C02-01/FILO).

References


**Keywords**

testing, speaking, motivation, volition

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Abstract

The present study, conducted at a large research university in the United States, addresses the perceptions of international teaching assistants regarding the role of Wimba Voice Board (WVB) in motivating them to improve their L2 oral communication skills. It specifically examines how this asynchronous Computer-Mediated Communication (CMC) technology can foster the development of these learners’ L2 selves. With increased planning of oral production and access to instructor and peer feedback, asynchronous CMC technologies have been found to enable L2 learners to express their thoughts at their own pace and feel more relaxed and confident than in face-to-face situations (Sun, 2009). Findings suggest that learners have a variety of perceptions regarding WVB for developing their L2 oral proficiency. WVB was also found to have a facilitative effect on students’ perceptions of their future L2 selves, which may have a positive impact on learners’ motivation to improve their L2 skills (Dörnyei, 2009).

Short Paper

Introduction

With emerging technologies’ increasing presence in the second language (L2) classroom, we are concerned with how to best implement these tools so as to have the most positive impact on language learning (Levy & Stockwell, 2006). In particular, students’ motivation to improve their L2 skills is especially pertinent since different individuals will experience diverse reactions to these technologies. Given the proliferation of technologies that focus on spoken communication, L2 learners’ oral performance holds enormous potential for motivational gains that can directly lead to improvements in performance (Zhao, 2003).

Research on Motivation and Selves in Second Language Learning

Since the first studies on motivation and L2 learning (Gardner & Lambert, 1959; 1972), there has been much research on L2 motivation and SLA. One of the most recent theories is Dörnyei’s (2005) L2 motivational self system, which posits that people are motivated by the image they have of their possible L2 selves using the target language (Dörnyei & Ushioda, 2009). The three components to the L2 motivational self system are: (a) the ideal L2 self with a promotion-focus, which is the L2-speaking person that we would like to become in the future in order to reduce the discrepancy between the person we are now and that which we desire to become; (b) the ought-to L2 self with a prevention-focus, which is concerned with preventing the negative outcomes that may occur if one is not able to speak the L2 in the future; and (c) the L2 learning experience (Dörnyei, 2005).

One area of promise for enhancing L2 learners’ motivation to develop their communicative language skills is that of computer-mediated communication (CMC), which has been extensively used in the field of computer-assisted language learning (CALL). Asynchronous CMC tools such as Wimba Voice Board (WVB) show great potential for improving L2 learners’ oral proficiency by affording them additional opportunities to practice speaking (Charle Poza, 2005) and receive instructor and peer feedback (Kabata, Wiebe, & Chao, 2005), which may facilitate learners’ development of their future L2 selves and gain more confidence speaking in
the target language. A survey of the existing studies using WVB has revealed a need for more data-based and theory-driven research on the role of asynchronous voice technology in foreign language instruction (McIntosh, Brawl, & Chao, 2003; Yao, 2007). The main goal of the present study is to address these gaps in the body of research, specifically addressing the following research questions:

1) What are students' perceptions of WVB's effectiveness as a tool for the development of their L2 oral proficiency?

2) To what extent does the use of WVB in the L2 classroom affect students' perceptions of their future L2 selves and motivation to use their English speaking skills in the future?

**Methodology**

The above questions were addressed in a study using an experimental design, employing quantitative and qualitative data. This allowed for examining whether students' use of WVB over time affects their perceptions concerning their (a) L2 oral proficiency and (b) future L2 selves and motivation to improve their L2 speaking skills.

The study, conducted at a large public research university in the Midwestern United States, included ten non-native English speakers enrolled in English 180, a course designed to improve international teaching assistants’ oral communication skills. The materials consisted of a pre- and post-survey, whose purpose was to elicit perceptions about the role of technology, specifically that of WVB, in motivating students to improve their oral English proficiency and develop their future L2 selves. Additionally, semi-structured interviews were conducted with students to elicit more extensive data regarding perceptions of L2 selves and experiences with WVB.

After obtaining informed consent, researchers administered the pre- and post-survey in Week 11 of the semester, respectively, and interviews were conducted in Week 15.

**Results and Discussion**

To answer the first research question, descriptive statistics for students' responses to one section of the pre- and post-surveys were calculated and analyzed. The total mean decreased, which was meaningful based upon a large effect size. Interview transcripts and survey responses revealed that students had both positive and negative perceptions concerning WVB for the development of their L2 oral skills. Specifically, three reported advantages of WVB were: (a) convenience and user-friendliness, (b) facilitation of student noticing and self-diagnosis of errors, and (c) interactive nature enabling asynchronous exchange of ideas with peers. The reported shortcomings included: (a) technical problems, (b) similarity to other recording software, and (c) the absence of real-time interaction to facilitate negotiation of meaning.

To answer the second research question, descriptive statistics for students' responses to two sections of the pre- and post-surveys were calculated and analyzed. The total means to items regarding their ideal L2 self and ought to L2 self increased but these changes were not meaningful as indicated by a small effect size. During interviews, the majority of students claimed that they would continue to use their English speaking skills in the future, primarily for professional and personal purposes. While some students could imagine themselves being proficient speakers and using their English speaking skills in the future, others were less able to do so.

**Conclusion**

The results suggest that overall students appear to have an array of perceptions regarding the efficacy of WVB for the development of their L2 oral skills, which could be the result of individual differences among students. Next, language learners seem to have an overall positive opinion concerning the role of WVB in facilitating the vision of their future L2 selves and motivation to use their English speaking skills in the future. However, since the results of
this study are based on self-reported data that demonstrate the overall positive effect of WVB on their perceptions of future L2 selves, there is no clear evidence that those who reported a clear vision of their future L2 selves would necessarily be more motivated to improve and use their L2 oral skills in the future. Consequently, further research is necessary to examine whether the use of WVB in an L2 classroom improves language learners' actual oral performance and language proficiency in general.

References


Keywords

technology, Computer-Assisted Language Learning (CALL), motivation, L2 selves, Wimba Voice Board, L2 oral communication, asynchronous Computer-Mediated Communication (CMC)

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The Impact of Asynchronous CALL Programs on EFL High and Low Achievers’ Vocabulary Retention and Recall

Abstract

This study measured up the impact of asynchronous CALL programs on high and low proficiency learners’ vocabulary retention and recall of intermediate EFL learners. Fifty participants were assigned into two homogeneous groups. Both groups covered 8 expository passages included Select Readings: upper and pre-intermediate. They took the delayed post-test as an indicator for the long-term effect of the experience. T-tests analyses were used and findings revealed that the difference between two groups was significant in terms of gaining vocabulary in immediate post-test (retention) and delayed one (recall); however, high achievers took benefit the CALL approach to learn vocabulary in both retention and recall processes, while the low achievers gained the chance of learning vocabulary just in retention period; however, the ability of recall was faded away after the time delayed among low achievers who could not keep the recall abilities during the time lapses more than two weeks (p<.05).

Short Paper

Introduction

Vocabulary knowledge is an important element in second language (L2) acquisition. By learning new words, students can increase their listening, speaking, reading and writing vocabularies and can improve comprehension and production in the L2. Students may increase vocabulary knowledge formally in the classroom and informally through communication with others and through out of class asynchronous CALL activities. Many instructional strategies were devised and utilized by language teachers to develop the general and academic vocabulary of students. For example, Woodard (1998) suggested some strategies for teaching vocabulary.

Science and technology, internet, multimedia, satellites, simulation, educational games, electronic networks, new methods of generation and transmission of visual and graphic information, virtual library, CALL, and computer science applied to education (Hubbard & Levy, 2006). The use of those terms shows the changing nature of the educational environment that is a vital part of the new world order and have started to trigger the modernization of the teaching learning process and consequently started to modify the way the educational system works (Son, 2008). The current study attempts to answer the following question:

• To what extent do asynchronous CALL programs affect EFL high and low achievers’ development of vocabulary retention and recall?

The present study proposes the following null hypothesis based on the above research question:

H0: Asynchronous CALL programs do not affect high and low achievers’ development of vocabulary retention and recall.

Background

Computer activities in an asynchronous way have several advantages; research carried out by (Abraham, 2008; Boers, Eyckmans, & Stengers, 2004) have provided evidence of an overall
beneficial role for computer mediated text glosses providing lexical support on comprehending authentic second language (L2) readings and learning vocabulary. Nation (2001) also asserts that electronic glossing is widely acknowledged as a suitable method for supporting learners while reading academic texts in a foreign language. Wiemeyer (2003) reviewed nine meta-analyses of earlier and different multimedia issues and suggested that multimedia learning can be more effective and efficient than traditional learning.

Glosses in computer-based annotated texts can be approached both globally and linearly (Martinez-Lage, 1997). CALL programs free readers and authors from linear, sequential form of expression by presenting information in a non-linear fashion, while glosses in paper-based texts can only be approached linearly (De Bra, Brusilovsky, Murray, & Specht, 2008). In short, the program is largely self-regulated insofar as students themselves choose the level and type of support they require (Cummins, 2008a; 2008b).

Method

Participants
Participants were selected based on a given TOEFL vocabulary test (Farhady & Moradian, 2001). Then they were divided into two groups of high and low.

Instrumentation
Four tests were used: a Proficiency test selected from TOEFL vocabulary test (Farhady & Moradian, 2001) with the reliability coefficient of 0.76, a Pilot-test of asynchronous CALL version with the reliability coefficient of 0.75, an immediate post-test with the reliability coefficient of 0.74, and a delayed post-test with the reliability coefficient of 0.75.

Results of Independent Samples T-tests (high and Low achievers)

Table 1: Independent Samples T-tests (high and Low achievers)

<table>
<thead>
<tr>
<th>High and Low achievers (post-test)</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Difference</td>
<td>Std. Error Difference</td>
<td>Std. Error Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5040</td>
<td>.67217</td>
<td>0.07211</td>
<td>1.23251</td>
<td>3.93549</td>
<td>3.944</td>
</tr>
</tbody>
</table>

T-test analysis indicated that there was a difference between high and Low achieveers’ post-test. In other words, the null hypothesis was rejected at significant level (p < 0.5).

Discussion and Conclusion
Pre-intermediate high achievers outperformed in both retention and recall in taking the immediate and delayed post-tests while low achievers did well in immediate post-test, but failed the delayed one. Statistics showed that there was slight difference between immediate and delayed post-tests among high achievers, while there was not slight difference between the two tests, among low achieveers (p<.05).

This study indicated that high achievers learning habits and computer literacy as well as their vocabulary storage helped them to gain much benefit from CALL approaches in both short and long-term periods. In contrast, low achievers relying on short-term periods and trying to be
ready to pass the immediate exam. Therefore, this learning habit may affect their performance in short-term success, but their long-term failure.

In short, CALL approaches could be used for high achievers in learning vocabulary. However, these approaches should be used with care due to the lack of reliability of using computer in helping the low achievers gain vocabulary knowledge in the long run. Accordingly, low achievers could not keep the recall abilities during the time lapses.

References


Keywords

asynchronous, CALL programs, vocabulary, retention, recall

Bio Data

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**A Systematic Review of the Effectiveness of New Technologies in English as a Foreign Language**

**Abstract**

In order to motivate second language (L2) teachers to integrate technology into their teaching, evidence of its effectiveness is required. In response, I present a systematic review of research evidence published between 1990 and 2010. It reveals a need for more effectiveness studies in the primary and secondary sectors – just 90 studies were identified. In particular, more studies focusing on pronunciation (2%), speaking (8%) and listening (4%) are required. In contrast, vocabulary studies dominate (27%). Vocabulary acquisition is therefore the subject of the in-depth review, which focuses on studies of English as an L2 published between 2000 and 2010.

**Short Paper**

In 2009, Spain launched its Escuela2.0 initiative which aims to digitalise over 14,000 classrooms in the primary and secondary sectors. Similarly, in Italy, as part of the E-Government Plan 2012 unveiled in 2009, the government plans to provide all schools with broadband and at least three IT suites. More specifically, Italy passed legislation requiring publishers to provide some materials online by 2012.

Second language (L2) teachers require evidence of the effectiveness of new technologies before they will integrate them into their teaching. In response to this, I present a systematic review of the empirical evidence of the effectiveness of new technologies in L2 learning. Systematic reviews attempt to reduce the subjective bias characteristic of many traditional literature reviews through the use of a transparent and explicit protocol, exhaustive database searches, explicit inclusion/exclusion criteria, and quality assurance measures, i.e. hand searches to validate database searches and double blind reviews of individual studies (EPPI-Centre, [http://eppi.ioe.ac.uk/cms](http://eppi.ioe.ac.uk/cms)).

Restricted to studies published between 1990 and 2010, the review focuses on research conducted in the primary and secondary sectors. Despite the body of research on CALL as a whole, it reveals a lack of empirical studies focusing on the primary and secondary sectors – just 90 studies matched the inclusion criteria. A broad map of these studies reveals that vocabulary studies dominate (27%, not mutually exclusive). Reading (22%) and writing (22%) come next, followed by grammar (10%), and few investigate pronunciation (2%), speaking (8%) and listening (4%).

Given the dominance of vocabulary studies and the fact that vocabulary knowledge is a prerequisite for all language use, vocabulary is the subject of this in-depth review, which focuses on English as an L2, and is restricted to evidence published between 2000 and 2010. The in-depth review is guided by the following review questions:

1) What evidence is there that new technologies facilitate the acquisition of EFL vocabulary?
2) What (pedagogical) insights can be gleaned about the effects of new technologies on outcomes other than the acquisition of EFL vocabulary?
In the talk, having presented a brief review of previous research on the learning and teaching of vocabulary (see Nation, 2001), I present the findings of this review. Given the limited space, here, I focus exclusively on my findings.

11 studies met the criteria for the in-depth review, 8 of which received a rating of medium or high for the weight of evidence they provided towards answering my review questions. I now synthesize the findings of these 8 studies.

Regarding the first research question, they provide some evidence that the use of multimedia facilitates vocabulary acquisition. Through a number of broad media comparisons, it has been shown that the following facilitate vocabulary acquisition: multimedia presentation of abstract words (Tsou et al., 2002), creating hypermedia presentations of topic vocabulary in PowerPoint (O’Hara and Pritchard, 2008), video illustrations of vocabulary (Silverman and Hines, 2009). A more systematic study (Kim and Gilman, 2008) suggested that not all media are the same and that the use of graphics in particular supports vocabulary acquisition. Further, there is some evidence to support randomized (Nakata, 2008) and spaced (Lu, 2008; Nakata, 2008) presentation of vocabulary.

In contrast, no gains from pre-test to post-test were observed in a pre-experiment which investigated the use of a reading tutor which provided scaffolding (e.g. glosses, graphics, sound effects) and strategy supports through a bilingual avatar (Proctor et al., 2007), and no differences were found between the experimental and control groups in a study which investigated the effects of participating in online discussions (Zhang et al., 2007) on tests of vocabulary knowledge.

Only one study provided any significant pedagogical insights. This study, Lu (2008), provides some interesting insights into the presentation of vocabulary lessons by text message. It revealed appreciation of the bite-sized lessons, the use of positive learning strategies, and a desire for interaction on the part of the students. On the other hand, it highlighted a potential negative effect of providing vocabulary instruction by text message; the gaming function of mobile phones may distract students.

In summary, there is some evidence supporting the use of some attributes of new technologies in vocabulary software aimed at primary and secondary school students of EFL. However, it can only be considered preliminary evidence because few studies have been conducted and those studies involved small scale interventions which were often very short in duration. Further, there were a number of limitations with respect to the design and analysis of the studies; many were broad media comparisons and often the statistical analysis applied to the results was not appropriate. Future research needs to address such issues regarding research methodology as a priority.

References


Keywords
systematic review, English as a Foreign Language (EFL), vocabulary, research methods

Bio Data

Zoe Handley obtained a BSc in French Language Technology from UMIST, Manchester in 2001 and a PhD from the University of Manchester in 2006. Having completed her doctoral studies on the use of speech synthesis in CALL, Zoe joined the Learning Sciences Research Institute (LSRI) at the University of Nottingham (2007-2009) to pursue a programme of research focusing on pronunciation training. She joined the Applied Linguistics Group, in the Department of Education at the University of Oxford in 2009 to work on an Oxford University Press funded Fellowship investigating the use of new technologies in English as a Foreign Language.

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An ICALL Writing Support System Tunable to Varying Levels of Learner Initiative

Abstract

Certain categories of language learners need feedback on the grammatical structure of sentences they wish to produce. In contrast with the usual NLP approach to this problem—parsing student-generated texts—we propose a generation-based approach aiming at preventing errors (“scaffolding”). In our ICALL system, students freely construct sentences by composing syntactic trees out of lexically anchored “treelets” via a graphical drag&drop user interface. A natural-language generator computes all possible grammatically well-formed sentences entailed by the student-composed tree, and intervenes immediately when the latter tree does not belong to the set of well-formed alternatives. Feedback is based on comparisons between the student-composed tree and the well-formed set. We claim that this approach enables the development of ICALL software that can be tailored relatively easily to different learning strategies.

Short Paper

ICALL systems that provide L2 learners with feedback on the grammatical quality of the sentences they are writing, should aim at a high level of relevance and accuracy, and be tunable to the level of grammatical knowledge and the learning strategy of the student. We present a writing support system whose feedback is computed by a natural-language sentence generator that online monitors the students’ sentence construction process. Students do not compose a sentence directly by typing a string of inflected words but indirectly by first organizing those words into a syntactic dependency tree corresponding to the intended meaning; the well-formedness of this tree is checked by the generator at every construction step. During the stepwise construction process, the system can provide well-targeted online positive or negative feedback. We claim that this approach enables the development of ICALL software that can be tailored relatively easily to different learning strategies. We demonstrate the current prototype of our ICALL system which supports native speakers of English in writing German, and show how it can be parameterized to embody learning strategies that vary with respect to the level of learner initiative.

State of the art in ICALL writing tools based on NLP techniques

Virtually the entire literature on Natural Language Processing (NLP) applications to the syntactic aspects of language teaching is based on parsing technology (Heift & Schulze, 2003). A parser computes the syntactic structure, possibly in combination with the semantic content of input sentences (provided that all words in the sentence are in the vocabulary, that all grammatical constructions are spelled out by grammar rules, and that the input does not contain any errors). However, all these systems struggle with ungrammatical input.

