



The Open
University

New horizons in research in CALL

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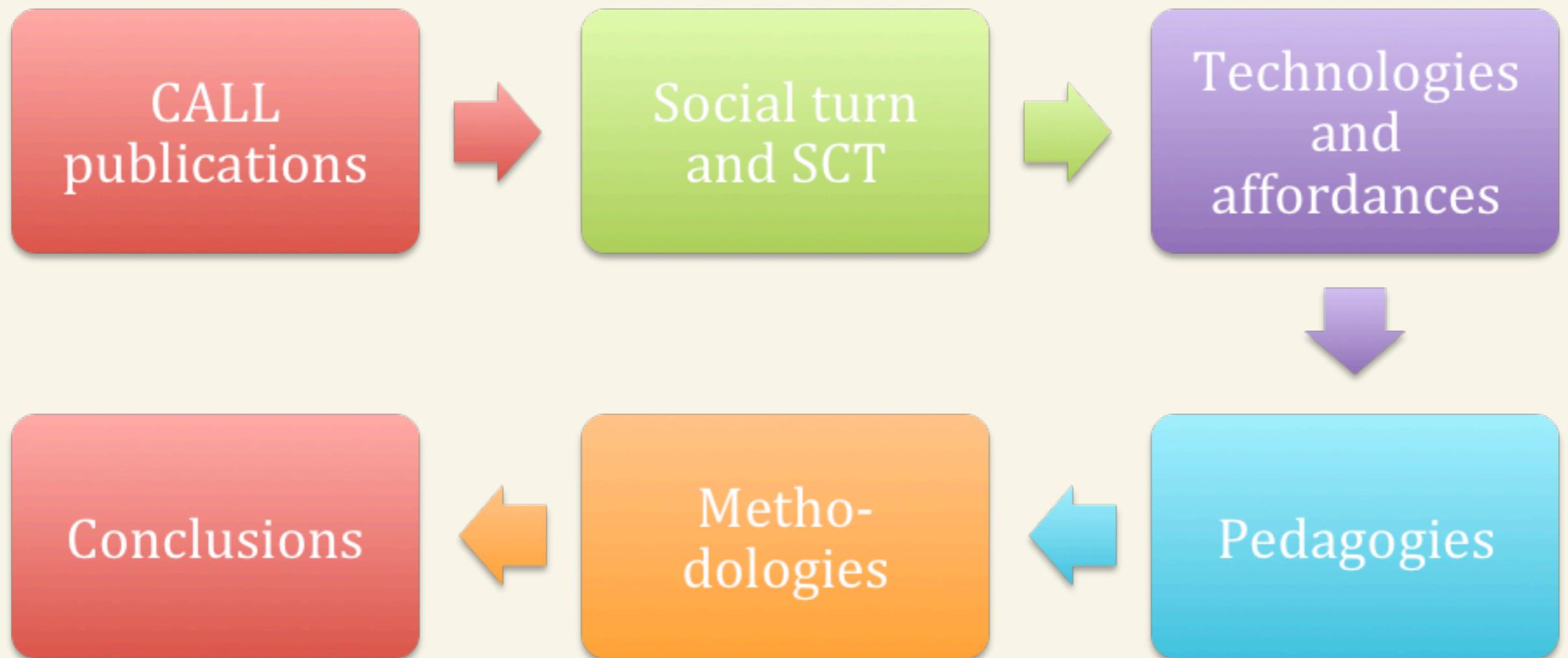
JALTCALL 2014, Sugiyama Jogakuen University, Nagoya, 6-8 June

