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Motivation and Technology for Quebec CEGEP ESL Classes

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MOTIVATION AND TECHNOLOGY FOR QUEBEC CEGEP ESL CLASSES

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Abstract

This paper focuses on English as a second language (ESL) learning by students at Quebec Collèges d'Enseignement General et Professionnel (CEGEPs). The research seeks to describe the positive outcome of computer assisted language learning (CALL) practices on the motivational level of students, their efficacy in helping students understand the cultural contexts of a second language, and their role in the achievement of proficiency in oral and written language skills. The main aim of the research is to investigate the role of new constructivist pedagogies and CALL practices in enhancing student motivation for continuous second language learning. Following qualitative case study methodology, the research consisted of a convenience sample of 41 students at a CEGEP in Quebec and used a survey and a focus group to obtain its data. The study found that students were generally motivated to learn English via CALL; however, there were also some shortcomings in this method of instruction. The findings of the research have implications for second language teachers and their students both in Canada and globally. In Canada, the amalgamation of diverse linguistic and migrant communities encourages citizens to be proficient not only in their native tongues, but also in the official languages of the nation—French and English. In the global context, information and communication are the main ingredients of trade, commerce and socialization.

Key words

Computer Assisted Language Learning, Collèges d'Enseignement General et Professionnel, CEGEP, student motivation, second language learning, English as a second language, information and communication technology

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Chapter 1: Introduction

Nleya et al. (2007) argue that in today's social milieu, with its constant

dependence on technology, all activities—both social and professional—are inexorably

intertwined with Information and Communication Technology (ICT). It is only natural

that learning strategies have also progressively become integrated with ICT.

Contemporary ICT has become an accessory to learning with the help of Computer

Assisted Language Learning (CALL) (European Union, Directorate General of Education

and Culture, 2003). Education is no longer restricted to text books and the print media.

Now, CALL programs use text, audio, video and, more recently, live authentic situations

to develop language acquisition. Accordingly, there is a movement away from students

interacting "with computers to interacting with other humans via the computer" (Kern &

Warschauer, 2000, p. 11). This ease of access to information, peers, and instructors has

made learning a more dynamic experience—one where the student can now become more

directly and actively involved with his/her own learning.

CALL made its first appearance in the early 1960s and soon began to exert an

important influence in second language education (SLE) (Warschauer, 2000).

Warschauer (2000) further notes that the computer revolution was mainly an American

phenomenon; hence, the dominant language of computing was English. As such, CALL

had a great impact on English as a second language (ESL) education.

By the 1980s CALL had become an established learning aid that was widely used

with multimedia, social networking, and the concept of learning in communities

(Warschauer, 2000). The most common areas addressed by CALL are pronunciation,

vocabulary, and grammar, greatly enhancing second language learning (SLL) (Warschauer, 2000). CALL has, therefore, become an important supplement to SLL.

CALL offers itself as a pedagogical alternative to ESL learning. I have had the opportunity to personally observe that Collège d'Enseignement General et Professionnel (CEGEP) institutions in Montreal are now employing the newest and most widely used technological platforms to deliver media and interactive content online to the majority of their students. Online interfaces called DECclic and Moodle offer utilities such as file-storage, personalized databases, links within and without the classroom management environment, online testing, language labs, integrated multimedia, electronic chat rooms, and bulletin boards. Teachers and students can integrate CALL as part of their education program while reducing the learning curve required by the software because the updated interfaces and related applications are much more familiar to users now that ICT has permeated all aspects of contemporary life.

However, despite its history and increasing popularity, the use of CALL in learning environments still faces problems that need to be addressed for successful implementation (Newhouse, 2002, p. 38).

1.1 Problem Statement

When studying how students learn a second language, it is important to understand that CALL is not just a tool used to assist with language teaching. Rather, CALL is an effective pedagogy wherein the traditional normative methods of language education are replaced with an integrated suite of interactive, collaborative and technically-advanced approaches (Warschauer & Healey, 1998). ESL learner motivation, where the learner is motivated to acquire language proficiency over and above that which is required to pass an exam, is a major issue in language teaching. It has been noted that

CALL increases motivation and enhances learner achievement by affecting learners'

attitudes and helping them to feel more self-sufficient (Ayres, 2002). Further, 24/7 access

to bona fide training materials, actual interaction with peers and/or native language users,

and prospects for exploring global perspectives make CALL immensely beneficial to

ESL teaching strategies (Lee, 2000).