Few generator-based software tools exist capable of evaluating the grammatical quality of student output. A generator produces a sentence or a set of paraphrases from an abstract representation of the content. In the case of paraphrase generation, the generator delivers all possible ways of linguistically realizing the input logical form, given the lexicon and the
grammar rules. Zamorano Mansilla's (2004) project applies a sentence generator to the recognition and diagnosis of writing errors (“fill-in-the-blank” exercises). More recently, Harbusch et al. (2009) developed the “Sentence Fairy”—an interactive tutoring system for German-speaking elementary schoolers, which supports writing little stories in L1. The pupils perform limited tasks such as combining simple clauses into compound or complex sentences. The same sentence generator as used her (described in Harbusch et al, 2006) calculates all correct paraphrases, and an avatar provides feedback.

“Scaffolded” sentence construction based on natural-language generation

The student drags word forms one-by-one from an online lexicon into a workspace. The dragging actions are continually monitored by the generator. Each time a word form is entered into the workspace, the system reacts by depicting the lexical treelet, i.e. its syntactic structure, associated with that word. How many grammatical details known to the paraphraser become visible to the student, is a matter of parameterization. As soon as the workspace is populated by more than one word, the student can combine them by dragging the root of one treelet over one foot of another treelet. The system then checks whether root and foot node can be unified, i.e. have same node label and all additional specifications in terms of feature-value pairs are non-contradictory. If so, pretty-prints the resulting larger tree in the workspace. Furthermore, it provides a positive feedback message. If unification fails, negative feedback is provided. In order to specify a possible linear order for the branches in a treelet, the student can drag nodes (and the sub trees they dominate) to a position left or right of one of its siblings. When the node is released, the workspace is updated and the system pretty-prints the branches in the new left-to-right order (with possible crossing branches). Because several drag & drop actions may be needed before the student is satisfied with the tentative linear order of constituents, the systems checks well-formedness of the current order only when explicitly requested to do so.

No constraints are imposed on the order in which the student performs “writing”. For instance, all noun phrases can be built prior to selecting a verb; and all NPs can be assigned a grammatical function without spelling out their linear order. Clauses can be combined into more complex sentences by linking them via coordinating or subordinating conjunctions. We call this way of composing sentences “scaffolded writing” as it prevents the students from constructing wrong sentences.

At any point in time during the sentence composition process, the student can query the system by clicking on any node of a tree (let) in the workspace. In response, the system provides informative feedback by displaying the morphosyntactic features of that node (or a subset thereof).

Importantly, the positive or negative feedback supplied by the system in response to composition actions is not just a “correct” or “incorrect” signal. Positive feedback is accompanied by a summary of the linguistic action just performed, and its effect. Negative feedback includes a statement of the reason(s) why the unification or ordering attempt failed. Notice that the content of such feedback is conceived by the generator itself, in response to concrete unification or ordering attempts by the student. Its level of detail can be adapted in various respects, e.g., to the learner's terminology.

Discussion

We view the current prototype of an “engine” that can drive the automatic evaluation and diagnosis of sentences produced by L2 students of German. The system is far from complete and not yet usable in the classroom. We hope, however, that the foregoing description rouses the interest of the (I)CALL community in the great potential of generator-based systems.
References


Keywords

feedback generation, syntax, grammar checking, word-order checking, natural language generation.

Bio Data

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Exploring the Motivational Aspects of a Technology-Enabled Language Program Design

Abstract

The overwhelming proliferation of technology in language education over the past few decades has manifest itself in varied forms inside and outside language classrooms across tertiary educational institutions worldwide. While motivation gains potential importance for language teachers in helping students put in efforts for successful language learning, the use of technology can prove valuable in fostering motivation amidst language learners. As part of an ongoing research study, this paper investigates the design of a technology-enabled language enhancement program to develop the written communication skills of ESL learners at tertiary level in light of enhancing intrinsic motivation. The paper shall furthermore explore aspects that promote motivation and weigh them against the various features provided within the technology-enabled program.

Short Paper

Introduction

In recent years, the widespread use of technology in education manifests itself in various forms, via the Internet through multimedia learning, online learning, or information and communications technology. This ever-increasing growth of technology in language learning environments, calls for a study of how the immense potential of technology in language learning can be tapped to the advantage of designing language programs and what effects technology-enabled programs can have, on the attitudes and motivation of language learners. This paper aims at studying one such technology-enabled language enhancement program to develop the writing skills of ESL learners at tertiary level with respect to student motivation. The paper first discusses various aspects of the language program design, and then presents the results of a survey that evaluates the effectiveness of the program in light of enhancing intrinsic motivation of the participants.

Program Design

The program that was administered to 60 first-year university students was designed and delivered through the existing e-learning platform of the university, i.e. WebCT CE8. As a result, the program utilized most features made available by the e-learning platform. The 30-hour program divided into 5 units of 6 hours each was administered over a period of 8 weeks. Since the program aimed at enhancing writing skills of learners, each unit focused on a particular form of writing such as, describing, reporting, experience sharing, summarizing, and expressing opinions or responding. Each unit also focused on particular language skills such as vocabulary, grammar, and other soft skills such as comprehension, organization, planning, researching, and processing information. Most units were based on a similar sequence of activities: i.e. a) researching an online material, b) reading/watching/listening to the online material, c) making notes from the materials as part of the warm-up task, d) doing exercises based on the materials in the warm-up task, e) discussing ideas via an online forum based on the warm up material, f) organizing ideas, g) writing a paragraph based on the warm-up task, h) exchanging and peer-reviewing each other’s work, and i) Revising and finalizing the written paragraph. A varied range of materials and resources including online news articles, audio
interviews, video links of reports, and a several web sites, were used in the program which provided textual, auditory, as well as visual input. The program thus, provided students with a more modern teaching and learning space beyond the classroom, by providing ease of use, variety in learning resources, freedom of choice in materials, interactivity and feedback, and most importantly responsibility and control of one's own learning.

Program Evaluation with respect to learner motivation
An evaluation of the program design was done via an online survey sent out to all 60 participants at the end of the program. The survey had a 65% response rate and showed an overall positive result with respect to analysing various motivational features of the program. The demographics of the survey included mostly first-year university students, both male and female, aged between 18 to 23 years, with majors across History, Philosophy, Visual Studies, Business Administration, Social Sciences, and Chinese. The online survey analysed areas such as (i) overall perception of the program, (ii) accessibility, (iii) attitudes towards using technology in learning English, (iv) use of resources, (v) interactivity and feedback, (vi) perception of self achievement, and (vii) future use. Each area of evaluation consisted of a set of questions based on a five point scale: Strongly Agree; Agree; Not Sure; Disagree; and Strongly Disagree. The responses to almost all the questions had a higher combined percentage of Strongly Agree and Agree, which resulted in overall positive findings about the features in the program that could potentially lead to fostering intrinsic motivation.

Conclusion
Finally, the paper provides further suggestions on the implementation of technology-enabled programs that help foster learner motivation and thereby language proficiency. In conclusion, as research on motivation continues, the paper advocates that the potential of various technologies can definitely be tapped in order to provide new ways of configuring and accessing language learning opportunities.

Keywords
motivation, technology-enabled language learning, English language teaching

Bio Data

Preet Hiradhar is Language Instructor and ePortfolio Coordinator at the Centre for English and Additional Languages (CEAL), Lingnan University, Hong Kong. As ePortfolio coordinator she has been responsible for the planning, implementation, and development of the ePortfolio platform at her university. Along with her ELT experience, she also carries varied e-learning experience. As Instructional Designer, she has been consulting, designing, and developing, computer-based training (CBT) and web-based training (WBT) programs for several academic and corporate organizations. Her background in ELT and e-learning has proved a great combination for her services offered at Lingnan. In addition to having an international research paper publication, she has presented research papers at various international conferences including Taiwan, Canada, and Thailand. Her academic interests lie particularly in ICT in language education, technology enabled language learning, and e-portfolios.
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Evagelia Kalerante, Simeon Nikolidakis, & Efstathia Georgopoulou
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New ICT Learning and Teaching Tool in Ancient Greek Studies

Abstract

During this presentation we will focus on a secondary education oriented, modern-technology based teaching system of ancient Greek. One may, though, wonder about an antiquated language becoming accessible and likeable via the use of contemporary communication media.

It ought to be understood that although not a currently used language, ancient Greek may not be regarded as antiquated, as it remains actively and sufficiently usable as the linguistic code of ancient Greek civilization.

We want to look into: a. A University’s ability to adopt novel technological techniques in teaching, and b. Students’ susceptibility to a novel approach to teaching. To this end, we first examine the existent Curriculum of Ancient Greek courses in Greek Universities, focusing on their sci-tech applications. Secondly, we are interviewing a three and four-year University of Athens and University of Kalamata student sample with a secondary education teaching career goal. It is expected that their future teaching performance will be shaped by the know-how, expertise and facility acquired during the Univ. learning process. Questions to pose: a. How flexible technology systems can assist young technology enthusiasts in learning ancient Greek, and b. How Univ. Ancient Greek texts and ideations can become approachable for youngsters, enriching the range of their quests toward problem solving, and intellectual pursuits via the technologically driven communication media.

Finally, we intend to present the students’ proposals on a humanistic curriculum aiming at the education of moral man, as a medium of sublime moral values and ideals.

Short Paper

Our attention is focused on the instruction of Ancient Greek at the secondary educational level with special emphasis on using high-tech, a common ground of communication with youngsters, as a “fresh” new approach to the presentation of a language that may be considered as antiquated. It is expected that attitudes toward classical studies will thus change and interest in them will be broadened. The Ancient Greek / high-tech combination will prove efficient in sustaining the linguistic code to civilization while technology serves as a vehicle in the projection of humanistic values.

Philology departments ought to actually incorporate such programs. Without a course, lab and teaching methodology set-up, that is a theoretical orientation and its practical applications, any “innovation or novelty” could not be effectively introduced into the secondary educational system.

The Education dept. leadership announcements on the European policy toward a common educational approach to a systematic and not helter-skelter, casual use of technology in teaching gave our research impetus.
Our research focused on University teaching Philology depts.’ revamping of analytical programs, teacher training and infra-structure (libraries, presentation halls, computers etc.) toward the end of renovation, as well as University’ propensity to respond to new requirements so that the effectiveness of theoretical concepts, their dynamics, as well as resistances to methodology and contents may be evaluated.

The older Philology of Athens and the relatively new School of Kalamata were chosen and thorough comparative studies of their analytical programs and differences between the two were made.

Teaching personnel comparisons were also of interest, especially as the teaching staff at Kalamata is younger, whereas the School of Athens is considered to be more conservative. A selective past analytical program research was conducted at the Philology School in order to trace changes with special focus on new technology oriented courses and hours devoted to them, their contents, and years in which they were taught. Information was offered by the student sample on labs, exemplary teaching and the extent of use of technological means in teaching.

Next, we focused on the University of Kalamatas which is viewed as a supporter of the high tech/teaching combination in Ancient Greek instruction as a new phase in pedagogy. Its teaching personnel delve in high tech as a personal pursuit and appropriate teaching areas are provided by the department. Also the small student population renders participation, observation and interviewing easier not only within the bounds of the University but the small provincial town as well. In this respect, the teamwork with the researchers at the Young People’s Center and the student and teacher involvement in social networks (Facebook, twitter etc.) was evaluated. Repeated semi-shaped interviews were conducted with three-and four-year students in respect of: a) Technology’s contribution to Ancient Greek learning, b) Technology’s contribution to personal study and search of texts, theoretical probing and knowledge Ancient Greek courses and receiving related assignments, d) Technology’s right light.

Another matter of concern: Will today’s students (tomorrow’s teachers) adopt the same system at the secondary educational level? Suggestions were laid down concerning the secondary educational level revamping along with reservations on the effectiveness of such a teaching methodology in the framework of an educational system based on parroting and stripped of essence in its inter-disciplinary functions.

The consensus point is on the technology aided projection and refurbishment of humanistic studies as a factor in a reformed stand of resistance on the part of young people to life in a society that measures everything in economic terms.

**Keywords**

secondary education, modern-technology, ancient Greek, teaching system, humanistic curriculum

**Bio Data**

_Evagelia Kalerante_ is a lecturer at the University of Western Macedonia. She is currently undertaking research on educational policy. She holds bachelor in Sociology and Pedagogic and PhD in Educational Policy. She has participated in numerous research projects. Her research interests include Education Policy, World Systems Studies, Globalization and Sociology of Culture. She has written three books dealing with the Educational Policy. In addition, she has
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Abstract

With CALL being a rapidly expanding sphere of research, ample attention needs to be devoted to teacher development for successful design and implementation of CALL activities. Motivation to adopt new technologies, to enhance language teaching with educational technology, to evaluate and improve personal CALL practices, is a crucial factor in teacher development.

The presentation will report upon research into the issue of motivation of beginning CALL teachers. For the purpose of the study, questionnaires will be conducted with two groups of novice teachers – the ones who are planning to design CALL activities and implement research and the ones who have already conducted first personal CALL projects and undertaken their evaluation. The outcome of the study will be guidelines for motivating prospective CALL teachers in pre-service training programmes.

Short Paper

Nowadays Computer-Assisted Language Learning is already well-established, in terms of both in-depth research into different aspects of the process as well as practical classroom applications, reaching Bax’s (2003) state of normalisation. Practicing teachers at school, more and more frequently digital natives themselves (Prensky, 2001), generally no longer perceive computers and the Internet as a novelty fostering students’ motivation by its own virtue and guaranteeing more effective learning. Greater criticism towards various applications of CALL is the consequence of a more reflective attitude of teachers, much better aware of not only opportunities and strengths but also weaknesses and threats of CALL activities.

From the instructor’s point of view, it is essential to think in terms of what particular changes CALL brings about to the language classroom, first of all, to the roles adopted and performed by the teacher themselves. A foreign language teacher functioning in the Computer-Assisted Language Learning context is subject to many different influences, which necessitate a certain repertoire of attitudes and skills as well as condition the adoption of particular teacher roles. Teachers who start to teach with technology need to acquire and master a whole range of new skills, often taken for granted in business life, but not necessarily emphasized in teacher training programmes. These are, most of all, technical, organizational, conceptual and mediation skills (Fitzpatrick and Davies, 2003), also represented as “new literacies” (scientific, digital, critical, linguistic and cultural literacy).

Investigating CALL teachers’ motivation is crucial to understanding the success of the technology-assisted language learning process, as well as the reasons behind possible avoidance of the use of digital support tools in language teaching. When dealing specifically with barriers to technology integration in the classroom, Ertmer (1999) provides a useful distinction into first order barriers, which include access to hardware, access to software, time to plan instruction, technical support, and administrative support, and second order barriers, namely the underlying beliefs of teachers about teaching, learning technology, organizational context and unwillingness to change. With first order barriers being gradually removed, the
second order ones, related to the teachers' attitudinal aspects, are to be given ample attention in the CALL research process.

The presentation will report upon research into the issue of motivation of beginning CALL teachers. For the purpose of the study, questionnaires will be conducted with two groups of novice teachers – the ones who are planning to design CALL activities and implement research and the ones who have already conducted first personal CALL projects and undertaken their evaluation. The outcome of the study will be guidelines for motivating prospective CALL teachers in pre-service training programmes.

References


Keywords

teacher training, motivation, call, student research

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Home Background, Technology and Self-related Motivation to Learn English

Abstract

This presentation reports the preliminary survey findings from a research project which is examining the relationship between home background and motivation to learn English in a developing country context (Indonesia). Using Dörnyei’s (2009) L2 self-system model as the main theoretical framework, the study aims to test the validity of this model with grade 8 Junior High School pupils, a younger population than has hitherto been investigated, and in three different contexts: metropolitan city, provincial town, and rural. It is hypothesized that learners from more affluent, urban backgrounds will have developed stronger ‘ideal L2 selves’, partly through contact with IT and English-language media, and this will be linked to motivated learning behaviour and L2 proficiency. Questionnaires were administered to over 500 learners in March 2010, with a follow-up interview phase exploring the experiences of individual learners with selected motivational profiles.

Short Paper

There have been several significant innovations in the study of L2 motivation over the past decade. One has been recognition of the importance of macro- and micro-contextual influences on individual learners’ motivation to study (e.g. Gardner et al., 1999, McGroarty, 2001). Another has been the use of new methods of research, notably ethnographies (e.g. Norton, 2000) and interview studies (e.g. Ushioda, 2001) which have brought fresh theoretical perspectives to bear on individual language learners' motivation and which reflect the 'social turn' in the study of applied linguistics more generally (Block, 2003). A third major initiative has been the introduction of a ‘self’ perspective, notably in the work of Dörnyei (2009), whose L2 Motivational Self-System model builds on and challenges the concept of integrative motivation in the influential socio-educational model of Gardner (1985). The model proposes that there are three main components in any learner's motivation to learn an L2. Firstly the learner can be motivated by having an ‘ideal L2 self’ i.e. a vision of a future L2-using self which, when contrasted with the individual's current self-concept, encourages self-regulated learning; secondly the learner can be motivated by an ‘ought-to L2 self’, a sense of obligation to learn the L2 to please others or to meet requirements set by society at large; and the third source of a learner’s motivation is the L2 learning experience, and might include such factors as teaching methodology, materials and classroom tasks.

This research is influenced by each of these developments. Primarily it aims to further our understanding of the L2 Motivational Self-System by testing its validity in new populations: among younger language learners (aged 13-14) than have hitherto been studied, and among learners in rural, urban and metropolitan school contexts. Regarding age, Kormos & Csizér (2008) compared the relationship between L2 selves and motivation among secondary school, university and adult learners of English in Hungary and found significant differences among the populations, though the Ideal L2 Self “played a highly important role in language learning motivation for all the investigated age groups” (p. 349). Previous research in provincial Indonesia (Lamb, 2007; in press) has suggested that the learning trajectories of young EFL learners are already apparent in the first years of junior high school, with a minority destined for success (often through out-of-school learning) and a frustrated majority ruing their lack of...
progress in the L2. It is important to discover whether future L2-self guides are operational at this stage, for Zentner & Renaud (2007: 558) have argued that "stable ideal-self representations are not believed to emerge before adolescence" and Dörnyei himself cautions that "the self approach may not be appropriate for pre-secondary students" (2009: 38).