CALL has come of age

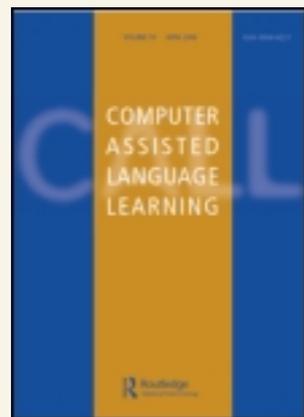
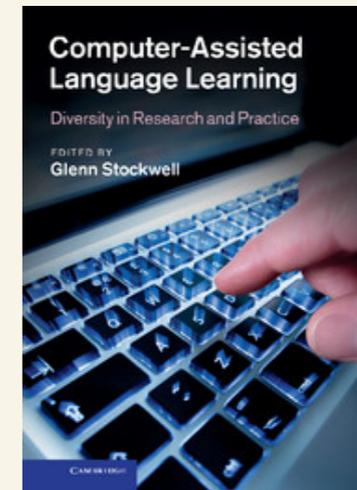
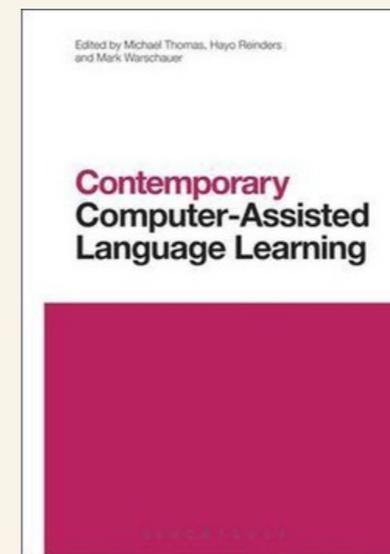
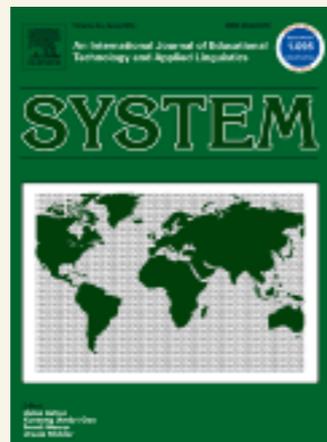
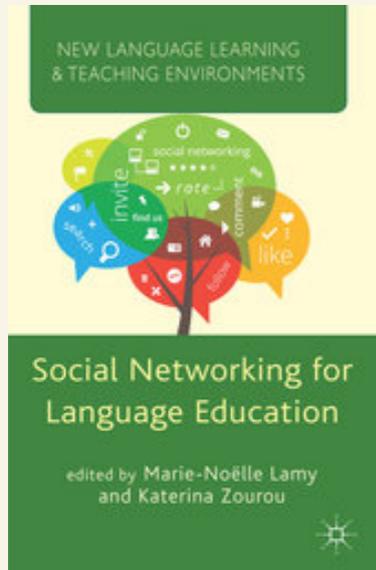
[A]s computers have become more a part of our everyday lives – and permeated other areas of education – the question is no longer whether to use computers but how. CALL researchers, developers and practitioners have a critical role in helping the overall field of second language learning come to grips with this domain.

(Hubbard 2009: 1)

Overview



CALL publications: trends



the

jaltcalljournal



ECAR Study of Undergraduate Students and Information Technology 2012

- ~ **Blending modalities** and using technology to engage learners is a winning combination.
- ~ Students continue to bring their **own devices** to college, and the technology is both prolific and diverse.
- ~ Students have **strong and positive perceptions** about how technology is being used and how it benefits them in the academic environment.
- ~ Students are **selective** about the communication modes they use to connect with instructors, institutions, and other students.

ECAR Study of Undergraduate Students and Information Technology 2013

- ~ Students' relationship with technology is complex— they recognize its value but still need **guidance** when it comes to better using it for academics.
- ~ Students prefer **blended learning environments** while beginning to experiment with MOOCs.
- ~ Students are ready to use their **mobile devices** more for academics, and they look to institutions and instructors for opportunities and encouragement to do so.
- ~ Students value their **privacy**, and using technology to connect with them has its limits.

