Motivating students through CALL:
Aligning technological options with pedagogical goals

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Overview

- Knowing the learner:
  - Motivation
  - Goals

- Knowing the technological options
  - Learning/teaching goals

- The School of Languages & Linguistics
  - 7 languages, 26 ongoing staff, about 30 sessional staff

- Examples:
  - Responding to differences:
    - Context/language/goals

- Putting it all together
Know the Student

Know your students:

- Their goals
  - Often uncertain
  - Often composite
  - Often changing as future objectives are clarified

- Their motivations
  - High marks
  - Travel
  - Family, friends…
Current Goals  
(n=38)

- To communicate & speak the language
- To live & communicate in country
- To get interesting/rewarding job
- To read & write the language
- To learn more about the culture
- To teach the language
- To get a well paid job
- To communicate with family
- To communicate with partner
- Other
**Goals**

- Yes. Didn't particularly have any goals when I started other than to study something I enjoyed while I decided what I wanted to do with my life. Now, I've got a job in Japan (after graduation) I want to be able to communicate with others. Communication is my main goal. (C15)

- Yes. At first I was studying Chinese because I had to, as a core element in my degree. Now, I find the culture & language very interesting. My goals were just to learn the language, now it's to be part of the culture as well. (C7)

- When I began studying Korean, to be honest, I just wanted to communicate with my partner (who is Korean) & his family. My motivation can go to either extreme. One day I feel good, the next I just want to quit. Now, what keeps me going is the goal of "blending in" with other Koreans. (although I couldn't look any less Korean?). (C17)
Motivation:
The Instrumental-Integrative Scale
(n=37)
Motivation I

- Wanted to achieve good marks at first, now, motivated more by desire to communicate. (C4)

- I actually became less motivated as the semester continued. At the beginning I was motivated to learn so I could speak the language. However, towards the end I realised I was not going to be capable of communicating after just one semester and my motivation disappeared. (C5)

- Yes, but my motivation has varied all through largely depending on course content, teacher and what I want to do after uni. (C8)
Motivation II

- Yes. I feel a lot less inclined to learn a language out-of-context, i.e. in a classroom as a foreign language, and now feel more motivated to learn basic language skills and then immerse myself in that language environment. (C35)

- Goals & motivations aren't always solely based on the language. Other factors are also important. (C22)

- Having a non-native Spanish speaker as my teacher for the first two years, always motivated me...I saw it was possible to speak Spanish and speak it well. (C25)
Motivation: Observations

- Change over time
  - In relation to program or course
  - In relation to goals

- Individual differences
  - From student to student though clusters may emerge

- Multiple goals
  - Integrative (e.g., the cultural dimension)
  - Instrumental (e.g., good marks, a rewarding job)
CALL & Motivation

- Novelty
  - Positives
  - Negatives (the ‘Novelty Trap’)

- Accommodating individual differences
  - Motivations, goals, change over time
  - Time, place, pace

- Aligning the technology to the pedagogical goal

- Integration
# Communication modes or channels

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Integration:
Horizontal & Vertical

The institution

- Language class
- Other classes

Horizontal integration

Vertical integration
School of Languages & Linguistics
CALL Day

- Mobile learning: Italian
- E-tutor training: Chinese
- Speech sounds, Web 2.0: Korean
- Pronunciation training: Japanese
- E-books: Indonesian
- Podcasting: CALL-Linguistics
- Intercultural learning: Int’l English
Mobile Learning with SMS

Generic tools & technologies utilising:
- Existing, widely adopted technologies
- Existing user skill and expertise

Our choices:
- text messaging (SMS)
- Telstra/Optus online bulk SMS services
⇒ outside-class practice in short bursts
⇒ focus on vocabulary (3rd year → 1st year)
⇒ a ‘push’ mode of operation
Push or pull?

Three models for SMS use in mobile learning:

- push
- pull – students request messages
- interactive – push+pull, with responses

Preferred Timing of Messages
(n=18)
Preferred Message Rate
(n=18)

- One every day
- Two every day
- Three every day
- Four every day
- Five every day
- One every 2 days
- One every 3 days
- One a week
Preferred Message Content
(n=18)

- Grammar
- Vocabulary
- News
- Literature
- Administration
- Other
Sample Messages

- How do you say, ‘Forget it’, or ‘Drop it’?
- Is the noun ‘tesi’ masculine or feminine? And ‘ipotesi’?
- Match the adjectives to the nouns: ‘duro, feroce, greve, grezzo, incredulo…(etc.)’
- Did you notice these adjectives…(etc.)?
- Here are some expressions from the world of the church:…

- Which of these works is not by Pirandello:…?
- Don’t miss “Inspector Montalbano” tonight at 10 on SBS TV.
- Have you bought your second novel from the bookshop yet? There are only 2 copies left and we need to know if we should order some more?
- Do you know the song “Garibaldi”? Maybe Rosalia [the teacher] will sing it for you in class!
Stasera su SBS fanno un film italiano (del 2000) che sembra molto interessante.
Opzioni
Esci
Where to next?

Priorities - to cater for:
- individual differences (frequency, timing, content)
- desire to reply

Decisions:
1. Use a forum in the course LMS site to allow:
   - students to reply and post further observations/questions
   - teachers to provide collective feedback
2. Allow students to opt for
   - high frequency messages
   - or low frequency plus pull option for extra messages
3. Link participation in forum to assessment in course
The Mandarin Chinese Project

- Uses an LMS called JOINET
  - synchronous videoconferencing application
  - numerous features (whiteboard, web browsing, channels)

- Sound quality strong
- Up to 18 windows/students
  - utilise a second screen for student videos with larger numbers

- Project with Yuping Wang & Professor Chen – Taiwan
- Part of Open Learning Chinese Program @ Griffith
王学 (father)  爱小利 (mother)
EB1  EB2  YB  ES  YS
王真  王天  王小山  王多多  王美
王月月 (daughter)  王明 (son)
Approach strategies for evaluating a new innovation

1. Know the student goals & motivations
2. Identify the learning/teaching need
3. Identify the corresponding technology/application potential
4. Align 3 to 2
5. Refine and develop

Finding the new in the ordinary
- Using the Play Speed Settings in Windows Media Player

Use of generic applications:
- Mobile phones
- SMS messaging
- IPods, MP3s etc.
Concluding remarks
Relate, integrate, evaluate

- **Relate** to
  - The student’s goals & motivations
  - The wider world
  - The institution
  - Learning/teaching goals
  - The curriculum
  - To previous work

- **Integrate**
  - Horizontally
  - Vertically

- **Evaluate**
  - Potential of technology
    - Long term
    - Short term
  - Within the classroom
  - Beyond the classroom
  - As a whole