Another common feature of successful learners was their relatively prosperous middle-class background. Sociocultural milieu and ethnolinguistic contact have been identified as relevant constructs in previous motivational research (e.g. Gardner et al., 1999), though not yet in developing countries with their very high levels of socio-economic inequality. Part of the reason for middle-class success probably lies in superior schools and teaching. But the very motivation to learn English is also socially constructed (Ushioda, 2003), and technology may play a key role in this process. Through print media, TV and the internet a rich network of images associated with using the English language – crossing fields as diverse as travel, music, fashion, higher education, lucrative professions and international sport – might be available to the young middle-class urban learner, whereas her rural counterpart, without parental or peer role models or access to such media, may be more influenced by official discourses promising advancement through academic success in the language. Thus it is hypothesized that metropolitan learners will more easily develop an Ideal L2 Self, while those in rural contexts may develop a stronger Ought-to L2 Self.

The specific research questions which the study aims to answer are:
1) How well does the L2 Motivational Self-System model represent the motivation of Indonesian teenagers to learn English in three distinct educational settings (rural, urban, metropolitan), and does it also predict levels of L2 proficiency?
2) Is there systematic variation in the L2 self-guides of the three settings?
3) What aspects of sociocultural milieu contribute to the growth of Ideal and Ought-to L2 Selves in the rural setting?

To answer the research questions, the research adopts what Creswell (2003: 215) calls a "sequential explanatory multi-method research strategy". In Phase 1, undertaken in March 2010, a questionnaire was administered to over 500 pupils in one metropolitan school (Bandung), one provincial urban school (Jambi) and in three rural/urban outskirt schools. The learners were also given a C-test (Eckes & Grotjahn, 2006) to assess their current level of proficiency in English. The quantitative data generated will be analysed to identify relationships among the key motivational variables and assess the validity of the L2 Motivational Self-System in the overall population sampled, and in the three distinct educational settings. In Phase 2, planned for early 2011, follow-up interviews will be conducted among particular pupils and their parents in the rural setting only, to seek explanations for the pattern of L2 self-guides found there and to seek other, unanticipated issues in this under-researched context.

References


**Keywords**

motivation, ideal self, socio-economic milieu, L2 proficiency

**Bio Data**

**Martin Lamb** is a Senior Lecturer in TESOL at the University of Leeds, which he joined in 1999. Previously, after two false starts in business and History teaching, he worked as an EFL teacher and teacher trainer in Sweden, Indonesia, Bulgaria and then Indonesia again. His main research interests are language learner motivation and autonomy, but he also teaches BA and MA courses in TEFL methodology, language learning assessment, and globalization and identity.

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**Using Wikis: Motivation and Anxiety Issues met by Third-Level Students**

### Abstract

Research in Information and Communication Technologies in Language Learning has increasingly focused on the use of Web 2.0 tools, especially E-mails, Discussion Forums, Blogs, and Wikis. In general, this research has produced positive results yet numerous challenges need to be addressed, including user technophobia, open information sharing, and teacher assessment.

This paper will raise and discuss a number of issues related to the use of Wikis in language and culture teaching such as teacher and student roles, motivation, and anxiety. More specifically, it will present a case study involving 57 students of French enrolled in a third-level institution who used the collaborative tool to create a definition of French culture. Results show that the Wiki highly motivated the users but that difficulties such as knowledge sharing and technical difficulties remain to be overcome.

### Short Paper

In recent years, teachers have increasingly introduced Information and Communication Technologies in their classrooms. Web 2.0 tools vary from Discussion Forums (Warshauer, 1998; Wickersham and Dooley, 2006), Wikis (Kessler and Bikowski, 2010; Trentin, 2008), Blogs (Comas-Quinn et al, 2009) and social networking sites (Harrison and Thomas, 2009). These easily accessible tools have shown to improve the users’ learning experience (Garrison et al, 2000).

This paper investigates the introduction of blended learning in a university first-year French class in which students develop their knowledge of French culture. A student-centred pedagogy was implemented encouraging the 57 students to reflect on the texts on French culture, which they were reading and to share their experiences and encounters with French culture through online class discussions. In addition to their usual face-to-face class, the students were asked to work in eight small groups to define what French culture meant to them. This collaborative work was conducted via a Wiki tool provided by the University Virtual learning Environment. This paper presents the motivation and anxiety issues raised by the integration of the Wiki. In this context, the student and teacher roles are also examined. The aim is to identify what aspects of the integration of the Wiki were most successful, to discover how learners interact within and react to the collaborative tool.

The study involved an action-research methodology which seeks to improve current practices through the integration of an innovative method, and reflective process (Cohen et al, 2000; Wallace, 1998). Data were gathered via questionnaires, students’ reports, semi-directed interviews, and teacher observation. The details of the project are summarised in Table 1 below.
Table 1: Project details

| Number of groups | 8 divided between 4 classes  
| Only groups of the same class could see the work of others |
| Duration of project | 1 semester composed of 12 weeks, including a training session and integration of the Wiki in the last four weeks |
| Instructions | Define French culture in 400 words |
| Student roles | Participant, peer-reviewer, provide feedback (comments on content, on layout, on spelling or on all the above) |
| Teacher roles | Observe, moderate, comment, provide feedback, assess individual and collaborative work |

Preliminary results show that the Wiki integration increased student attendance: an average of 59.5% of students attended classes weekly, and 84% of students participated in the Wiki. The student definitions of French culture exceeded the amount of words required reaching 1,051 words on average. The definitions underlined the complexity of culture and emphasised that language is part of culture. The results of the student questionnaires and reports are provided in Table 2.

Table 2: Results of student questionnaires and reports

| Motivation issues | Comments on easiness of use | Easy to access and adding information was effortless’  
| “The wiki itself was very easy to use”  
| “Easy to use once instructions were explained” |
| Comments on novelty and fun aspect | “The Wiki was a very enjoyable experience”  
| “It’s different from other types of examinations, it’s [sic] refreshing”  
| “Interesting and kind of fun to use” |
| Comments on interaction and excitement | “We were as in a “competition” with the other group made this exercise even more interesting and challenging”  
| “Interactive and interesting way to learn about French culture”  
| “It was an opportunity to work together as a team” |
| Comments on flexibility | “Allowed for accessible learning”  
| “Students can update and use the Wiki in their own time, outside of class” |
| Anxiety issues | Comments on difficulty of use | “quite difficult to use at the beginning because […] I am not so good at using computer programmes”  
| “hard to understand how the system worked […] very frustrating” |
| Comments on technical difficulties | “adding pictures was difficult”  
| “I had problems uploading my material” |
| Comments on data sharing | “Did not like the idea of correcting or changing other people’s work”  
| “Having the possibility to edit other people’s work could have a negative effect in that some things might have been changed for the worse, not the better”  
| “someone can delete your work” |
| Comments on user role | “It was possible for some people to put on more effort than others” |
Teacher observation highlighted that the introduction of the Wiki had a positive effect. For example, most students who had low class attendance did participate in the Wiki, and students of a shy nature in class were very active online. Also, the sessions in the computer room were very lively as groups members discussed and exchanged ideas at great length. Finally, students were more involved in the project and took time to work outside classroom time. This being said, a number of problems were noticed. As Donaldson and Haggstrom state "One must bear in mind, that even though new students are a computer-literate generation, they are not more prepared to make the most of ICT for language learning" (2006, p.viii). In spite of a training session on how to use the Wiki at the beginning of the project, several technical challenges arose: the Wiki provided by the university did not allow simultaneous editing on the same document, and only the teacher could upload images which prevented student total autonomy. Furthermore, on the teacher perspective, a complex (assessment of individual and collaborative work) and time-consuming marking scheme needed to be adopted.

The introduction of the Wiki in the French classroom was positive in many ways. The teacher's main aim of enhancing cultural competence was attained to some extent and the participants encouraged and supported the future use of the Wiki. However, in order to improve the project, many challenges still need to be overcome regarding the students’ competence and the teacher’s expectations.

**References**

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**Keywords**

wiki, virtual learning environment, French culture, motivation, fear, student and teacher roles
Bio Data

Florence Le Baron is a member of the Centre for Applied Language Studies, UL. In September 2008 she has started a PhD thesis funded by the Higher Education Authority under the Programme for Research in Third-Level institutions, Cycle 4. The thesis entitled “Introducing Blended Learning to Enhance Cultural Competence” investigates the role of Information and Communication Technologies in the development of cultural competence by students of French. Her main research interests cover the use of Discussions Forums, Blogs, and Wikis.

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Hidden Motivation? Discovering Unexpected Student Behaviour during an Electronic Role-play Task

Abstract

Task designers and educators attempt to tap into students’ motivation when planning sequences for teaching and learning languages. Student motivation is often seen as a factor contributing to successful learning and to reaching higher proficiency levels.

This paper reports on an aspect of a case study which investigated student behaviour while the students were engaged in a specific CALL task. It explores one embedded case, presenting unexpected findings relating to the behaviour of a student who appeared to be driven by hidden motivational factors.

Short Paper

This paper addresses aspects of two of the conference themes, i.e. designing for motivation and the role of ICT in the analysis of motivation. The paper reports about some surprising and unexpected findings borne out of a case study undertaken with advanced learners of German at Nottingham Trent University. The case studied consisted of an electronic role-play (ERP).

The explorative (Yin 2009) or intrinsic (Stake 2005) case study investigated student behaviour while the students were engaged in an electronic role-play. Case study as a method opens the opportunity to learn “what is important about that case in its own world” and to develop its “own issues, contexts and interpretations, its ‘thick description’” (Stake 2005:450). Through the process of analysis, cases within cases may emerge. This paper explores one such embedded case.

The electronic role-play consisted of a 4-week in-class task, based on a subject-specific exercise which mimicked professional life. The tangible outcome of the task was the development of a marketing strategy outline.

Data was collected using the Camtasia software which recorded all screen movements visually and all voices and noises in the vicinity of the computer, thereby providing a record of the students’ Internet researches, their written text composition in form of summaries, reports and their email communication with fellow students, as well as all oral communication with their direct partners. This multifaceted or multimodal data (Flewitt et al. 2009) could then be transcribed and form the basis for analysis.

The role-play task had been design for a group of BA international business students, taking their L2 needs and motivational aspects into account. Student motivation is often seen as a factor contributing to successful learning and to reaching higher proficiency levels. Biggs and Tang (2007:32) refer to the “expectancy-value theory” of motivation which consists of two elements. What is to be learned has to “to be important; it must have some value to the learner.” Furthermore, the “learner needs to expect success when engaging the learning task” [italic in original]. They further explain that work is important to students

• when it produces an outcome (extrinsic motivation)
• when it is valued by other people (social motivation)
• when it gives rise to opportunity to enhance the ego (achievement motivation)
• because of the process of doing it (intrinsic motivation). (ibid 34)

At university level intrinsic motivation may be the most useful form of motivation within the spectrum named above, because it is anchored within the students themselves, rather than caused by external factors, and reflects their wish to want to learn (Biggs and Tang 2007:36). The question therefore rises, how we can enhance student motivation and support students in motivating themselves (Ushioda 1996) in order to improve their learning. The positive effect student motivation can have on their language learning has been generally accepted (Dörnyei 1997; Gardner 1985; Oxford and Shearin 1994; Willis 2004).

The ERP took these considerations into account and designed a task which was relevant to the students’ main degree course and allowed students to take full control of the development, and to construct the outcome collaboratively. Learner control is seen as promoting intrinsic motivation (Benson 2001).

Once the ERP sequence was completed, data was transcribed and analysed. Additionally to the transcripts, the Camtasia recordings were used for the analysis which allowed the researcher to view the recordings infinite times. The comparison between the messages sent and received and the oral communication recorded between partners showed up discrepancies: Very close analysis of the Camtasia recordings made visible when the student chose not to fulfil the task, but appeared to purposely hinder it.

The findings presented raise the question whether conceptual inclusion of motivational factors at the task design level can guard against ill-intentioned behaviour.

References


Keywords

task design and motivation, unexpected student motivation
Bio Data

Christine Leahy is Senior Lecturer in German and teaches German for non-specialists on the University Language Programme as well as the subject-specific German specialist's course. As part of the MA course in ELT, she teaches a module on blended learning. Her main research interest is computer-assisted language learning (CALL), especially in the context of advanced language learners; task design in open frameworks; CALL methodology and evaluation.

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Motivational Strategies through CALL in the FL Classroom

Abstract

Advocates of CALL have extolled its motivational qualities in general terms for many years. The study presented in this paper considers in more detail FL teachers’ use of CALL for motivational purposes, drawing on Dörnyei’s (2001) classification of motivational strategies for the language classroom. Our participant group consisted of 132 primary and secondary school teachers of languages other than English in independent schools in Queensland, whom we surveyed on their reasons for using CALL and preferred types of CALL materials. In the paper we present our analysis of which motivational strategies were most prevalent in this CALL context and seek to provide a detailed picture of why it is that FL teachers are strongly attracted to CALL for motivational reasons.

Short Paper

Over the last two decades, the potential for new technologies to improve student motivation has regularly been presented as one of the key reasons for moving beyond more traditional forms of face-to-face, classroom interaction. Typical arguments have included motivating ‘disaffected’ learners, providing new learning environments invoking the excitement and fun of working with digital technologies, and a more authentic learning experience with attendant gains in achievement and learning outcomes (Buckingham, 2007). More specifically in CALL, authors such as Raby (2007) have argued that the use and application of new technologies can offer a new kind of learner autonomy whilst also cautioning that ‘different motivational attitudes appeared, ranging from enthusiastic appraisal to stark rejection’ (Raby, 2007, p. 181; see also Dörnyei, 2001a). In her conclusion, Raby also states that little research to date has focused on the ‘teachers’ side of motivation’ (p.199), a perspective that is also included in our study. Currently, there are few empirical studies of why teachers perceive CALL to be motivational and the ways in which they use CALL for motivational purposes.

In this project, we surveyed 132 teachers of foreign languages concerning their experience of CALL, from 59 independent primary and secondary schools in South-East Queensland, Australia. The questionnaire was administered by Independent Schools Queensland (ISQ) in June/July 2009 and consisted of a mix of closed and open questions. It was designed to collect data on the teachers’ language teaching background; the technological tools used and the purposes they were put to (both administrative and teaching-related); the teachers’ perception of their own confidence and competence in using new technologies; their experiences in development of CALL materials themselves, priorities in professional development needs and perceptions of institutional support and/or barriers to CALL use.

For the purposes of this paper, we analysed responses to three open questions in the survey instrument – each of which provided some scope for teachers to convey their aims in using CALL – in order to identify the specific associations between CALL and motivational strategies. We referred to Dörnyei’s (2001b) four-phase schema of motivational strategies for the language classroom in classifying the implications of any relevant teachers’ comments. Our analysis was therefore a process of interpreting the teachers’ comments—on their purposes for
using CALL and the types of CALL that work—in light of the ways they expressed the motivational strategies found in Dörnyei’s schema. This allowed us to build a detailed picture of the varied ways in which the teachers’ decisions in relation to CALL could be seen as related to attempts to build and sustain learners’ motivation.

The data indicated that the teachers surveyed were active and creative in CALL, with 109 of the teachers declaring they were using CALL in some way. For these teachers, associations with strategies in phase II of Dörnyei’s schema, “Generating initial motivation”, emerged as the most prominent. These relate both to cultivating desired types of values (and goals, beliefs and attitudes) in the students, on one hand, and to enhancing the appeal of language learning by tapping into students’ existing values, on the other. The most common type of phase II strategy we identified sees CALL employed to enhance the sociocultural component of the curriculum, by providing access to authentic, contemporary material and contact with L2 speakers, whether directly for the students or through the mediation of the teachers.

Overall, we make two key observations in relation to the data. The first is that, surprisingly, three strategies from Dörnyei’s schema that we envisaged as particularly relevant do not seem to play a significant part in the motivating value of CALL as far as the respondents are concerned. What these three undervalued strategies have in common is technology being in the hands of the learners. It seems that the surveyed teachers’ views of the motivational value of CALL are very strong on what the teachers can do with technology to further their efforts to motivate learners – by preparing, delivering or structuring tasks and lessons differently, or putting new materials and activities at the students’ disposal – but include little on how the teachers can put the technology into the learners’ hands for motivational purposes. There may be a need to raise awareness among teachers of this aspect of the motivational value of CALL.

The second observation is that the data point to a strong association between CALL and the teachers’ own motivation (see Raby, 2007). We hypothesise that CALL may contribute to maintaining their motivation as teachers and to ensuring their job is fulfilling, primarily in three ways. First, it is clear from the questionnaire responses that for many of these teachers using CALL is an avenue for exercising autonomy and creativity: finding and/or developing their own materials, varying the activities and teaching methods used and generally going beyond the set curriculum. Second, it evidently often provides them with satisfaction that they are increasing their effectiveness as teachers – engaging students in rewarding and motivating activities and materials, able to let students work at their own pace and to encourage visual and tactile learners. Third, using CALL can provide teachers with an ongoing intellectual challenge: some of them express enjoyment and interest for themselves in learning how to use and in using the technologies, developing new skills, taking on challenges and escaping from repetitiveness in their work. We see the data as providing evidence that CALL can help combat factors that can lead to teacher demotivation (see Dörnyei 2001a, p. 165) and bring out the best in teachers.

The paper concludes with a series of recommendations, including a number on professional development in CALL, and suggests two paths forward: an accent on the motivational value of CALL, especially in what we have identified as underexploited areas among our respondents; and an accent on CALL through technologies put into the hands of the learners, to allow them to create and publish their own work.