Recent and forthcoming books

Arnold, N., & L. Ducate (2011) *Present and Future Promises of CALL: From Theory and Research to New Directions in Language Teaching* (CALICO Monograph Series)

Kessler, G, A. Oskoz & I. Elola (2012) *Technology Across Writing Contexts and Tasks*

Stockwell, G. (2012) *CALL: Diversity in Research and Practice*

Heim, K. & M. Ritter (2012) *Teaching English: CALL*

Thomas, M., H. Reinders & M. Warschauer (2012) *Contemporary CALL*

Hubbard, P., M. Schulze & B. Smith (2013) *Learner-Computer Interaction*

Rodriguez, J.C. & J. Pardo-Ballester (2013) *Design-based Research in CALL*

Lamy, M.-N. & K. Zourou, K. (2013) *Social Networking for Language Education*

Dixon, E. & M. Thomas (2015) *Researching Language Learner Interaction Online: From Social Media to MOOCs*

Hampel, R. & U. Stickler (2015) *Developing Online Teaching Skills: Pedagogy, Practice and Reflexion*

Recent and forthcoming special issues

Language Learning & Technology:

- ~ MALL (2013)
- ~ Game-informed L2 Teaching and Learning (2014)
- ~ Teacher Education & CALL (2015)
- ~ Digital Literacies & Language Learning (2015)
- ~ 20th Anniversary Special Issue of Special Issues (2016), focusing on: Role of Computer Technology in Second Language Acquisition Research; Computer-Assisted Language Testing; Learner Autonomy and New Learning Environment; Technology and the Four Skills

ReCALL:

- ~ Researching uses of corpora for language teaching and learning (2014)

Computer Assisted Language Learning:

- ~ Open Educational Resources in Language Learning (2014)

CALICO:

- ~ Learner Preparation in Technology-Enhanced Language Learning Environments (2013)
- ~ Web 2.0 and Language Learning (2014)
- ~ From second language acquisition to second language use: Qualitative and mixed-methods approaches to research in CALL today (2015)

Recent CALL journals: research focus

the jaltcall journal:

2013 9(2) and 9(3)

ReCALL:

2013 25(3) and 2014 26(1)

Computer Assisted Language Learning:

2014 27(1) and 27(3)

Language Learning & Technology:

2014 17(2) and 18(1)

System:

2014 42 and 44

Focus (1)

Traditional SLA topics

- ~ input
- ~ negotiation of meaning
- ~ listening comprehension
- ~ reading strategies
- ~ writing strategies
- ~ pronunciation
- ~ vocabulary acquisition
- ~ error diagnosis
- ~ corrective feedback
- ~ assessment
- ~ interlanguage
- ~ dictionary skills
- ~ effectiveness

Focus (2)

Beyond psycholinguistic SLA

- ~ anonymity
- ~ attitudes
- ~ motivation
- ~ identity
- ~ self-directed learning
- ~ collaboration
- ~ group cohesion
- ~ scaffolding
- ~ blended learning
- ~ online teaching
- ~ teacher development
- ~ instructional strategies

Tools

- ~ email
- ~ discussion board
- ~ voice board
- ~ wikis
- ~ digital games
- ~ social networking
- ~ virtual worlds
- ~ video (with captions)
- ~ e-portfolios
- ~ corpora
- ~ tablets and mobile devices

Beyond a Western focus

- ~ languages taught now go beyond English and other Indo-European languages to include Chinese
- ~ increasing number of researchers based in China, Taiwan, Korea, increasingly also from the Middle East (e.g. Jordan, Iran, Turkey)

Social turn and sociocultural theories

“I make the case for a broader, socially informed and more sociolinguistically oriented SLA that does not exclude the more mainstream psycho-linguistic one, but instead takes on board the complexity of context, the multi-layered nature of language and an expanded view of what acquisition entails”

(Block 2003: 4)