References


Keywords

learner motivation, teacher motivation, motivational strategies, foreign language learning, secondary school, primary school

Bio Data

Mike Levy is a professor in the School of Languages and Comparative Cultural Studies at the University of Queensland. His research includes studies on the role of technology in language learning, teacher education and learner training, mobile learning for Italian, and distance education for Mandarin Chinese. His publications include CALL dimensions with Glenn Stockwell (Erlbaum, 2006) and Teacher education in CALL with Philip Hubbard (Benjamins, 2006). He is also chair of the Conference Planning Committee for WorldCALL (www.worldcall.org).

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Minding the Gap: A Case Study in Motivation & Curriculum Design

Abstract

This paper analyses the curriculum of a distance-learning course based in Moodle and student responses to it in its first year. The intended outcome: students earn a PG Certificate and the skills to sit the IoLET DipTrans Examination and use CALL effectively. While students will learn new skills: report writing, editing work, reflective writing, staff from all areas of translation studies are working together to create new course materials. Discussion and analysis of the VLE and the subject-specific modifications will show how the webinars, interactive exercises and assignments have been used and how students have progressed. It will also suggest modifications to the programme as a result of staff and student experiences compared with distance-learning courses in translation at other English Universities.

Short Paper

In teaching translation there is a gap between the practical teaching for the profession (IoLET DipTrans Exam) which is usually offered in the form of a short course and for the University where classroom-based MA courses with a strong theory element are common. The Centre for Translation Studies offers the Postgraduate Certificate in Principles and Practices of Translation - an innovative new course to prepare student translators for academic and professional life at postgraduate level. The CALL-related challenge is to marry together the practical and intellectual skills required from working translators and train students to work well on a distance programme using a virtual learning environment (Moodle). After training and experience working within a VLE, CALL technology offers our part-time, distance students the support and structure to work effectively with administrative and teaching support available via email, webinar and discussion fora in addition to traditional written feedback on formal coursework assignments. With the addition of e-Books and online journals available from the University Library, supported study is possible at all hours. The course is designed to overcome the gap between teaching methodologies of practical and academic translation courses using a structured series of lectures and follow-up exercises introducing translation theory and its effects on practical translation while working on themed translations. Moodle offers our distance learning students who are based all over Europe the opportunity to come together in a virtual classroom away from the isolation that is common for professional translators.

This paper analyses the curriculum design and content and student responses to it in its first year as 29 Certificate students and a further 5 continuing professional development students take courses in translation theory and practice. The intended outcome: students work towards a postgraduate certificate and develop the skills to sit the DipTrans Examination and use the VLE effectively. While students will learn new skills: editing work, reflective writing, staff from all areas of translation studies are working together to create new course materials. Topics are introduced weekly and skills are developed via a combination of short exercises, translations, commentaries and discussion. After a slow start, discussions on various points of practical translation and theory are now flourishing in the fora. Discussion and analysis of the VLE and the subject-specific modifications will show how the webinars, interactive exercises and assignments have been used and how students have progressed. The paper will also suggest modifications to the programme as a result of staff and student experiences compared with
distance-learning courses in translation at other English Universities. Student feedback has already indicated that students would like training on industry software (TRADOS) and the possibility is being considered, bearing in mind the reliance on the VLE.

**Keywords**

translation, curriculum design, online learning

**Bio Data**

Lisa Migo holds an MPhil in Literary Translation from University College London (2008) and has presented conference papers on translation and travel writing. She has also published on Dutch colonial literature and children’s literature. She is now based at the Centre for Translation Studies, City University London.

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Steven Moinester  
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Transformational Learning in Virtual Worlds Empowers Foreign Language Students  

Abstract  

This presentation will explain and show how an international exchange between Japanese and Korean University students was conducted in virtual reality and review research results. Recent studies have found that users are influenced in-world by specific avatar characteristics and that these influences have spillover effects in the real world (Yee & Bailenson, 2007; Yee, Bailenson & Ducheneaut, 2009; Pena, Hancock & Merola, 2009; Knutzen & Kennedy, 2009). A tall avatar tends to make the user a stronger negotiator, an attractive avatar tends to promote communicativeness, and a menacing avatar tends to promote anti-social behavior. This study similarly found that the ability of students to represent themselves as attractive, well built, and stylish avatars with superhuman abilities in a non-threatening environment transformed their persona and improved their confidence level and propensity to communicate in English.  

Short Paper  

This paper reviews the findings of a multi-semester study on transformational learning of Japanese university students using the virtual world of Second Life for international exchange and English language learning. In each year, from 2007-2009 in the October to January semester, sixty students of varying English proficiency ability separated into three class sections of about 20 students elected the course “International Exchange in Virtual Reality” in their forth semester and participated in international exchanges through Second Life in English for 10 weeks. The exchanges included organized interactions with a number of universities around the world, as well as random encounters with other users of Second Life. This research explores the effects of authentic avatar interactions in virtual reality on student confidence, motivation, and propensity to communicate in English. The study utilized quantitative data collection through entry and exit surveys as well as qualitative data in the form of in-class and in-world observations, blog entries, open ended essay questions, chat logs, and classroom discussions.  

Instructor observations, student feedback and quantitative survey results show significantly reduced student anxiety, and increased confidence, motivation, and propensity to engage in communication in the target language. This is consistent with findings in the computer-mediated communication (CMC) literature over the past two decades (Bump, 1990; Beauvois, 1994; Kern, 1995; Warschauer, 1996; Payne & Whitney, 2002; Perez, 2003; Roed, 2003; Payne & Ross, 2005; Alahmadi, 2007; Ozdener & Zatar, 2008). It is also consistent with a limited number of recent virtual world studies that found increased motivation in EFL students (Waters, 2007; Shih & Yang, 2008). What is different in this study is the role the avatar played in boosting confidence or in some limited cases crushing confidence. Literature based on the psychological effects of virtual worlds points to the exciting potential of avatar interactions to improve confidence and be effectively used for a wide variety of psychological therapies (Foster, 2008; Cabiria, 2008; Phillips, 2008; Cote & Bourchard). This study also makes clear the potential for negative outcomes if students are unable to alter their avatar to their liking. The ability to change one’s self representation in avatar form can be very significant for achieving positive outcomes in virtual environment interactions and should not be overlooked or underestimated. As Yee and Bailenson point out, “While avatars are usually construed as
something of our own choosing – a one-way process – the fact is that our avatars come to change how we behave. (p. 287).

In this study, the author anticipated that by immersing themselves in an English speaking environment and completing tasks with foreign cultures, the students would improve their language skills, develop cultural understanding, and increase their confidence level in a way typically associated with an actual study abroad experience. With respect to the cultural understanding component, it was hoped that the students would have a transformational experience and gain new insight into themselves through conflicting frames of reference that occur during interactions with foreign cultures. While transformational learning did occur, it did not develop as expected. Due to the nature of virtual reality and interaction through avatars, it is unclear to what extent cultural understanding could occur through SL alone. While shared virtual space opens up new possibilities for shared experiences and collaboration, interaction through avatars provides a distorted view of your partners because they become someone else. Not just in the sense that their physical appearance is represented differently, but on a psychological level they are a different person in a unique environment. Their actions, mannerisms, and persona are altered by their avatar and the reality in which it exists. In effect, transformational learning had occurred in the study not because of immersive interactions that stimulated cultural understanding through conflicting frames of reference but because students were faced with conflicting frames of reference within themselves - the real life self and the avatar self. Students learned that they could become someone else and this caused them to re-evaluate their own self-constructed reality of who they are, how they are perceived, and what they are capable of. This ability of students to easily step into an alter ego in virtual reality has profound implications with respect to language learning. Avatar interactions in virtual reality could be used as a form of foreign language aversion therapy for students who lack confidence in their foreign language speaking ability and communication skills. In Japan, that is just about all of our students.

**Keywords**

virtual reality, virtual worlds, avatar interactions, foreign language learning, Second Life, transformational learning, behavior transference

**Bio Data**

Steven Moinester, MBA (UCLA), MA (University of Hawaii), is an Associate Lecturer of English in the School of Policy Studies at Kwansei Gakuin University in Japan. His research focuses on the effects of avatar interactions in virtual reality on student confidence, motivation, and propensity to communicate in English.

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Abstract

Studies on learners’ experiences with mobile learning applications often report on what we could call the novelty-effect. How to keep learners motivated when this novelty-effect is gone? In his study of 1998, Najjar was convinced that sustained effort by learners can only be expected when they encounter intrinsic motivational factors provided by interesting and challenging content. In our presentation, we will discuss motivation using the Self-Determination theory (SDT) (Deci & Ryan, 1985; Ryan & Deci, 2000), Goal orientation and Goal framing (Vansteenkiste, Simons, Lens, Sheldon & Deci, 2004; Vansteenkiste, Simons, Soenens & Lens, 2004) in order to integrate theoretical findings in the instructional design of the mobile language learning environment we would like to create. In this contribution, we will focus on adaptive content representation and interaction between the input and the learner as two main elements realizing an autonomy-supportive mobile learning environment. A demo of two concrete mobile language learning exercises based on the motivational framework will be shown during the presentation.

Short Paper

Introduction

The number of studies on the experiences of learners with mobile learning applications is increasing (e.g. Stockwell 2008; Jones, Issroff & Scanlon 2007), however most of these studies report on what we could call the novelty-effect. Learners are eager to use the new device for learning, but experience shows that this effect wears off after a short while. How to keep learners motivated when this novelty-effect is gone? This is a question that has racked the brain of many educational scientists. In his study of 1998, Najjar was convinced that learners’ sustained effort can only be expected when they encounter intrinsic motivational factors provided by interesting and challenging content. For this contribution, we perused through the theory of motivation with a main focus on Self-Determination theory (SDT) (Deci & Ryan, 1985; Ryan & Deci, 2000), Goal orientation and Goal framing (Vansteenkiste, Simons, Lens, Sheldon & Deci, 2004; Vansteenkiste, Simons, Soenens & Lens, 2004) in order to integrate theoretical findings in the instructional design of the mobile language learning environment we would like to create.

A theoretical framework for motivation

The SDT helps to explain the variety in students’ learning strategies, moreover it helps interpret performance and persistence (Murphy & Alexander, 2000; Pintrich, 2000; Ryan & Deci, 2000). We start from the distinction based on the quality of motivation where motivation can be intrinsic (the activity is in itself intrinsically rewarding) or extrinsic (i.e. the behaviour of a person is determined by a tangible reward or a potential punishment) before moving on to a more subtle concept of extrinsic motivation. This concept considers external regulation, introjections, identification and integration as variations in their degree of autonomy (e.g. Deci & Ryan, 2000; Seel, 2008).
It is clear that the differences in quality of motivation between learners have to be taken into account when designing a learning environment. Ideally, the environment should be autonomy-supportive (Vansteenkiste, Lens & Deci, 2006), fostering learners’ autonomous motivation (as in Ryan & Deci (2000), where autonomous covers intrinsic and well-internalized extrinsic motivation).

... applied on a mobile language learning environment.

From a motivational point of view, the general aim of our mobile language learning environment consists in creating intrinsically motivated language learners. The mobility of it plays an important role in this all in that it creates opportunities for learners to learn anytime and anywhere (Maag, 2006; Motiwalla, 2007; Price, 2007). These opportunities will however remain untouched if the design of the environment does not provide an appropriate framing. A mobile environment can, in se, be considered as an autonomy-supportive learning environment in which learners control their own learning experience and the choices to be made. Based on Ushioda (1996) who showed that some evidence supports the fact that motivation and learner autonomy go hand in hand, we consider autonomy as a first factor leading to the feeling of a need for competence. It is precisely this need that has been found to be one of the most powerful influences on intrinsic motivation (Deci & Ryan 2000).

Bearing in mind the theoretical framework, we believe that 3 different types of autonomous mobile learners can be distinguished in function of their motivation: intrinsic motivated learners, well-internalized extrinsic motivated learners and extrinsic motivated learners. In the following paragraphs, we will focus on our instructional design for language learning that can feed the need for competence of at least two, possibly all three types of learners. We propose and question two main elements situated on the content-level that sustain the autonomy-supportive environment: the adaptivity of the content and the interaction between the language input and the learner.

The mobile language environment will provide adaptive content, i.e. in accordance with the learners needs (Shute & Zapata-Rivera 2008) and their proficiency level. Adaptive content may foster the feeling that learners are becoming more and more competent throughout the learning process. Moreover, adaptivity can be considered a type of guidance, supporting the autonomous learner in his search for competence. Obviously, the content should still be challenging and allow learners to feel involved in the activities. A close relationship with the sociocultural concept of “Zone of proximal development” (Vygotsky, 1978) can be encountered here. However can adaptivity of the content be considered as a feature that influences the motivation of all learners?

The second element that sustains the autonomy is the interaction between the learner and the language input, based on the SLA (Second Language Acquisition) concept of interaction as it was defined by e.g. Ellis (1999). Interaction covers 2 types: interpersonal and intrapersonal interaction. With Chapelle (2003), we believe that the interpersonal type also takes into account the interaction between the learner and the computer. The interaction consists then in obtaining enhanced or modified input (Chapelle 2003) which subsequently leads to comprehensible input before it can eventually be acquired by the learner. We propose to use the same concept in a mobile language learning environment where it focuses on interaction between the learner and the mobile. This type of interaction should allow learners to engage in a deeper processing of the learning materials and offer them the guidance they need as autonomous learners. A central question that arises here is: how can we realize this type of interaction for three motivational characters, taking into account the limitations the mobile environment offers?

Some concrete examples (language exercises) of the realization of adaptivity and interaction in mobile language learning activities will be shown during the presentation in light of the motivational framework drawn above.
Conclusion
Generally speaking, the proposed instructional and motivational design aims at fostering feelings of autonomy and competence. To test the above formulated hypotheses, a number of concrete experiments will be necessary.

Nevertheless, we believe that motivation through an appropriate instructional design is crucial for a mobile environment that takes learning out of a controlled formal setting and gives learners an enormous freedom for learning, anytime and anywhere.

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**Keywords**

SDT, mobile language learning, adaptivity, interaction

**Bio Data**

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Video Recording Student Interactions: a Framework for Dealing with Video Files, Assessment and Possible Research

Abstract

Recording, distributing and evaluating video files of student classroom interactions and presentations is time consuming. Using these video files for research purpose can also be even more time consuming. Setting up a framework for dealing with multitudes of video files in a secure fashion is important. Therefore, this presentation will describe this framework ranging from task design, proper video and computer technology equipment, secure video distribution and task evaluation of student classroom interactions and presentations. Furthermore, this complete framework will enable teachers to more easily analyze the effectiveness of their tasks for possible improvements and for possible research related to action research, applied linguistics or pragmatics.

Short Paper

Introduction

Four years ago, I started video recording my student because I wanted to use the video clips to help me evaluate my students’ verbal tasks, to give students the chance for peer and self evaluation, and also give my students a visual and audio record of their classroom interactions and presentations. This was the initial aim. I was especially interested in previous research regarding video recordings of student interactions in which Murphey and Woo, 1998, state 4 advantages of video recording students.

1) Video recording of students can raise their extrinsic motivation that can lead to better production of their verbal tasks. (Murphey, 1996a)
2) Video allows students to review their interactions at any time allowing for the promotion of noticing. (Ellis, 1995; Schmidt, 1990; Schmidt & Frota, 1986).
3) Mentoring between student pairs can be utilized. (Murphey, 1996b)
4) Videos can provide proof of learning. (Murphey & Kenny, 1996)

However, regardless of the benefits of video recording students, the time consumed in processing and distributing video files was too great. Without support technicians experienced in processing video, the instructor is left to his own devices and many instructors simply do not want to spend the time dealing with recording students. In the end, I felt it important to create a framework for helping teachers to help their students. To develop such a framework and to research its effectiveness, it was important to choose an action research model.

Action Research

The most natural action research model that coincided with the needs of our program was written in an essay by Burns, A. (1999) in which the action research conducted at the author's ESL program in Australia was separated into a process of eleven "interrelated experiences."
The eleven are written below but only the first 3 will be explained at this stage.

1) exploring
2) identifying
3) planning
4) collecting data
5) analyzing/reflecting
6) hypothesizing/speculating
7) intervening
8) observing
9) reporting
10) writing
11) presenting

As of 2010, the first three phases, exploring, identifying and planning, have been completed. The first phase, exploring, is defined as "a starting point for undertaking some initial action, such as documenting general observations of classroom problems" (Burns, A. 1999). In the context of helping students improve their presentation skills, there were several observations about students and their teachers.

1) For students, simple presentation delivery did not improve.
2) Students did not look at the audience while speaking.
3) Students did not become independent of their presentation scripts even though they were required to use notes cards. Reading their presentations was the result which lead to a stronger Japanese inflection of English.
4) For teachers, video recording student interactions was suggested as a possible motivational tool. As stated above, Murphey, (1996a) suggests that students tend to become more self conscience about being recorded and thus put more emphasis on accurate production of a spoken task. However, many teachers were either unwilling to spend time dealing with recording students, or they did not have the technical skill to operate video equipment or process video for students to access.

The second phase described by Burns, A. (1999), states that identifying "involves a fact finding process which enables the researchers to refine their ideas about the general focus area and to prepare a more systematic investigation. For this part, the 4th observation from the first phase was chosen as the focus. The reason being that based on the first three observations in phase one, students seemed less motivated to really excel at giving presentations. They seemed more content at doing their research and giving their presentation without consideration to performance.

For the third phase, Burns, A. (1996), explains that the "aim of planning is to trial a particular course of action and collect data on the outcomes of the action." The action that was decided is based on the first two phases. As observed in phase 1 and 2, students lack motivation to excel. Therefore in phase 3, it was decided to develop a framework that would help teachers work with video recording technology in a quick and easy manner. By using this technology to record student interactions in class, much more video data could be saved, processed, distributed to students and stored for later data analysis in phase five. It was also decided to gather feedback from teachers who are using this technology in order make improvements. Improvements have been made and now in phase 4, teachers will be able to gather plenty of video data. With this data and special video assessment software, teachers will be able to view the progression of student improvements in presentation skills of a yearlong course. Students will also be able to participate in self analysis and peer analysis upon permission from classmates.