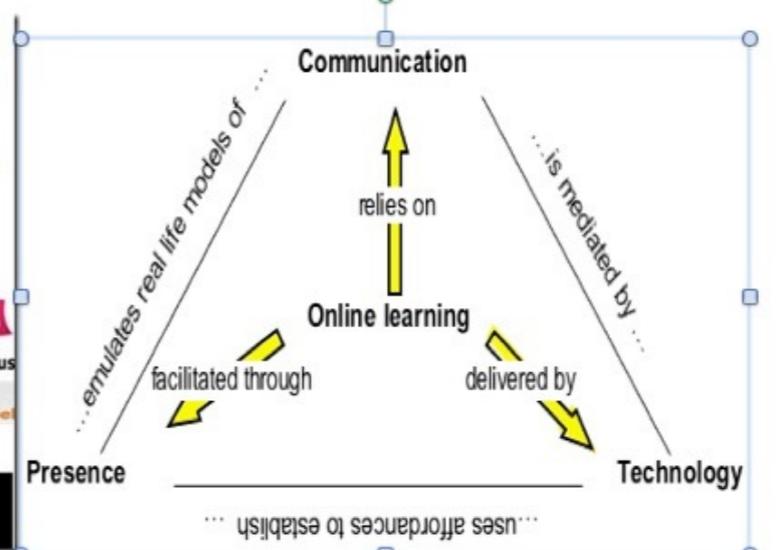
Using sociocultural theories to research CALL today

- ~ learners construct learning in interaction with their environment (e.g. Vygotsky 1978, Wertsch 1991)
- ~ shifting from a focus on the individual to one “that includes attention to interactive, institutional and contextual features of human practices” (Ludvigsen, Lund, Rasmussen & Säljo 2011: 3)
- ~ ‘social turn’ in language learning and teaching (Block 2003), going beyond traditional psycholinguistic language learning approaches with their emphasis on the acquisition of linguistic features by the individual learner
- ~ second language development through digital technologies needs to be seen in context and understood as learning a social practice, happening in interaction with others and influenced by the cultural, historical, and institutional setting in which it takes place (Lantolf & Thorne 2006)
- ~ technology not a ‘neutral’ tool

Sociocultural approaches

- ~ situated learning (Lave 1991), in the lived-in world
- ~ community of practice: “a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice. [...] A community of practice is an intrinsic condition for the existence of knowledge [...] because it provides the interpretive support necessary for making sense of its heritage.” (Lave and Wenger 1991: 98)
- ~ ecological approaches: “learning is a nonlinear, relational human activity, co-constructed between humans and their environment, contingent upon their positions in space and history, and a site for struggle for the control of social power and cultural memory” (Kramsch 2002: 5)
- ~ complex systems theory (Cameron & Larsen-Freeman 2007, Larsen-Freeman & Cameron 2008)

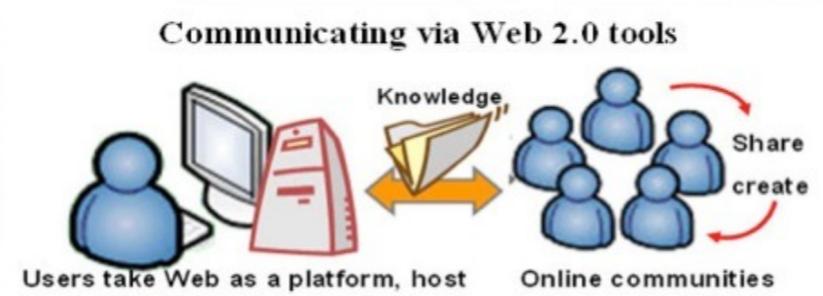
New technologies and affordances



Google reader, delicious, blogs and blogging, edmodo, social networks, Blogger, facebook, wikis, 21st century learners, digital storytelling, digital projectwork, digital coursebooks and interactive whiteboards, webquests, Audacity, video and audio, VOXOPOP, YouTube