Finally, it is our hope that by the end of 2010, this framework will be refined to the point that teachers and students will both benefit. Students will be able to analyze and reflect on their performance from multiple tasks, and teachers will have the ease of providing this new learning tool more often as well as having a more streamline process of carrying out various kinds of research that ultimately benefits all.
References


Keywords

video, peer and self evaluation

Bio Data

Forrest Mitchell Nelson is an Associate Professor at Tokai University located 1 hour south of Tokyo, Japan. His experience in technology for education has led him to experiment with different technologies that aid teachers in the classroom. Most recently, Forrest has been working on a framework for dealing with video recordings of student classroom conversation practice, student lead discussions and presentations. He is also looking at study experience in L2 and the role it plays in motivation and possible in streaming.

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Learning Styles, Motivation, and Community-building in an Era of ‘White Water’ Digital Change in Language Learning

Abstract

“White-water” change (Gelatt, 1995) of the Digital Age is complex, rapid, and transformative for language learning and language teacher education. Our data come from classroom field notes and student materials, e.g., wikis, Facebook discussions, and digital videos. Results showed that in language teacher education, digital technology helped international teacher candidates use English for excellent authentic communication and helped all teacher candidates co-create knowledge, increase motivation, and develop community. Digital technology in Spanish classes fostered greater fluency, accuracy, motivation, and a sense of community.

Short Paper

“White-water” change (Gelatt, 1995) in the Digital Age is complex, rapid, and transformative for language learning and language teacher education. Digital technology affects motivation, learning styles, communication, and community-building. Our data come from classroom field notes and student materials, e.g., wikis, Facebook discussions, and digital videos.

Literature Review

Many current undergraduate language learners and graduate teacher candidates (TCs) are digital natives, who were born in the Digital Age and are often multi-tasking media mavens (Rideout, Roberts, & Foehr 2005) – information-drenched, distracted, cognitively overloaded, needing entertainment and fast feedback, and too busy for deep thought or book-reading (Aratani, 2007; Dede, 2005). Digital immigrants jumped into digital learning later in life but maintained some earlier learning habits. EDUCAUSE (Smith, Salaway, & Borreson Caruso, 2009) surveyed university freshmen and seniors at 115 higher-education institutions. Almost all respondents owned computers, and 90% often used university libraries online and employed presentation software and spreadsheets. Over 80% downloaded music or videos. Many contributed to video websites, wikis, and blogs and used podcasts.


Methodology

Our methodology involved (a) gathering classroom field notes in language education and Spanish courses over three years; and (b) conducting a discourse analysis of students’ digital processes and products.

Results

Results are by project, and pseudonyms are used.
Project 1: Creating a Wiki (Language Teacher Education)
Project 1 was to create a wiki-newsletter, but it evolved into a “Language Teachers’ Hotel” via wiki. In online planning, discourse analysis showed that students repeatedly shared suggestions and built community through requests and supportive comments. TCs said, “It’s a good way to share knowledge.” “The mutual editing process is very helpful in doing the wiki.” “The interaction improved and I began to feel more a part of the group, which encouraged my feeling free to ask for suggestions.” TC negotiations resulted in richer discourses and wiki with different floors for Asian teachers, American teachers (and stairways for exchanges), games, materials, research/assessment, and interviews.

Project 2: Using Facebook for Language Practice and Discussion (Language Teacher Education)
For class discussions, TCs preferred lively, authentic, nonlinear Facebook to linear, dry Blackboard. For Asian TCs, Facebook discussions gave excellent English practice. One discussion, started by a Korean TC, concerned the film Freedom Writers about a novice teacher and her gang-member students. The TC wrote a long essay, saying “Erin Gruwell showed me who is true teacher and how can be a true teacher. Even though she was a novice teacher, she was equipped with important attributes to be a good teacher. Passion. Respect. Love. Vision for Students. Sacrifice.” Then a Taiwanese TC wrote an even longer piece, saying that “the students needed someone to listen to their voices…. We may not be able to rescue someone from their reality but we can bring hope to them.” Other TCs added supporting details and their own ideas. One said, “We should never underestimate the power we have.” Facebook increased motivation and created community. International TCs felt supported and were more engaged. American TCs learned new perspectives. Digital immigrants experienced technological achievement. All co-created new knowledge with Facebook.

Project 3: Creating Strategy University (Language Teacher Education)
In a “Learning Strategies” course, international and American TCs created a wiki called Strategy University, gaining language practice and building a whole university campus. Their library had strategy materials, lesson plans, games, music, and art. They constructed colleges for learning strategies in reading, writing, speaking, and listening. In one college they “met” experts through annotated bibliographies. The Wonder Garden gave inspiration, and the Coffee Shop allowed casual exchange of strategy ideas. Participants said, “Why didn’t we do this in all our teacher education classes?” “Creating Strategy University was the most rewarding educational project I have ever done.”

Project 4: Making a Cultural Resource Site (Spanish Language Learning)
Undergraduates developed an online Spanish cultural resource site (CRS) with photos and descriptions in Spanish, iPod-based cultural interviews, and student-made Spanish language videos of communication gaffes. Students commented, “Keep this project! It was so much fun.” “We got to use all the Spanish we learned in class. We felt we really knew what we were talking about.”

Conclusion
The Digital Age authored vast changes and opportunities for language learners and TCs. These changes can support sensory learning styles and increase motivation, authentic language use, fluency, accuracy, and collaboration. As white water continues to churn, we hope that language teacher educators and teachers will take advantage of the new ways that now exist for teaching effectively in the Digital Age.
References


Keywords

styles, motivation, technology, social networking

Bio Data

Rebecca Oxford is an international scholar in the areas of language-learning technology, learning styles and strategies, distance education, and culture. She has presented her research in more than 30 countries and is the author of many books, including a forthcoming volume on learning strategies for Pearson Longman: Teaching and Learning Language Learning Strategies. Her recent works focus on (a) sensory learning styles among digital natives and digital immigrants and (b) digitally-focused learning strategies among language learners and language teacher education candidates. She is now helping Air Force officers gain greater expertise in foreign languages and culture.

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research on technology for language teaching and learning. At her university she has led many technological innovations in instruction, including digital portfolios for students majoring in languages and the incorporation of wikis, blogs, and other technologies into her classes. She also teaches language teacher education courses, in which she uses abundant technology.

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From a Five-project CALL Project Leads to the Analysis of Motivation with an Eye on Curriculum Reform

Abstract

Innovations in the implementation of an e-learning project over the past five years have made it possible for the English instructors in a science and engineering department of a major private university in Tokyo, Japan, to gain insight as to what motivates students, determine what can be expected of different students, and as a result, inspect and revise the curriculum accordingly.

These innovations include adding an auxiliary e-learning program to all English classes on the undergraduate and graduate levels, instituting both a standardized pre and post test for all students, administering a class survey in all English classes, and gaining access to data on how students are admitted to university.

Short Paper

The implementation of an e-learning project, which began with the investigation of commercial software in late 2004, has been the focus of the authors’ study for the past six years. The innovations and transformation of the e-learning project over time have made it possible for the English instructors in a science and engineering department of a major private university in Tokyo, Japan, to gain insight as to what motivates students, determine what can be expected of different students, and as a result, inspect and revise the curriculum accordingly.

In 2004, the dean of the department voluntarily allotted funding and logistical support to the department’s six full-time English instructors to consider ways to integrate commercial e-learning software in the department’s English curriculum. In short time—two years—the software was incorporated successfully in all English classes with no loss of face-to-face teaching time. Funding, staffing and the creation of an infrastructure have been keys to success in this effort, but by no means was it an easy task to create the requisite conditions for a successful launch since there was no model to emulate and no literature on such endeavours.

In the first year of the program, only the full-time instructors asked students in their classes to volunteer to test the e-learning program. The following year all instructors of English in the department were oriented on the program and the software was linked to their classes. From the second year—and following years except one—a student survey (in N1) was administered to determine user rate, frequency, and duration, self-evaluation, program evaluation and satisfaction levels. The department employed a part-time staff member to assist the full-time instructors collect and verify data from the software administration site as well as from the student survey. Based on the information obtained from the surveys and analysis of student use of the software, modifications to the program were made, especially in regard to the rewards offered for successful completion of the program. These modifications were based on efforts to determine the motivations (intrinsic and extrinsic) of the students within the department. The details of such modifications as they pertain to motivation will be outlined in the presentation.
The quest for data regarding the progress of individual students in classes and that from the student’s surveys led the authors to envision ways to gain more information on students so as to affect changes and improvements in the department’s English curriculum.

The university in 2006 agreed to fund an upgrade to the courseware as well as a pre-test (TOEFL ITP) for all entering first year students in the department. Department faculty also contributed by answering a needs analysis drawn up to determine course goals and objectives. Furthermore, in fall of the same year, the university agreed to the department’s request to hold a post-test for the same students after their second year of studies, when most students complete their English studies to date. (This pre-post testing is now standard policy.) The department has made available these pre- and post-tests scores for this research. Furthermore, the department has allowed the authors access to data showing the entry route of students to the department as well as scores to entrance exams.

This plethora of data permits the authors not only to improve their individual curricula, better manage the use of commercial software, but be able to analyze the successes and areas for further improvement as well. Finally, with the ample data obtained since the inception of the e-learning program, the six full-time instructors have reached the stage at which it is possible to design a more integrated and successful education program tailor-made for the students in the department.

**Keywords**

needs analysis, curriculum, testing, survey, university admission, curriculum reform, commercial software, institutional proficiency testing

**Bio Data**

**David W. Reedy** was born in the US but grew up attending an international school in Tokyo. After receiving his M.S. in TESOL at N.Y.U., he taught at both secondary and tertiary levels. He now is an associate professor at the College of Science and Engineering, Aoyama Gakuin University.

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Learner Motivation and Participation in Virtual Reality

Abstract

Virtual worlds, such as Second Life®, are increasingly being used by educational organisations both as platforms for distance education and as a complement to face-to-face education. This paper will attempt to illustrate some of the variables which are deemed to influence levels of learner motivation and participation in language learning events in virtual worlds such as technical and social initiation, course and scenario design and the teacher’s role. In addition to this, motivation will also be addressed with reference to levels of learner comfort in virtual worlds and to learner beliefs. This paper will draw on existing research and best practice models in the field and on recent data collected by the author.

Short Paper

Virtual worlds are increasingly being used by educational organisations as platforms for distance education and as a complement to face-to-face education (i.e. Molka-Danielsen & Deutschmann 2009; Wankel & Kingsley 2009; http://www.activeworlds.com/edu/index.asp; http://education.secondlife.com). Similarly to other online platforms, virtual worlds provide the user with synchronous communication via text-based chat and voice chat. However, in addition to the above, 3D environments also allow the user both to build and contribute to the physical space and move around and engage in self-initiated processes of discovery and socialisation. Access to the platforms is gained via an “avatar”, a 3D representation of the self. These features all contribute to the “immersiveness” of these environments and have implications in terms of the quality of the learning experience and learner motivation.

Virtual worlds are, therefore, of particular interest to language teachers. Indeed, not only do they offer many of the affordances of more mainstream platforms but they also allow instructors and learners to play around with notions of “self” and “other” and the representation of culture in a highly communicative and interactional way (i.e. Panichi et al. 2010).

However, as with all online education, participation and learner engagement in the learning process cannot be taken for granted (i.e. White 2003; Hratinski 2007). Furthermore, the fact that users in virtual worlds are represented via an avatar and not via video (as in the case of videoconferencing tools) means that many of the social communicative cues of visual communication have to be mediated via other channels by all parties involved (i.e. teacher and students). In other words, virtual worlds offer as many affordances as they do challenges to researchers and practitioners with an interest in learner motivation in language education.

We argue with Salmon (2004) that motivation needs to be addressed from the very beginning of any initiation process into online learning and that it is a key factor in determining learner participation and engagement in virtual worlds (see also Deutschmann & Panichi, 2009a). Design features which have been identified by practitioners as being relevant to determining learner motivation in virtual worlds and current best practice models include learner beliefs, technical initiation, social initiation, scenario design and the teacher’s role.
In particular, findings from research carried out in the virtual world of Second Life® have highlighted how learner motivation and engagement in language learning events in virtual worlds are dependent, among other things, on specific linguistic cues from the course instructor (Deutschmann & Panichi 2009b; Deutschmann et al. 2009).

Furthermore, attempts to investigate learner motivation and participation in language learning events in virtual worlds have also considered the affective impact of the virtual world on the learner. Preliminary qualitative investigations based on feedback from student interviews and questionnaires administered to learners under the two educational projects of Kamimo and Avalon look at aspects such as individual learner comfort in the environment and learner beliefs about and experience of the environment.

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Second Life http://education.secondlife.com

Keywords

learner motivation, learner participation, online learning, virtual worlds, learner beliefs
Bio Data

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Teachers’ Attitudes and Motivations for Using CALL in and around the Language Classroom

Abstract

What motivates the teachers’ use of CALL both in and around the language classroom? What are the main criticisms and doubts that teachers have? What are the institutional and social pressures upon teachers to use CALL and other multimedia in their classrooms? Are CALL applications perceived as more motivating to students of the ‘digital native’ generation? What type of ‘motivational’ activities are being used?

Based on surveys sent to a distribution list of teachers interested in CALL, interviews conducted with teachers at a private language school in the UK and short informal observations about how CALL was being incorporated into class, this paper aims to get an understanding of how teachers perceive CALL as a motivational factor. In particular the focus is on the young ‘digital native’ students verses the often less technologically adept ‘digital immigrant’ teachers (Prensky, 2001) and the possible shift to a more learner centred class this facilitates.

Short Paper

This paper will look at teachers’ attitudes to using CALL and their motivation for doing so. It will also look at teachers’ perceptions of student motivation when using CALL as part of a class. The findings are based on interviews and questionnaires.

In this particular context, the majority of the data came from semi-structured interviews with teachers at a private language school in London, UK, although there are also data from questionnaires from other contexts. Most of the students at the school come from developed countries and are aged between 18 and 28, although there are some younger students. The school has two multi-media labs which are available for teaching purposes, and the school has a strong emphasis on self-access and autonomy. The interviews were conducted a few weeks before the introduction of Interactive Whiteboards (IWBs) which the teachers had recently been informed about.

Preliminary analysis of the data collected indicates that the teachers believe CALL activities can be more motivating for students. When explaining the reasons for this many teachers mentioned the students’ age and familiarity with technology. There was a general consensus from the teachers that they wanted to use computers more in their classes, although the reasons for this were quite varied. Teacher motivation seemed linked to the idea of using computers to do more interesting and engaging learner-centric activities. It was also linked to the availability of varied and rich authentic texts.

There was sometimes a sense of pressure to use computers more in teaching, but this pressure was not always perceived as a bad thing. The institutional pressure, which was linked to the introduction of the new IWBs, was not always seen as threatening or problematic, although many teachers stressed the importance of training. Generally, teachers believed that they needed more training and support in order to fully exploit the technology. For some, this
training was not just regarding technical issues with the technology, but practical teaching ideas as well.

The findings from this paper seem to indicate that CALL is potentially linked with professional development, with training and support playing key roles in teachers’ confidence. This in turn is linked to teacher motivation. The link between motivation and CALL was clear, but not only linked to the students’ age and expectations that they brought with them due to their generation. The teachers often expressed the idea that students could also access some of the resources themselves and increased motivation levels were more linked to type of activity rather than simply students’ age and the fact that they were ‘digital natives’.

Although these findings were only related to the opinions of teachers and their perception of student motivation and personal motivation as teachers, the results from both the interviews and the questionnaires collected to date seem to show a strong conceptual link between CALL and motivation. Although the study was limited by both its scale and the range of subjects, it is likely to be applicable to other similar contexts.

References


Keywords

teacher education, teacher training, teacher cognition, motivation, call, teachers attitudes to call

Bio Data

Richard Pinner. My primary interests are in the use of CALL and ICT for autonomous language learning and the role of motivation in CALL. I have just finished an MA at King’s College London and currently work as an eLearning Consultant. I have a lot experience with implementing technology, particularly VLEs, in language teaching as well as setting up self-access centres.

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A Longitudinal Study of Student Uptake Using Self-access eLearning

Abstract

Over a two year period of using a Moodle based self-access resource, uptake was measured against student numbers in schools. Peaks in student uptake corresponded with teacher training initiatives. This paper outlines these initiatives and the way student motivation for using self-access ICT resources has a direct relationship with teacher training. It also details the types of training and incentives offered to both teachers and students to improve uptake of self-access resources and maintain the motivation to continue doing so.

Short Paper

This study documents the implementation and development of a program of self access with guided study, in particular a virtual learning environment (VLE) used to host a wide range of self study materials. The program was implemented in a large chain of private language schools in the UK, Ireland, New Zealand and Australia.

The VLE used was Moodle, and many of the data were based on reports from within Moodle. However, more detailed reports were often required, and as such the data presented in this study combines reports from both a student management system and Moodle, as well as statistical software used to plot the results from the two systems. The result was a graph which plots the number of students eligible for the program against the number of unique logins for the same period. This graph shows the student uptake of the online self access centre (OSAC) and spans a two year period with almost 20,000 students. The average uptake of the OSAC was 26.91% of the eligible student body.

As the VLE was primarily used autonomously for self-study it is hypothesised that the uptake levels are a reasonable indicator of motivation, since there is a strong link between autonomy and motivation (Dörnyei, 2001a; Benson, 2001). Although this is a limited view of the relationship between autonomy and motivation, the underlying assumption is that the higher the student uptake of the OSAC the more motivated they must be to learn. One of the limitations of this study is the lack of qualitative data into student motivation, and this will have to be addressed with further research.

The main hypothesis behind this study was that teacher training led to increased student OSAC uptake. In order to test this, an independent samples t-test was conducted. The independent samples test was used because students are enrolled weekly and it cannot be assumed that the same participants make up the data from one week to the next. A period of pre and post training was selected for analysis to test the hypothesis. Several different types of training were conducted at different schools as well as a central training session for all participating UK based schools over a twelve week period. The twelve weeks before the first training session was compared against the twelve week period during which five training sessions were held. The results were as follows:
Pre-training uptake (M=24.1, SD= 2.8) was tested against post-training uptake (M=31.9, SD=3.9) = -5.0, p<.05. The effect size (r) was %0.73 which can be considered to be a moderate effect (Dörnyei, 2007).

This shows that there was a moderate correlation between teacher training and student OSAC uptake. This would suggest that student motivation to use the OSAC was related to teacher training and support. The findings also help to corroborate the hypothesis that teacher motivation is linked to student motivation, and the training and institutional support given to teachers is an important factor in their overall motivation (See Dörnyei, 2001b: 157-180)

This paper outlines the types of initiatives used to encourage teachers and the ways this was then filtered back to students in order to foster greater motivation for autonomous learning. In particular, training emphasised practical ideas for implementing the VLE in class, as well as ideas for Blended Learning. Another focus of the training was general use of technology and CALL in class.

The conclusions drawn from this study are that students will benefit more when using an OSAC if the teachers have been trained and given ideas about how to incorporate it into class. Also, teacher training is connected to teacher motivation and thus to student motivation.

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Pearson Longman

Keywords
self-access, eLearning, uptake, autonomy, call, motivation

Bio Data
Richard Pinner. My primary interests are in the use of CALL and ICT for autonomous language learning and the role of motivation in CALL. I have just finished an MA at King’s College London and currently work as an eLearning Consultant. I have a lot experience with implementing technology, particularly VLEs, in language teaching as well as setting up self-access centres.

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The MoodleReader Module: Beyond Motivation?

Abstract

The MoodleReader Module has been designed to assess whether or not students have read the books that they have claimed to have to read as part of their extensive reading work. The module relieves instructors of the burden of having to create alternate methods of assessment such as written summaries, oral reports, etc. which would consume a considerable amount of time, for both the teacher and student. The module is currently being used by over 5000 students, with 3000 of them at the presenters’ school divided into over 150 different classes conducted by more than 70 instructors.

The basic “motivation” for doing the reading is often negative, not doing it will negatively affect the student’s grade. On the other hand, for students who enjoy reading, additional reading beyond the minimum requirement provides a pleasant way to enhance their final evaluation.

While reading is normally done outside of class, the teacher in the classroom still has a role to play to motivate the students to read. This paper will, after explaining the features of the MoodleReader Module, compare its success with different cohorts of students depending on how much time, and what activities the instructors undertook in class to encourage reading.

Short Paper

Many learners, particularly in Asia, tend to study in what Littlewood (1989) calls a "reactive autonomous mode". They are not “autonomous learners” nor “self-motivated” learners, but when a required task, such as homework is set forth, they are quite capable of accomplishing it in a timely manner. Thus they often do not have any “intrinsic motivation” to study but will do whatever they understand is required to pass the course in which they are enrolled. The MoodleReader module has been designed for this kind of student.

Extensive Reading can be an effective means of acquiring the fluency in language that is required for actual use. It allows students to be exposed to the lexis and syntax for which they already have an academic knowledge, through the reading of texts that are below their current level of language competence. This lower level allows them to read quickly without being encumbered by unknown words and complex syntactic structures.

Unfortunately, with many learners, they will only do assignments if they know that they will be held accountable for having done them. Reading itself leaves no physical trace, thus most teachers who have adopted extensive reading rely on written summaries or reflections as proof of having done the reading. This is burdensome for both the student and the teacher, and can be cited as one of the leading causes for shunning an extensive reading approach.

Thus, the role of the MoodleReader Module presented in this paper is to motivate the students to do their required reading. It motivates them in a number of ways, some positive and some negative.
Positive stimuli:
1) It allows them to accumulate a set of “stamps” – covers of the books of which they have passed the quizzes
2) They receive the satisfaction of being promoted to the next level after a specific sub-goal is reached.
3) Passing the quiz gives them positive feedback that they have sufficiently understood the book.

Negative stimuli:
1) Students need to achieve a specific target goal which can be set in “number of books” or “number of words” or suffer the consequences, which could range from a specific number of marks off their course grade (or additional marks for over-achieving) or perhaps even failing the course if the target goal is not reached or surpassed.
2) It forces them to do their reading in a regular manner since the program will not allow them to take more than one quiz on a given day, or even a greater interval if it has been so configured.

Description of the module
The MoodleReader Module is a free add-on module for Moodle, working on any of the 1.9.x versions. There are quizzes available to incorporate into the module, which can be downloaded by legitimate organizations but which are not available without permission so that they do not get into the hands of students. Currently over 800 quizzes are available.
The main features of the system are summarized below.

- Students are served up a 10-item quiz on the book of their choice, with a randomized selection of quiz items drawn from a pool of at least 20 items and sometimes as many as 50.
- Quizzes are timed so that students cannot find the answers in their books as they take the quiz, they must have read the book from cover to cover to pass the quiz. The time limit can be varied depending on the nature of the book.
- Students may be set to specific reading levels and allowed to take quizzes only on ones at their own level.
- An interval of up to 3 days can be enforced between quizzes so that students pace their reading rather than rushing to complete their reading requirement by the end of the term.
- Each student has a personal screen which displays covers of books read along with a display of data for each quiz taken and a rainbow-colored progress bar showing the cumulative number of words read.
- Available quizzes can be viewed via the "ReaderView" block, selectable by publisher, genre, or level or any combination thereof.

The module has been successfully used at Kyoto Sangyo University for two years. Equivalent student populations in the 2008 academic year, who did not do extensive reading, and in the 2009 academic year who used the module were compared and it was found that the 2009 cohort of approximately 2500 students made significant gains \((p = 0.0001)\) in their reading scores on an identical proficiency test (their final examination) that was administered under identical conditions in February 2009 and February 2010 respectively.

Extensive reading using the module was implemented on a curriculum-wide basis in the 2009 academic year without giving the teachers themselves any specific guidance in extensive reading. The 70 instructors in the program were merely requested to pass out information to their students which briefly described the goals and benefits of extensive reading, outlined how they were to borrow books and take quizzes and how their performance would be incorporated into their final grade. At the end of the term the instructors were then provided with the reading scores of their students for incorporation into their final grade report.

While the program has been shown to be effective, an analysis of the data shows that only about 60% of the students had, in fact, borrowed at least one book and done the extensive reading. In order to raise the level of participation, and thus the overall average scores, further faculty involvement is required so that they can counsel and encourage students to read.

Further information on the software is available at: [http://moodlereader.org](http://moodlereader.org).

**References**


**Keywords**

course management systems, Moodle, extensive reading, motivation, curriculum design
Bio Data

Thomas Robb, Ph.D. teaches at Kyoto Sangyo University, Japan, Faculty of Foreign Languages and is also Chair of the General English Education Program with some 3000 students yearly. He is past chair of TESOL’s CALL Interest Section and past president of the PacCALL. His main areas of interest are Moodle, extensive reading and professional development in CALL.

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**Motivation and the Role of CALL in an L2 Writing Classroom: Action-Research in Progress**

**Abstract**

Maintaining learner motivation in an L2 composition classroom can be a frustrating and, often, overwhelming challenge for both students and instructors as students can become easily de-motivated when asked to produce texts which lack relatedness and/or are beyond student skill levels. Moreover, in L2 composition classrooms which utilize a multiple-draft, process-approach to instruction, students commonly lack the necessary motivation to participate fully. The presenter will discuss an action-research project that explores the use of Web 2.0 technologies in a university-level L2 writing classroom and will explore the means of understanding and measuring the impact of such technologies on student performance.

**Short Paper**

**CALL and learner motivation**

In recent years, researchers have demonstrated how CALL can positively affect L2 learner motivation (Egbert, 2003; Fotos, 2004; Warschauer, 1996). Moreover, other research has examined how Web 2.0 technologies in particular can help to create motivating learning environments (Alm-Lequeux, 2004). Specifically, video posting sites such as YouTube can showcase students’ original work and create opportunities for learners to dialog with others about their work. Thus, as Alm-Lequeux has argued, these technologies can help balance and promote notions of learner relatedness, competence and autonomy, while creating a more motivating learning experience.

**Description of project**

This paper assesses student reactions to a project which utilized Web 2.0 technologies in an L2 writing classroom and explores means of understanding and measuring the impact of such technologies on student performance. In particular, the role of motivation is examined through the frame of Self Determination Theory (SDT) as a possible approach to the explanation of improved student performance in this project.

In brief, this preliminary study analyzed student questionnaires completed by Japanese university students who had completed a required English composition course. These questionnaires were completed by two different groups of students (Intermediate and Advanced-level) who had taken the same writing course. As part of this required composition class, students completed a descriptive narrative writing assignment in which they wrote text to accompany photographs that they had taken, describing their hometowns or favorite places in Japan. The students created narrated video slideshow presentations of the content and uploaded them to YouTube. Next, students viewed and critiqued their classmates’ completed projects, giving specific recommendations for revision. Finally, students were asked, based upon the feedback that they received from their peers, (and later from students from other writing classes) how they would revise their descriptive narrative essays.
**Preliminary findings**
Student questionnaires were divided according to students’ perceived sense of relatedness, competence and autonomy, as understood within the framework of SDT. Next, students’ self assessments for essay revision were closely examined as a possible source of measurable performance. Preliminary investigations suggest that students who reported that they “enjoyed” completing this project and reported that they were able to overcome technical obstacles to complete it were also better able to identify specific areas for further revision. This pilot action-research points to the need for metrics to gather empirical data which may reveal the impact of Web 2.0 technologies on writing task motivation.

**References**


**Keywords**

L2 composition instruction, Web 2.0 Technologies, learner motivation, self-determination theory

**Bio Data**

Charles Robertson is from Northern California. He holds an undergraduate degree in English Education and a master’s degree in Composition Studies (with an emphasis in L2 composition instruction and sociolinguistics) from Humboldt State University, Arcata, California. Research interests: L2 composition theory, project-based learning and content-based teaching. He is a full-time faculty member at Tokai University in the Foreign Language Education Center in Hiratsuka, Japan. He has published articles and presented at conferences on the benefits of utilizing CALL technologies in L2 composition classroom.
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Xavier Martin-Rubio

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‘Come on, This Has Never Been Subtitled Before!’

Abstract

English in Catalonia is trapped between two nationalist discourses: banal Spanish nationalism and the more or less overt Catalan nationalism. These discourses have stifled the progress of English as a foreign Language, since there is no learning without use. High-school students are a mere reflection of the society they inhabit: they take three one-hour lessons a week, yet most of them do not use English at all, not even during the English sessions. Given these special circumstances, I have been trying to use the internet to motivate my students to read and listen to original texts and videos; not the material publishing companies create for them, but real texts and videos, available for free in the internet. With just a local area network and some basic software (‘Audacity’ to edit audio files, ‘Hot Potatoes’ to create crosswords, or ‘Subtitle Workshop’ to add subtitles to videos), one can come up with all sorts of activities that involve real videos on recent events. The idea is that students realize that what they are doing has not been done yet, and that it will be used for something. My impression after having tried this for three years is that, although at first they find it hard to cover the gap from the typical listening activities, they end up enjoying the lessons.

Short Paper

Nationalist discourse has been hegemonic in Western societies for the last two centuries. These last few years I have been analysing how people perpetuate nationalist discourse and reproduce their complex identities through their participation in different social practices. I have adopted a post-modernist approach to nationalism and taken some ideas from scholars like Anderson (1991), Billig (1995), Brubaker (1996), and Özkirimli (2005). From the analysis of the data I collected in Vitoria-Gasteiz and Lleida (back in 2004-2005), and from my experience as a high-school language teacher in Granollers (from September 2007 to the present day), I have reached the conclusion that most students display a form of banal or overt nationalism that stifles their progress in English.

If one accepts the premise that there is no learning without use, then it is by no means surprising that so many secondary-education students should leave school without the fluency one would expect after several years of formal instruction. The truth is that use of English, in most cases, is confined to the classroom, and not always. Several factors, such as a great number of badly-prepared teachers that use the students’ mother tongue in class or the existence of large groups of 30 students—something that rules out the possibility of carrying out meaningful oral activities—make many English language sessions English-less.

The argument goes as follows: a dominant nationalist discourse is preventing students from using English, and this lack of use stifles their progress in the learning process. Billig (2005) coined the expression ‘banal nationalism’ to refer to the kind of naturalised nationalist discourse that, despite being flagged on a daily basis, is no longer felt as an ideological position. Many people in Spain have a strong Spanish national allegiance that they display in the different social practices in which they participate. They obviously support Rafael Nadal, Fernando Alonso, and La Roja, but they do not see anything remarkable about it. It is, in their
eyes, the logical consequence of being a Spaniard. They are also used to watching American television series and films dubbed into Spanish.

Children socialised in this contextual reality rarely find themselves in situations in which the use of a foreign language is required. These last years I have encountered several students who had pretty good English, yet obtained bad marks in most subjects. After some inquiries, I found out they spent several hours a day playing online computer games with foreigners: this meant they could spend less time studying, but it also meant they were forced to use English for real-life affairs, which boosted their learning process. In a way, this is what I have been trying to force upon my students in class. The idea behind the different activities I will describe below is simple: get them to DO things that involve using English with the hope that they will find it enjoyable and will want to do it outside the classroom of their own accord.

As Spaniards (or Catalans), we are part of what Anderson (1991) calls ‘imagined communities.’ By imagining ourselves as part of this larger entity, we derive a sense of rooted-ness and belonging. As members of these communities, we participate in joint events such as national bank holidays, we sing anthems, learn the national language, and support sports teams. On a different order of things, the online gamers above mentioned belong to what Wenger (1998) calls a ‘community of practice’. They engage in a joint activity and learn certain skills and ways of acting. Likewise, in an English class, students are expected to engage in activities that help them to acquire English as a foreign Language. However, the memories most post-compulsory secondary education students have involve grammar exercises (most notably in the form of fill-in-the-gaps), listening to tedious explanations about verb tenses, modal verbs, the three conditionals, or the passive voice, and the occasional role-playing or listening activity.

There are a number of ways in which the language teacher can break away with this routine. I will provide a couple of examples, but it is important to highlight that the key elements to make it all work are: renovation, improvisation, and flexibility. There is no point is repeating a project; if something new and better comes up, one should go for it; and finally, if a project is not working, one needs an available alternative.

Example one will involved subtitles. Three years ago I started asking students to transcribe very short videos: ads, short interviews, press conferences… It was good because they noticed the different accents, the difficult words, the fillers… Then I discovered a piece of software called SubtitleWorkshop in which you can upload a video and create subtitles using a very simple interface. I already knew HotPotatoes. These are the tools. We just need the raw material: a recent video, something they have recently heard about, something they might be more or less interested in. Let’s imagine Rafa Nadal is beaten by a lesser player in an important tournament, and someone uploads his post-match press conference in Youtube. You can download the video using aTubeCatcher, and ask your students to do the following: 1) look for information about the tournament and about both tennis players; 2) transcribe the press-conference; 3) create the English and Catalan subtitles; 4) create a cross-word using sports vocabulary with HotPotatoes; 5) combine everything in a PowerPoint presentation.

Example two will use a sound editor (Audacity) and Microsoft Word. These last two years I have had a few students that were mad about theatre. The hard thing is to engage everyone. This project started with a level-4 reader by Cambridge entitled “The Amsterdam Connection”. To practice reported speech/direct speech I asked students to turn a chapter into several theatre scenes, and realised they were having a hard time. I split the class in groups, and each group took a couple of chapter until we had the play “The Amsterdam Connection”. Using Audacity, they recorded some dialogues, and I asked to identify and edit non-standard pronunciations. We even tried to act it out. The following year, we wrote a version entitled “The Barcelona Connection” where the Dutch characters were transformed into Catalan characters.
The components are: the tools, the material, and the final product. The key is to keep searching, to have an eye on what goes on and an eye on what the students seem to like. Anything that gets them to use English with a happy face is fine.

References


Keywords

nationalist discourse, language use, language learning, education system

Bio Data

Xavier Martin-Rubio was born near Barcelona in 1976. He finished his degree on English Studies in 2000. Having spent an Erasmus year at the University of Stirling (1998-99), he returned to Scotland in 2001, where he served as a support language teacher in a secondary-education school in Glasgow. He started his PhD in 2003. He collected data in the Basque Country and Catalonia and worked on it until 2007, when he decided to take a Master’s on European Integration at Universiteit Maastricht. Once completed, he returned to Catalonia, where he combines teaching English at a semi-private secondary-education institution and finishing his PhD.

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**Using Mobile Phones for Language Learning: Examining the Effect of the Platform**

**Abstract**

While problems such as small screens and inconvenient keypads have been pointed out by researchers, we still have little knowledge of how motivated learners are to use mobile phones or their performance with them. The current study examines 175 pre-intermediate learners of English who could choose to complete adaptive vocabulary activities on either a mobile phone or a desktop computer to identify the effect of the mobile platform. Data were collected over a three-year period, and learner activity on both platforms was analysed. The results are discussed in terms of how the platform affects learners’ ability to complete activities, whether continued usage contributes to improved performance or sustained usage of the mobile platform over time, as well as longitudinal trends.

**Short Paper**

**Introduction**

There is no doubt that mobile technologies have started to make their presence felt in the field of education, evident in the increasing number of publications that have appeared in recent years (e.g., Ally, 2009; Kukulska-Hulme & Traxler, 2005). It is not surprising, then, to see mobile technologies also gaining momentum in second language learning environments, and research on mobile learning is emerging more regularly in the CALL literature. Studies investigating using mobile phones for learning vocabulary have also started to appear, and the nature of the activities and the focuses of the research have been varied. The vast majority of this research has indicated that learners are very positive about using mobile phones for language learning (e.g., Thornton & Houzer, 2005; Kennedy & Levy, 2008, but are they willing to use them when other alternatives are available? A study by Stockwell (2008) where learners could complete vocabulary activities either on a mobile phone or a desktop computer (PC) indicated that this is not necessarily the case. The results showed that 61% of learners did not use the mobile phone at all, with a further 24% of learners using the mobile phone for less than 20% of the vocabulary activities.