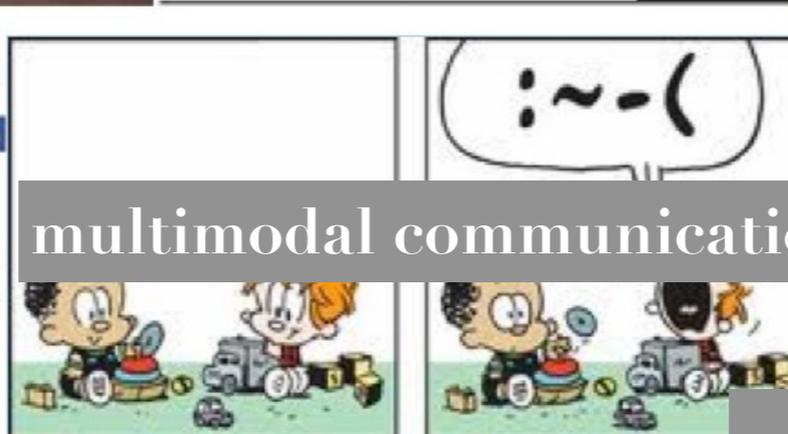
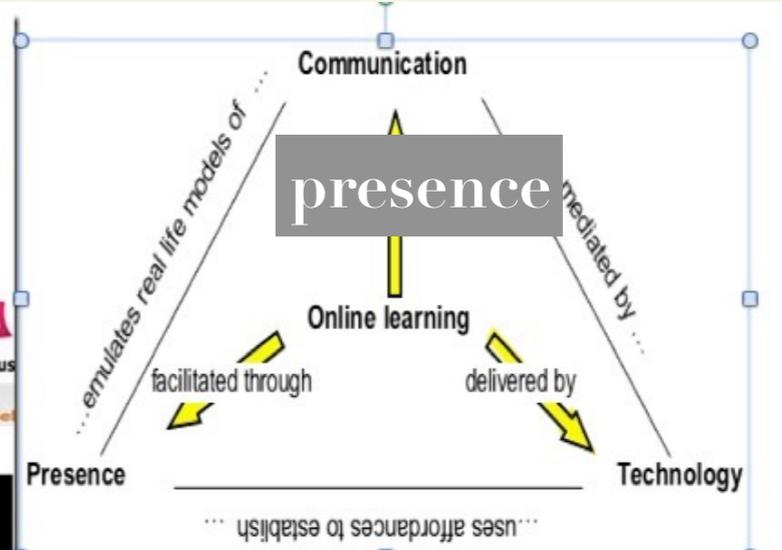
Spanish MOOC Activities
12 Weeks | 72 Hours



Russian Lessons by skype
Learn Russian with qualified teacher from your home



New technologies and affordances



free access to educational resources

community building

online games

New pedagogies

- ~ language education at a distance
- ~ mobile language learning
- ~ [computer-supported collaborative learning]
- ~ telecollaborative intercultural approaches
- ~ task-based language learning and teaching in CALL
- ~ OERs, e.g. MOOCs

Distance language learning

- ~ distance education: giving students access to learning who are geographically dispersed or unable to attend a conventional education setting
- ~ particularly challenging in the context of language learning
- ~ dramatic changes from 20th century correspondence courses (written mode) to courses with online elements or fully online courses in the 21st century
- ~ Also: more blended models in conventional educational institutions
- ~ challenges: anonymity ('the loneliness of the long distance learner', Shield 2000), lack of interaction, course design, retention
- ~ important: social presence, cognitive presence and teaching presence (see Garrison, Anderson and Archer's (2010) Community of Inquiry framework)
- ~ 'learner-context interface' model: 'based on the premise that a meaningful theory of distance language learning must view the contribution of the learning context and the contribution of the learner as integral and reciprocal constructs' (White 2005, 63)

Distance language learning: topics for research

- ~ What are the learner characteristics that help successful learners in distance language learning settings?
- ~ How can the features of a distance language learning course be designed to support students?
- ~ How can a learner-context interface be developed?
- ~ How can interaction and communication be built into a distance language course?
- ~ In what ways do learners need to be supported? E.g. how can a teacher develop cognitive presence and social presence in students?
- ~ How effective is the use of tools such as web-conferencing for developing distance students' speaking skills?
- ~ What is the ideal mix of online and offline activity in a blended setting and how do they interconnect?