While there are issues regarding the mobile platform such as the small screen and inconvenient keypad, Stockwell (2008) showed that when given a choice of whether to use their mobile phone or a PC for completing vocabulary-learning activities, the overwhelming majority of learners chose the PC. The purpose of the current study, then, was to look specifically at whether there were any features inherent to completing activities on each platform that may have affected learners’ decisions to use a PC rather than their mobile phone. The study specifically investigated the scores achieved on both platforms, the time taken to complete the activities on both platforms, and whether there was any improvement over time on each of the platforms.

**Method**

A total of 175 students enrolled in English classes at Waseda University across three cohorts were the subjects of the study; three classes in 2007 (n = 80), two classes in 2008 (n = 50) and two classes in 2009 (n = 45). The classes were predominantly listening classes that included a large vocabulary element. Listening activities were undertaken during class time,
but due to time constraints vocabulary activities were to be completed outside of class time. Ten percent of the total subject score was given for learners who completed all of the activities by the end of the semester. Learners were given the option of using their mobile phones or PCs, and activities completed on either platform were included in the class mark in the same way, and no pressure was placed on learners to use one platform or the other.

Data were collected through detailed server logs, recording, among other things, the platform the learners used to complete an activity, the lesson number, the type of activity, the time the activity was started and completed, and the score attained for the activity.

Results & Discussion
The study showed no consistent difference between scores on the mobile phone and the PC, with some activities scoring higher on one platform and others scoring higher on the other. It was initially expected that learners might score lower on production activities on the mobile phone when compared with the PC, as the smaller screen and keypad were definitely less convenient for entering text. The study did not reveal any clear trends in this regard.

The results of the study demonstrated that there was a clear difference in the amount of time required to do activities on the mobile phone compared with the computer. Although the interface was simplified as much as possible to minimise the effects of the small screen and keypad, the activities took far longer on the mobile phone. There did not seem to be any significant difference between multiple choice and production activities, and activities that took longer on PC seemed to take a proportionately longer amount of time on the mobile phone. This is likely due to a combination of technical and environmental factors.

There did not appear to be any evidence of improvement in scores and speed over time in the current study. Regardless of the platform, activities in some lessons took longer than other lessons, and some lessons appeared to be more difficult than others, with learners achieving higher scores in some than others with very little difference between the scores.

Longitudinal observations across the three years investigated showed some evidence of a greater acceptance of the mobile phone each year, but the results were not conclusive.

Conclusion
Despite the extra time taken on the mobile phone compared with the PC, there were still several learners who opted to use the mobile over the PC. This might suggest that these learners are creating time spaces with the mobile that are not available with the PC, such as riding on trains, and so forth. Through providing choices of platforms for our learners, we can allow them to rationalise their time through experimentation and discovery.

References
Keywords

mobile learning, vocabulary, learner preferences

Bio Data

Glenn Stockwell is Professor at Waseda University, Tokyo, Japan. His research interests include computer-mediated communication, mobile learning, and the role of technology in the language learning process. He is co-author of CALL Dimensions (Lawrence Erlbaum Associates, 2006) with Mike Levy, and published widely in international journals in the field of CALL. He is the general editor of The JALT CALL Journal, and member of the academic advisory boards and review boards of the ReCALL Journal, Computer Assisted Language Learning, Computers & Education, and the CALICO Journal.

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Quality Assessment of an Online Language Learning Module Preparing a Study Abroad

Abstract

In this paper we present the quality assessment of a language learning module that aims to prepare students for a study abroad in Germany. The module is part of the online language learning environment DUO (Deutsch-Uni Online) and is designed for a B1/B2 self-study learner supported by an online tutor. Our evaluation is based on the QuADEM method for the quality assessment of digital educational material. For our analysis, we observed two respondents during their activities in the online learning module, using think-aloud protocol, video registration and keystroke logging, and conducted a semi-structured post-intervention interview. The respondents are translation bachelor students, one of them having completed, and the other one preparing for a SOKRATES semester in Germany. The combination of both perspectives allows us to draw conclusions on the appropriateness of the module for the intended target group. At the same time, we found that QuADEM did not fully match with the requirements of our analysis and therefore suggest to add a new assessment criterion.

Short Paper

The ever increasing amount of digital courseware for language learning calls for reliable evaluation tools and methods. Up to now, a great variety of assessment criteria lists and frameworks have been set up for this goal (cf. e.g. Odell 1986, Hubbard 1988, Thomé 1989, Baumgartner 2002, Niehoff 2003, Roche 2008). The QuADEM method was specifically developed for the assessment of digital educational material in the field of academic/professional writing but, according to the authors, it can also be used as a toolbox for the assessment of digital educational material in general (Opdenacker et al., p.9). The manual not only provides the assessor with checklists bundling criteria by topic but also gives advice on adequate assessment methods and provides short rationales on the underlying approach and state-of-the-art theories. That is to say, apart from the question *what* to assess, QuADEM also gives an idea of *how* and *on what grounds* the evaluation should take place. The core idea of QuADEM is that digital educational material can only be assessed while observing actual usage by respondents, preferably representatives of the intended target group.

Out of the various assessment methods that QuADEM recommends, we chose the combination of a think aloud protocol during the intervention and a semi-structured post-intervention group interview. Together with the think-aloud protocols, we simultaneously videotaped the respondents and logged their keystrokes. This rich data collection formed the base for our qualitative assessment. The post-hoc interview was based on recording excerpts, inviting the respondents to comment on their actions. For our analysis, we mainly relied on two out of eleven evaluation units of QuADEM: the "content unit" and the "usability unit". The content aspect plays an important role in the assessed language learning environment as DUO is mainly intended for future and current exchange students in Germany. It goes without saying that next to content, user performance and satisfaction is a key issue for the intrinsic motivation of online learners.
DUO was primarily set up as a language learning environment that specifically meets the needs of foreign students preparing for a study visit in Germany. According to the authors, state-of-the-art pedagogical and didactic insights have been considered in the development of DUO, with a clear focus on content and pedagogy rather than on technology (Wegele 2006). DUO departs from the foundations of moderate constructivism, mapping constructivist principles to instructional design.

For our experiment, we observed two translation bachelor students during their activities in DUO. The 3rd year bachelor ex-SOKRATES student first worked on six pre-selected units, each one consisting of a series of interrelated activities. Out of the six units, she then chose the two units she considered to be the most representative ones for the 2nd year bachelor SOKRATES student-to-be. The two selected units focus on study-specific topics: while the first one deals with different types of curricular activities, targeting vocabulary acquisition, the second one aims at the reading comprehension of two informative semi-authentic texts on extracurricular activities. Her choice, however, was not only motivated by the topics but also by specific content- and usability-related difficulties she encountered while working on those units.

The results of our analysis reveal a high score on a content level. Two important factors that contribute to this positive assessment are the fact that the content is highly adapted to the target audience and the conclusion that the texts are challenging but accessible. Nevertheless, the exchange student-to-be expressed a critical note on the adequacy of the content in light of the learning objectives.

The usability aspect was a lot more subject to critical remarks. Whereas the interface and overall navigation facilities were unanimously judged positively, the quality of the layout was perceived differently by the two respondents. As both students were first-time users, our specific concern was with self-explanatory usage. Some functionalities and technical solutions could not been found intuitively. Although this problem was partly relieved by help-files enriched with animations, both respondents agreed that the need to look for usage information when dealing with content was demotivating. The same judgement applied to the built-in lookup-dictionary. It is linked to both an internal word list and an external online dictionary, DWDS. This exhaustive and renowned online dictionary for German not only provides extensive definitions but also context examples and frequent collocations. Our respondents clearly were overwhelmed by the information, expecting a quick translation or a synonym in order to be able to continue the task / reading process.

During the assessment, two more important elements of online learning modules have drawn our attention: feedback and task design. Both showed to be of paramount importance for motivation. In QuADEM, they are listed in the “testing” unit, with “authentic” and “relevant” being the quality criteria for tasks, and “non-threatening” the criterion for feedback. Although important, we found these criteria to be unsatisfactory for our analysis. We encountered poor task design and poor feedback leading to considerable loss of motivation even when dealing with, from a content perspective, “authentic” and “relevant” tasks. This leads us to our concluding remark that task design plays an important, if not the most important role for motivation in online learning modules and should therefore be included in the quality assessment of digital educational material.

References


Keywords

quality assessment, digital educational material, usability study, content analysis, task design, demotivation factors, exchange students

Bio Data

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Abstract

Intentional vocabulary learning using word lists is hardly a motivating task. CALL vocabulary trainers can add multimedia elements and provide mechanisms for intelligent repetition, but typically rely on single context sentences. If learners could have a revision sequence with varying contexts for each target word, their motivation could be increased. Giving learners access to corpus examples has been suggested as a way to provide variety, but this risks complicating the learner’s task too much when the target word is used in a different sense in the corpus examples. Polysemous lexemes are particularly common among the frequent words of a language, those a learner will need most.

In NLP, the problems caused by polysemy are known as ‘lexical bottleneck’. If we can solve this for frequent words of a language and construct a lexical database containing several example sentences for each sub sense, the CALL community could use this in several applications.

Short Paper

There is now a consensus that vocabulary plays a crucial role in the acquisition of a foreign language. As incidental vocabulary acquisition has been found to be inefficient, learners will benefit from intentional vocabulary learning (Groot 2000) in order to achieve the necessary level of vocabulary knowledge. Going over lists of L2 words and their translational equivalents is hardly a motivating task however. Rote learning also suffers from a certain lack of processing depth on the learner’s part as long as target words are only ever seen in a single context or with a single translational equivalent. Vocabulary CALLware can make use of multimedia for the establishment of the form-meaning link in the learner’s mind and to give access to morphological variants and some context. CALL vocabulary trainers can also provide mechanisms for intelligent repetition of individual words (e.g. Stockwell 2007), but they typically rely on a single or very small number of context sentences, so do not make full use of the computer’s facilities. If learners could have a learning and revision sequence with varying contexts for each target word, their motivation could be increased, both through the novelty of contexts and thanks to the increased efficiency of such a method (cf. Bolger et al. 2008). Several CALL practitioners have suggested giving learners access to examples derived (semi-)automatically from a corpus in order to provide such variety, but this risks complicating the learner’s task too much when the target word is used in a different sense in the corpus examples. If a learner is trying to learn the English noun file in the sense of ‘folder’, concordance lines are likely to include file in the sense of ‘line’ or even ‘tool’ as well (Gardner 2007; Kilgarriff 1996). Beginning and intermediate learners are likely to be put off by this, and there is always the danger that learners will induce an erroneous meaning or not manage to cope with the task at all (Todd 2001, Verspoor & Lowie 2003). In either case, the learners’ motivation will probably suffer.

The issue of vagueness and polysemy in second language vocabulary has received relatively little attention, possibly because it is often not perceived as problematic by teachers. Humans tend not to see any polysemy in words embedded in the context of a real sentence or
utterance and will also happily stretch the core meaning for a word in their mental lexicon to make it fit the context. However, for applications that require a formal description of language, polysemy and fuzzy meaning boundaries are a problem. Lexicographers have struggled with this flexibility of mental concepts for a long time (Atkins & Rundell 2008), something easily seen when comparing the number of entries for the various meanings of a word in several dictionaries. In the context of foreign language learning, it is difficult to avoid these problems because polysemous lexemes are particularly common among the frequent words of a language, the words a learner will need to master first. Even if we assume that learners are just as happy to stretch word meanings in their second language as they would be in their first, many cases of divergent polysemy remain. If there are major differences between their first and the foreign language in terms of lexicalized meanings, a higher learning burden for the L2 word will result. Polysemy and cross-linguistic differences reinforce each other in terms of the difficulty an L2 word poses for a learner.

In the area of Natural Language Processing, the problems caused by polysemy are known as the ‘lexical bottleneck’ (ten Hacken & Domenig 1996) because large amounts of work are required to build good lexical databases that can deal with the many-to-many relationship between orthographic words on one side and word meanings on the other. If we can solve the lexical bottleneck for the most frequent words of a language – those needed by learners – and construct a lexical database containing several example sentences for each meaning of the target word, the CALL community could use this in several generations of applications, thus ensuring sustainability (Kennedy & Levy 2009).

A vocabulary CALL system that offers learners more variety than is the case in today’s systems is likely to both increase the users’ motivation and lead to better learning results as it can overcome the disadvantages of rote learning while keeping its efficiency.

References


Keywords

vocabulary, intentional word learning, polysemy, lexical databases, motivation
Bio Data

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Abstract

The framework of this study is cooperation between students of English at a Chinese university and their counterparts at a Danish university, i.e. neither group of students are native speakers of English. The theoretical framework for the study is Vygotsky’s social-cultural theory on language learning combined with the work by a number of researchers on the link between motivation and autonomy (notably, Little, Dörnyei, Gardner). The students were focusing on meaning as well as form in conjunction with the cultural content in a social interactional email—based exchange. The goal of the study was to investigate whether the social connection between the students and the mutual goal of acquainting themselves with each other and each other’s culture would enhance their motivation in language learning and in developing desires to express themselves in increasingly comprehensible language at a higher level of correctness.

Short Paper

Introduction
The present qualitative study came out of a contact-establishing project between China and Denmark financed by the Danish Agency for Science and Technology. The project offered as one of its spin-offs the opportunity to establish computer mediated communication (CMC) between two sets of English students, one set of Danish learners of English, one set of Chinese learners of English. Both groups were second year university students of English at advanced level.

The students were given the opportunity to correspond with their opposite numbers as part of a written language production class. The Chinese students as well as the Danish students were focusing on the exchange of cultural information as their primary goal, but were instructed to pay attention to the language as a means of helping each other become more accurate and better in the expression of their ideas. The objective in using CMC was to allow the students full autonomy in their interaction as a motivational factor to advance language awareness.

Motivation and autonomy
An essential element in foreign and second language learning is motivation. This construct has been investigated, described and discussed from a variety of perspectives and situations, some of which are now being re-interpreted in the light of globalisation and its impact on the status of language learning and culture. Especially the learning of English as a second or foreign language has been affected by this change due to the current status of English as an international language and its role as a lingua franca.
Brown (1980) defined two kinds of motivation: 1. Instrumental and 2. Integrative\(^1\). Gardner has previously (1985:146) discussed the issue, and in a more recent publication he cites this elaboration on the importance of integrative motivation, “… the relative degree of success will be influenced to some extent by the individual’s attitudes toward the other community or to other communities in general as well as by the beliefs in the community which are relevant to the language learning process.” (Gardner et al. 2004:5-6). Dörnyei (2006) and Norton (1997) discuss the issues involved in the globalised world of identifying a “community” or culture which can be seen as having “ownership” of English and which can serve as object of identification for the language learner as such. Dörnyei (2006) in support of the notion created by Norton (2001) of an “imagined” community; however, he sees a role for combining integrative motivation with the notion of what he calls “The L2 Motivational Self System”. The key strands here are ‘the Ideal L2 Self’, ‘the Ought-to L2 Self’ and ‘the L2 Learning Experience’, thus comprising the pre-actional, the actional as well as the post-actional stages of language learning.

In recent years several established researchers have demonstrated the beneficial effects of autonomy on language learning results (Little & Dam, 1998; Benson, 2006). Spratt, Humphreys, and Chan (2002:263) connect autonomy and motivation and advice: “In a learning context that necessitates life-long learning and increasingly calls for distances learning, autonomy must surely remain an important aim”.

**Language awareness and CMC**

The importance of language awareness in language acquisition has been established by numerous studies. According to Andrews (2003) there is a central link between knowledge about the language and knowledge of the language. This metalinguistic level is essential in the development of learners’ own language but also in so far as it underlies deliberations in guiding others in their progression towards greater proficiency.

As part of this study one purpose was to investigate the written communication data for traces of established and/ developing language awareness and how this was employed in the process of self-correction and correction of others in a collaborative effort towards greater accuracy. Levy and Stockwell (2006) report that some studies involving email exchanges found good results for improvements in accuracy and refer to Stockwell and Harrington (2003) as one such study: “learners involved in email interactions demonstrated increases in both the accuracy and the complexity of the language produced” (Levy and Stockwell, 2006:104). On the other hand, Abrams (2003) for instance could find no support for improvement in language produced. Skehan (2003:394) in his evaluation of the importance of interactional tasks concludes that “interactive tasks produce markedly more accuracy and complexity, monologic tasks more fluency.”

**The set-up of the study**

The students involved in this qualitative study were all non-native speakers of English. In the light of the mixed results of previous studies in which the communication was between native speakers and non-native speaker, there were no preconceived expectations as to the outcome. The study was exploratory and unlike many interactional studies this one was not comparative. In her discussion of computer-assisted language learning technologies and tasks, Chapelle (2009) finds that many of these studies have often been closed-ended and comparative in the tasks involved and that more recent studies in an interactional and sociocultural framework tend to be more open-ended, as is the case with this study. Chapelle points out that there seems to be fewer break-downs of communication and negotiation in cases of open-ended

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\(^1\) Brown gave these definitions of the two types of motivation:

*Instrumental motivation refers to the motivation to acquire a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. An integrative motive is employed when a learner wishes to integrate himself within a culture of the second language group, to identify himself with and become a part of that society* (1980:114).
tasks. The present study had a very open-ended setting as the participants were given complete autonomy in their choices. The data were examined for the effect of the high degree of autonomy, traces of the symmetric/asymmetric dimensions of communication between two sets of learners who were both non-native users of English, and the occurrence and nature of negotiation of meaning and form.

**Results**

What effects did the open-endedness and the high degree of autonomy in the process have on the communication, the negotiations of meaning and form, and the learning? It seemed to confirm results from previous studies (cf. Fernández-García and Martínes-Arbelaitz, 2003) that in open-ended tasks communication is less likely to breakdown than in closed-ended tasks. In all of the transcripts there was no instance of complete breakdown of communication. There was negotiation of meaning, but not clear-cut lexical meaning. Rather, the negotiations were either culturally based or they were fusions of form and meaning.