Mobile learning: potential

- ~ hardware: MP3 players, tablets, smart-phones
- ~ learning anytime, anywhere, including in real-world settings
- ~ geo-location capabilities (GPS)
- ~ particularly useful to provide informal, incidental learning opportunities
- ~ activities range from accessing conventional learning materials to interacting with others or with one's surroundings authentically

Mobile learning: language learning activities

- ~ Study of 30 formal and informal language learners
- ~ “Learning activities [...] were wide-ranging and included both conventional tasks, such as repeating lists of words and phrases or using flashcards and vocabulary games, to more creative endeavors, such as making use of recording and camera features to capture samples of authentic language and letting those samples become the basis of personalized tuition with a teacher. [...] Social interaction was largely limited to participation in online social networks” (Kukulska-Hulme 2012: 5-6)

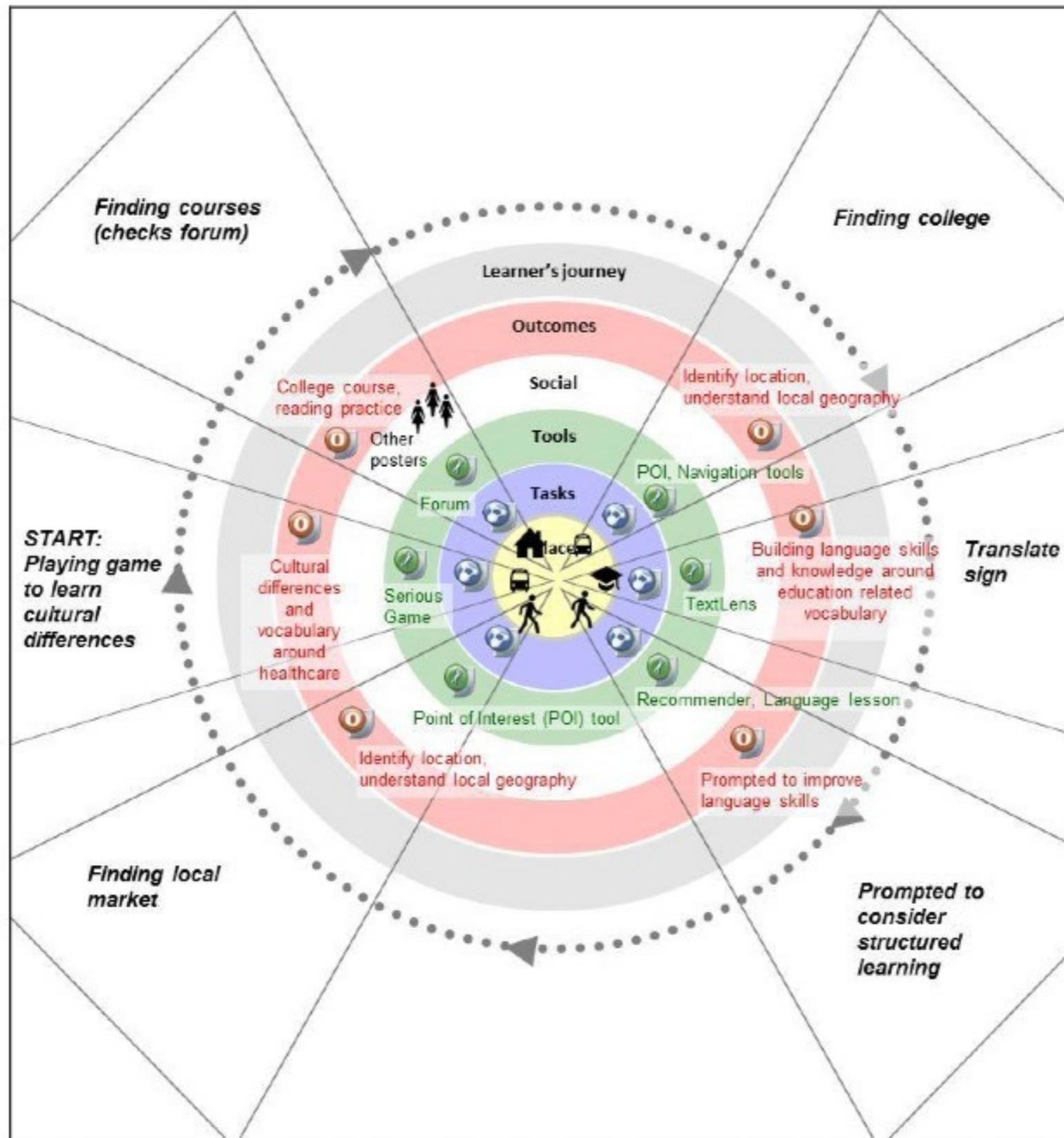


Figure 1. An incidental learning framework for the MASELTOV project describing key elements of learning: places, tasks, tools, social support, outcomes, and learner's journey.

Mobile learning: challenges

- ~ task design
- ~ ‘noise’ and interruptions
- ~ out-of-classroom learning may lead to loss of teacher control
- ~ teacher support
- ~ conflict between the personal and the academic space

Mobile learning: topics for research

- ~ What kind of support do learners need and how can this be provided?
- ~ What language tasks lead to successful learning?
- ~ What role does the context where learning takes place play?
- ~ How can location-based information be leveraged in mobile learning?
- ~ How can social interaction and communication be built into a mobile learning project?
- ~ In what ways can more informal mobile learning activities be integrated into a more conventional classroom setting?

Telecollaborative and intercultural approaches

- ~ Belz (2003: 68): “the use of Internet communication tools by internationally dispersed students of language in institutionalized settings in order to promote the development of (a) foreign language (FL) linguistic competence and (b) intercultural competence”
- ~ communication: usually between two individual learners or between two groups of learners, with only indirect teacher input (e.g. through tasks or pre and post activities)
- ~ early project: Cultura (Furstenberg et al. 2001)
- ~ research e.g. by Belz, Thorne, O’Dowd
- ~ INTENT project (<http://www.intent-project.eu/>): intercultural exchange between university classrooms

Telecollaborative and intercultural approaches: benefits and challenges

- ~ benefits: such projects “help students enter into a new realm of collaborative inquiry and construction of knowledge, viewing their expanding repertoire of identities and communication strategies as resources in the process” (Kern et al. 2004: 254)
- ~ challenges: mismatches and tensions, due to
 - ~ differences in expectations, in interactional purpose, and in using linguistic conventions
 - ~ social and institutional differences
 - ~ individual differences in motivation and use of time (Ware 2005)

Telecollaborative and intercultural approaches: topics for research

- ~ How do teachers create the conditions that allow for learning in a telecollaborative and intercultural setting?
- ~ What kind of tasks are suitable?
- ~ What kind of support do learners need so they can collaboratively construct knowledge in terms of culture and/or language learning?
- ~ What are the impacts of engaging in a telecollaborative and intercultural project on learners' identity?
- ~ How do groups/dyads interact online?

Task-based language learning and teaching

- ~ meaningful, real-world tasks
- ~ tasks as artefacts that can mediate language learning through interaction
- ~ TBLT can give students more control of their learning
- ~ TBLE enables situated learning, and computers help students to connect with the world beyond the classroom
- ~ synergies between TBLT and CALL
 - ~ both link into “project-based, content-based and experiential” approaches to learning (Thomas & Reinders 2010: 5)
 - ~ they have the potential to deconstruct traditional teacher and learner roles
- ~ important role of online task design (Hampel 2006)

Task-based language learning and teaching for CALL: topics for research

- ~ What type of tasks is suitable for what kind of purpose?
- ~ How is a task-as-workplan implemented in the online classroom?
- ~ How do teachers create the conditions that allow for learning in a task-based setting?
- ~ How can teachers step back while still supporting learners where needed?

MOOCs: expectations

- ~ Massive Open Online Courses
- ~ initial expectations: free content, a revolution in higher education, a disruptive technology, a tsunami that sweeps away conventional education, students supporting each other with no need for a teacher
- ~ providers: for profit and not for profit
- ~ e.g. Coursera: “We envision a future where everyone has access to a world-class education. We aim to empower people with education that will improve their lives, the lives of their families, and the communities they live in.” (<https://www.coursera.org/about/>)
- ~ MOOCs - a massive opportunity for higher education, or digital hype? (The Guardian 8/8/12, <http://www.theguardian.com/higher-education-network/blog/2012/aug/08/mooc-coursera-higher-education-investment>)