The interesting discovery was that the level of proficiency of both the Chinese and the Danish group of students was so high that it was difficult to separate meaning-focused and form-focused negotiations. Consequently, negotiations were really fused form-meaning negotiations in that they focused on form which might lead to ambiguous meaning. The negotiations often took the form of inquiries as what the intended meaning was and the query would be followed by indications of form for the options of intended meaning. In other cases, such as in *"I love shopping, either*", there is a potential risk of misunderstanding (the opposing positives/negatives) due to the failing mastery of appropriate use of an adverbial. As it happens, the rich context never allows any misunderstanding to take place, and the interlocutor is perfectly aware that the intended meaning is “I love shopping, too”. Therefore, the error is simply pointed out, and the receiver is well enough versed in grammar to understand and accept the correction without further discussion and explanation. What also became apparent from the transcripts was that the conversations contained several instances of negotiations for topic. Statements like "I would like to talk more about it if you’re interested", or similar statements to that effect, are characteristic of the communication.

Another interesting result is the fact that due to the difference in the two L1s involved the errors made by the two groups of students varied. It was therefore a truly cooperative effort to detect and correct errors; neither group was at a disadvantage and no asymmetry in the negotiations was discernable. Thus the present study appears to support the results reported by Levy and Stockwell (2006). However, it is difficult to say whether the transcripts could be said to express a link between motivation and autonomy, briefly defined as in control of own learning, but it is evident that the sheer enthusiasm and the volume of produced written communication point in that direction. The open-ended task of focusing on meaning and form while collaborating on error correction was met satisfactorily with the cultural element in the communication serving as propeller towards production of a great deal of written narration.

**References**


Keywords

autonomy, collaborative learning, language awareness, socio-cultural framework

Bio Data

Jane Vinther is head of the English Department at the Kolding Campus of the University of Southern Denmark. She is an experienced teacher of English as a foreign language and lectures in applied linguistics. Her research interests are computer-assisted language learning and the role of cultural aspects of language learning.

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The Impact of Computer-Based Collaborative Learning on Students’ Motivation, Confidence and Proficiency Levels

Abstract

This study reports the outcome and the design of an innovative EFL teaching instruction in which an advanced English Conversation class was structured with a learner-centered orientation, and cutting-edge technology was used to allow Taiwanese EFL students to interact “live” as groups with a native speaker of English in America via Internet videoconferencing. A learning spiral (Hobbs, Dever, & Tadlock, 1995) using peer scaffolding, which enables each group member to self-decide their individual participation and contribution that are explicitly elaborated in their group presentation thinking process was created as a result of the interaction among their group peers. Higher level of student performance via the use of a learning spiral of peer scaffolding was achieved, and cultivation of salient peer culture within each group was also explored as peer interaction increased. Besides, students’ motivation, satisfaction, and confidence were increasingly enhanced. Students were equipped with the following constructivist strategies as a base to prepare their presentations to their peers and the instructors through a training workshop, including knowledge prerequisite (Learning by preparation, Learning from sources, & Learning by doing), brainstorming ideas and receiving feedback (Learning by critical thinking & Learning from feedback).

Short Paper

Introduction

In constructivist classrooms, one of the teacher’s roles is to engage students in activities that enable them to discover their own answers to questions (DeVries et al., 2002). Peer assistance, meanwhile, has been found to be a primary factor in motivation (Sengupta, 2001) because questions and feedback from peers challenge students to reach higher levels of thinking and performance. However research, is still lacking about whether peer interactions actually affect motivation, satisfaction, and confidence. In light of this, this study reports the design and outcomes of an innovative EFL pedagogy in which an advanced English Conversation class was structured with a learner-centered orientation, and cutting-edge computer-based collaborative learning technology was used to allow Taiwanese EFL students to interact “live” in groups with a native-speaking teacher in America via Internet videoconferencing. In order to evaluate this instructional design, the researchers developed this study to answer the question, “In what way does the current computer-mediated pedagogic design affect student perceptions of their own motivation, confidence, satisfaction with the course, and their actual proficiency?”

Literature Review

Motivational orientations, satisfaction, and self-confidence

Motivation is a main variable correlating satisfaction and self-confidence. Students who experience integrative motivation persist in performing their tasks and feel more confidence using the target language for communication. On the other hand, students who are instrumentally motivated do the minimum to pass the course (Gardner, 1996).
The value of peer learning
It is important that teachers constantly assess their students’ knowledge, including student misjudgments of the amount of effort required for a task. These misjudgments are often eliminated by the use of peer interaction in which students support each other (Bruch & Saye, 2001). When positive rapport is formed through interactions, the motivation of learners shifts toward the integrative and their confidence is also enhanced (Brownstein, 2001).

In constructing learning experiences for students, it is evident that learning is not linear, but rather is recursive, taking the form of a learning spiral (Hobbs, Dever, & Tadlock, 1995). The researchers in this study hypothesized that as peer interactions spiraled upward, integrative motivation, confidence, satisfaction with the course, and actual student proficiency would also grow in accordance with the Learning Spiral model in Figure 1.

Methodology

Procedure of the experiment
The participants in this study used the following procedure as a guide to prepare group presentations in an EFL conversation class, presented to a native speaker via Internet videoconference (see Figure 1). The presentations explained elements of Taiwanese culture to the native speaker.

- Prepare and discuss – Students were required to negotiate with peers to choose content, research, and prepare the presentations.
- Write presentation draft – Each group member was responsible for a section of the draft.
- Receive the revised draft and feedback from peers – Students received feedback from other group members as well as the teacher on technical and conceptual elements of the draft.
- Rehearse presentation – The final presentation was rehearsed, as needed.
- Immediate feedback – Feedback was immediately received from the native speaker, the instructor, and classmates in other groups after the presentation.
Training with the constructivist strategies
Before beginning the presentations, students participated in a training workshop on the following two phases of strategy development:

The fundamental phase – prerequisite knowledge:
- Learning by preparation and doing: Groups developed strategies for the planning, researching, and creation of the presentation.
- Learning from sources: Students searched strategies for success in Internet and library research.

The second phase – brainstorming ideas and receiving feedback:
- Learning by critical thinking: Students were taught skills in brainstorming and generating new ideas.
- Learning from feedback: Teacher and peer feedback was provided on strategies developed during the workshop.

Research Design
This study used a single-group interrupted time-series design (quasi-experimental design). Thirty-seven students who all majored in English Language and Literature at a private university in Taiwan participated in this study as part of the class. The students completed a survey following each of three presentations. The survey was developed based on a review of relevant literature and previous studies by the researchers. Questions addressed student perceptions of their own motivation, confidence, and satisfaction with the course. Individual and group grades on each presentation were also employed.

Table 1 Means for motivation, confidence, satisfaction, integrative, and actual grade for three successive presentations

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
</tr>
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<tbody>
<tr>
<td>Integrateive motivation</td>
<td></td>
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<tr>
<td>Presentation 1</td>
<td>3.79</td>
</tr>
<tr>
<td>Presentation 2</td>
<td>3.76</td>
</tr>
<tr>
<td>Presentation 3</td>
<td>3.86</td>
</tr>
<tr>
<td>Instrumental motivation</td>
<td></td>
</tr>
<tr>
<td>Presentation 1</td>
<td>3.58</td>
</tr>
<tr>
<td>Presentation 2</td>
<td>3.68</td>
</tr>
<tr>
<td>Presentation 3</td>
<td>3.85</td>
</tr>
</tbody>
</table>
### Results

Table 1 shows the means of students’ instrumental (undesirable) and integrative (desirable) motivation, confidence, satisfaction, and presentation grade for each of three successive computer-mediated presentations. The 37-student sample size was not large enough for statistical analysis, however the results indicated that the participants’ motivation, confidence, satisfaction, and actual performance improved by the final presentation.

It is not surprising that grades and confidence improved as students repeated the presentation process, because they had found strategies that resulted in success. In turn it is not surprising that satisfaction improved. The biggest surprise in the study is that both integrative and instrumental motivation increased. The researchers interpret this instrumental motivation increase as a reflection of the improved strategies for success, i.e. when success is easier, even this undesirable form of motivation may increase because students are more willing to make the effort, even if the goal is instrumental.

### Conclusions

This study found that the perceived levels of integrative and instrumental motivation, satisfaction, confidence of students, and their actual performance in learning English, do change over time, in answer to the primary research question. The findings, furthermore, support the hypothesis that peer interaction is a factor that can affect motivation, satisfaction, and confidence in learning English. This study, therefore, suggested that the use of proper learning strategies in a peer-learning spiral can promote integrative motivation in EFL learners.

### Keywords

videoconferencing, Spiral Learning, peer scaffolding

### Bio Data

**Wen-chi Vivian Wu,** who received her doctorate in Education from the University of South Dakota in 2006, is an assistant professor of the Department of English Language, Literature and Linguistics at Providence University in Taiwan. As an experienced English-as-a-foreign-language (EFL) instructor, she teaches a variety of English-related courses including English conversation, writing, and public speech. Having several peer-reviewed journal publications and also serving as an associate production editor of Asian EFL Journal and a reviewing board member of Asian ESP Journal, her recent research areas include learner motivation for English as a global language, application of technology in instruction, computer-assisted language learning, and learner-centered instruction. Over the past three years, she has integrated international experiences into her conversation and writing courses linking her students with college students and university professors in America.
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Investigating External Motivating Factors in CALL Setting

Abstract

Motivation in CALL and motivation process in language learning, or the conditions under which it is generated, is being systematically investigated in recent years. Although motivation is difficult to be accounted for (Raby 2007), external factors influencing motivation may be some indicators explaining differences of attitudes to CALL software of experienced language learners. In a study of 15 subjects in an authentic setting of 30 hours language learning spread in a 10 week period showed significant correlations and tendencies among several dependent variables such as the task, the feedback provided by the machine and suitability of the learning material to student level.

Short Paper

Introduction

In the early ‘80s computers were thought to be a motivating factor in language learning, either due to their “unique combination of tutorial, interactive, and visual capabilities” Kenning & Kenning (1983:3), by increasing self confidence (Ahmad et al. 1985) or simply by holding “an innate attraction... (especially for teenage boys...)” Roberts (1981:121). This initial enthusiasm however was not supported by the evidence and as early as 1986 as Thomas indicated:

“there is no evidence whatever in the extensive research literature on the affective and motivational aspects of second language acquisition (see e.g. Gardner 1979; Heckhausen and Weiner 1972), to suggest that the computer - or any other extrinsic motivator - will have more than a very short-term effect in enthusing the jaded language learner” (p. 117).


Method

In order to investigate motivation as a construct of independent variables in CALL settings two groups of subjects were compared: a) one using traditional CALL software (Group A) and b) the other being involved in a blended learning approach using a combination of on-line material (autonomously) and in group learning with the support of the teacher (Group B). Group A was investigated in three different settings: (1) Independent use, where each subject was using computers alone in a self-access room, (2) Group use, where subjects were working in twos or threes round computers for 30 minutes in a classroom with the teacher present, but not intervening unless asked, and (3) Class use, where the teacher operated a single computer with the screen projected on a whiteboard and led the activity with the class as a whole for 60 minutes. Group B worked in the same settings, in three different stages: (1) Alone (for one hour) studying the material with hyperlinks on vocabulary, grammar, culture and the teacher present offering extra feedback when asked, (2) In groups of two (for one hour), either
covering traditional on-line exercises or preparing notes for a discussion planned to be executed in the third (3) Class stage (for one hour), where role plays or simulations were made with the teacher acting as coordinator generating discussion in the target language. Data collected through observations (of Group A) and the means of a 28 items questionnaire (for both groups) partly based on Odell’s (1986) list for experts incorporating two sections, technological and pedagogical. In Group B the researcher was also the teacher and therefore observations were also recorded. This procedure proved invaluable in interpreting fully the questionnaire responses.

Analysis

A sample of the results are presented here which are divided into observed attitudes and reactions registered through the questionnaire. It was firstly observed that participation to English classes was generally increased in Group B (students tended to avoid coming to class) and there were cases of subjects who decided not to have any break during the class time at all and worked non-stop through the first two hours. Another general observation was that subject concentration in studying the material was also increased during this type of teaching and referred to the teacher only in very few cases that external assistance was needed.

Results from the questionnaire indicated that no technological problems were registered in handling the machine and navigating through the software for both groups. On the pedagogical side the activities were found useful, regardless of the specific text, by the subjects of both groups (A & B), the programs suitable to their age and the language suited to their level.

Kruskal-Wallis’s test showed remarkably significant division among the seven groups (p=.0000) as to the compatibility of the programs to the method of teaching with subjects of Group B finding the educational scenario more suited to the overall method of teaching which concentrated on communication. Mann-Whitney’s test confirmed highly significant agreement between all sub-groups of Group A in contrast with Group B which was less than p=.0001. Kruskal-Wallis’s test revealed also a highly significant division (p=.0000) among the seven groups in terms of the feedback provided by the machine during and after the task which was regarded as inadequate by the subjects of Group A. The opposite attitude was registered by subjects of Group B and it was confirmed by the Mann-Whitney’s test which showed significant difference between all sub-groups of Group A and Group B at less than p=.0002.

Subjects of Group A regarded the tasks as providing little motivation to learn English, contrary to the subjects of Group B who found the task motivating. This reaction was contrary to the claims made in the background literature (see Introduction above) but in agreement with our own expectations which were based on the assumption that the feedback provided by the programs of Group A was not appropriate/adequate to the students’ needs. Kruskal-Wallis’s test showed remarkable division among the seven groups (p=.0000) and the Mann-Whitney’s test confirmed remarkably significant differences between all sub-groups of Group A and Group B at less than p=.0007.

Conclusions

A number of positive reactions recorded from observations of Group B were probably due to the privacy or the novelty aspect (the treatment period was rather short) offered by computers and their interactive capability (Kenning & Kenning 1983), while data from the questionnaires clearly showed that motivation is increased only when subjects recognise the benefit from the computer tasks they are involved in and the feedback they receive during the process. Certainly this data can only be taken as suggestive as the number of subjects was small, their nature somewhat related, and the treatment period rather. However, it was observed that working in this manner increased students’ motivation to learn English, it promoted student participation at the off-screen sessions, and overall increased the number of learners attending the language classes.
Keywords

motivation, CALL, Blended Language Learning

Bio Data

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Abstract

Even though, there is a large number of studies on CALL and motivation (see Fotos and Browne 2004, for a review), the number of research studies focusing on specific fields in TELL, such as on-line reading, is still limited. This paper is a contribution to filling in this gap and aims at analysing motivation and Web reading as well as the effects of training L2 learners to hyper-read.

The first part of the paper briefly reviews motivation in relation to ESL/EFL and TELL. The second part of the article describes a study undertaken to evaluate the effectiveness of strategy training for on-line reading at a Spanish university. The results not only on Web reading, but also on individual factors such as motivation are discussed.

Short Paper

One of the most frequently used arguments to defend the use of TELL has been its capacity to motivate students. This is why we analyse the relation between motivation and TELL and we revise the literature connecting both fields. Then, the paper focuses on the effects of strategic training on Internet reading and also on affective factors like EFL motivation and ICT attitudes.

For over fifty years motivation has been considered an important factor in second/foreign language learning and that is why there is ample research on the matter. Without any doubt the most influential approach in language learning motivation research has been the so-called psycho-sociological one. It established the differentiation between integrative and instrumental distinction, which is still important today (Gardner, 2006). The 90’s meant the shift from the psycho-social paradigm to the cognitive one (Crookes and Schmidt, 1991), and L2 motivation was centred in the educational context. From then onwards, psychological theories like the self-determination theory (Deci, 1992), the expectancy-value theory (Eccles & Wigfield, 1995), the attribution theory (Weiner, Russell & Lerman, 1979) and others have opened new perspectives in L2 motivation. From the end of the last decade until today, several researchers have tried to focus the L2 motivation issue from a different angle. Among these new perspectives we could mention Dörnyei’s L2 motivational self-system (Dörnyei, 2005) and Ushioda’s person-in-context relational view (Ushioda, 2009).

As it is often the case in CALL, motivation research is very unequal in terms of nature and quality (Vandewaetere & Desmet, 2009). One of the problems is that the word “motivation” is used very differently. Many authors use this term in a broad sense including any aspect related to attitude or motivation. In fact, only some papers among those that reach conclusion about motivation and TELL include any reference to the motivational literature in ESL (Chang, 2005, 2010; Ushioda, 2000; Van Aacken, 1999; Warschauer, 1996). Besides, there is also a wide variety in the specific motivational field being measured, which includes motivation towards L2 in general, a concrete L2 skill, new technologies or a specific software programme. All this combined with the very different methodologies employed makes any comparison between investigations very difficult.
Most research relating computer assisted reading and motivation refers to the use of specific software to develop reading skills. This research study is set in a different context, as it is about reading on the Internet, in authentic contexts that have not been created specifically for reading development. Yet, studies on the use of specific software are relevant because they have contributed, even if indirectly, to draw the framework where our research is located. Some of the works connecting computer assisted reading and motivation are related to glosses (Davis & Lyman-Hager, 1997; Ariew & Ercetin, 2004), others to extensive reading (McGlinn & Parrish, 2002; Huang & Liou, 2007), but we are particularly interested in those about strategy training (Chang, 2005, 2010; Lück, 2008; Thang & Bidmeshki, 2010).

Next we examine the effects of training English learners for on-line reading in a Spanish University. The influence of this treatment is analysed both in on-line reading and in attitudinal aspects. Quantitative as well as qualitative data was collected through tests, surveys, a metacognitive reflection activity and learners' diaries. The order and presentation of tools were the same in the control (48) and experimental groups (95). Both groups did on-line reading practice, but only the experimental group took part in the strategy training.

The findings of the study indicate that on-line strategy training improves on-line reading comprehension on the Internet, both on semi-linear and non-linear reading, nevertheless it has no effect on motivation towards EFL learning or ICT capacity and attitude.

As for the significance of these results, it must be taken into account that our investigation is one of the first to do both the strategy reading training and the measuring of that training in an authentic Internet environment, using what Hanson-Smith (2003) considers “electronic texts”.

References


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Technology Enhanced Language Learning (TELL), computer assisted language learning (CALL), On-line Reading, motivation, Strategy Training

**Bio Data**

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