MOOCs: reality

Laurillard, D. (2014) Hits and myths: Moocs may be wonderful idea, but they're not viable. *Times Higher Education*, 16 January 2014, No 2,135: 28-29

- ~ content has to be curated, relating it to learning outcomes
- ~ recordings of f2f lectures are not meaningful for students with no qualifications
- ~ UK HEI staff:student ratio: 1:25, Duke University Mooc at half-way point: 1:20 - i.e. Moocs require as much support as traditional f2f contexts
- ~ MOOCs do not necessarily expand the reach of education - most students already have a degree
- ~ “Education is not a mass consumer industry: it is a personal client industry” (29); it “requires personal guidance” (29)
- ~ conclusion: “We could be exploring new structures for higher education. But the simplistic myths of Moocs are not the answer.” (29)

FutureLearn - and topics for research

- ~ a collaborative venture of over 20 UK and international universities, British Library British Museum and British Council, led by the Open University (OU)
- ~ OU VC Martin Bean: “the venture will allow the UK sector ‘to expose the best of this country’s institutions to the world in ways they haven’t been before” and help it compete “more effectively on a global stage’. Through the use of innovative digital technologies and a ‘blended offering’ of online and offline learning, FutureLearn’s aim is to provide the ‘best quality student experience of any of the Moocs on the planet’.” (<http://www.theguardian.com/higher-education-network/blog/2012/dec/20/futurelearn-uk-moocs-martin-bean#start-of-comments>)
- ~ Concepts that underpin FutureLearn include: learning through storytelling, discussion in context, visible learning, community supporting learning, massive-scale social learning

Qualitative approaches to CALL research

- ~ limitations of quantitative approaches which are often used to examine second language acquisition
- ~ importance of qualitative methodologies or mixed approaches combining qualitative and quantitative methods that explore language use (e.g. Block 2003, CALICO Journal special issue 28(3) 2011, Kramersch 2002)
- ~ methodologies and methods:
 - ~ activity theory (e.g. Blin & Appel 2011, Montoro 2012)
 - ~ ethnography (e.g. Bagga-Gupta, Androutsopoulos)
 - ~ discourse analytic approaches, e.g. critical discourse analysis (e.g. Blommaert 2005), conversation analysis (Lamy & Flewitt 2011, Hampel & Stickler 2012), geosemiotics (Scollon & Scollon 2003, Austin et al. in press)

Conclusion:

a pedagogy of multiliteracies

- ~ Successful online learning teaching would be characterized by:
 - ~ ‘situated practice’: getting learners to use digital media (familiar as well as new ones) to interact and collaborate with each other - e.g. through mobile learning, telecollaborative or task-based projects
 - ~ ‘overt instruction’: raising learners’ awareness of the differences that using new technologies can make - e.g. by training learners and developing their digital literacy
 - ~ ‘critical framing’: interpreting the implications for meaning-making and communication - e.g. making learners aware of the possibilities as well as the challenges of ICT
 - ~ ‘transformational practice’: encouraging students to transform their practice - e.g. by allowing them to take control of their learning
- ~ Based on New London Group (1996), Cope & Kalantzis (2009) and Hampel (2014)

Conclusion: research priorities

- ~ going beyond psycholinguistic research in CALL which focuses on how individuals acquire a second language with the help of technology
- ~ examining *how* students learn, not just *what* they learn
- ~ investigating how language learners develop the L2 in interaction with their environment, i.e. other learners, technologies, tasks, language itself, etc., and last but not least the teacher

Conclusion: focus and impact of research

“Rather than arguing for or against the merits of using information technology in contexts of learning at a general level, it would seem appropriate to inquire more precisely into what features of such resources are likely to have an impact [...]. The issue might not just be one of facilitating teaching and learning as we conceive these processes today. It might also be that what we conceive of as learning will be somewhat different when our communicative practices change”

(Säljö 1999: 145)

- ~ Thank you for listening!
- ~ Any questions, any comments?
- ~ Or if you think of something later,
do get in touch:
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