      Technology and accessibility to technology is rapidly changing. The interviews

carried out in this research indicate that, on one hand, many teachers and students in

CEGEPs believe that ESL students usually value CALL as a component of their

language-learning program, but not as a replacement of the ESL teacher. On the other

hand, many teachers and students also find that the technological learning curve required

by CALL technology is often too great given the limited amount of time available in any

given language course (Goodson, Knobel, Colin, & Mangan, 2002). In earlier CALL

platforms, the technology was proprietary and the software was exclusive to the CALL

courses (Warschauer, 1996). Teachers and students had to learn software skills that were

non-transferable to other software applications. Today, however, I note that faculty and

students are generally more familiar with more recent technology and are often adept at

using online applications such as text-editing and html mark up, message boards, digital

media manipulation, and file-sharing services.

      Additionally, with technology becoming quite ubiquitous, most students seem to

be comfortable with software applications. Today teachers can spend less time teaching

CEGEP students how to use technology and can instead focus on the specific curriculum

and pedagogical components of applications that will be used in the classroom.

Nonetheless, access to broadband Internet in students' homes still remains a pressing problem. A study by Jansen (2010) found a large *digital divide* based on the income levels of American households:

- Ninety-nine percent of Americans earning US$75,000 or more annually had broadband Internet at home, were more likely to use the Internet daily, and were more likely to own multiple Internet-ready devices.

- Those figures dropped for other groups. 40% of those earning less than US$30,000 had broadband Internet at home, even though 57% of people in that wage bracket used the Internet daily, and 75% had cell phones. (p. 2)

Although the Jansen (2010) study surveyed people in the United States, it can be assumed that the results would be similar to Canadian households with similar income levels. Thus, the pedagogy and technology used to train students or learners using computers and software exists on CEGEP campuses but is not universally available in students' homes.

Computers are used to disseminate subjects other than the languages, and CEGEPs have already established the efficacy of constructive multimedia in aiding the learning process. CEGEPs use interactive media applications in the arts program, collaborative computer-generated simulations in the sciences program, and social mapping software in geography, among others (M. Piché, personal communication, January 19, 2010).

1.2 Aims and Objectives

This research sought to examine the motivational factors that are at play in a CALL context and to clarify the ways in which CALL can positively influence the motivational components of ESL learning.

One of the primary objectives of this study was to investigate the role of motivation on students who use computers in Quebec college courses—both in second language classes and in traditional classroom settings. The paper focuses on 1) different types of computer-based lessons, 2) the effect of computer-based interaction at a student to peer level, and 3) students' perceptions about the usefulness of computer programs for learning second language listening and speaking skills given those students' particular motivations. While the attempt to determine whether the methods of the second language teacher motivate the students or whether it is the student's motivation level which positively affects the teacher-designed learning environment seems like the classic "which came first—the chicken or the egg?" question, it is not the purpose of this research to make that determination. Rather, this research examines the student's motivation as it relates to SLL and how teachers can improve and adjust their classroom techniques to better engage students' differing levels of motivation.

The objectives of this paper were obtained through a comprehensive study of existing knowledge via a literature review, as well as primary research of practices using CALL as the integrative program for pedagogy and learning.

1.3 The Research Questions

Research is best focused when there are clear questions to be answered. Hence, the research questions used to direct the research in this study were:

1. Does CALL enhance second language learners' motivation?

2. What are the perceptions of second language learners towards the pedagogical benefits of CALL?

3. Do learners perceive CALL as a continuous learning tool, even after completing formal SLE?

1.4 Limitations

This research is limited in its nature because it presents the study of a vast phenomenon in a relatively brief account. This report cannot be comprehensive and does not claim to be so. Yet, due to the importance of its topic it will contribute positively to the understanding of effective second language learning and will contribute new ideas that can be explored through more in-depth research efforts in the future.

It must be further acknowledged that there is the question of researcher bias. Even though it was not a formal part of the data collection process, I was a participant-observer in the language classes that were the object of this study. This participation will have informed my study to some degree. Nonetheless, I continuously sought to distance myself as much as possible in order to retain objectivity. Also, I used methods such as triangulation in order to increase validity.

1.5 Thesis Construction

This thesis is divided into five sections or chapters. The first chapter offers an introduction to the various sections by giving a brief outline of each section and by indicating how it proposes to develop the topic. The first chapter also offers the Problem Statement, as well as the Aims and Objectives which set out the scope of this study.

The second chapter provides a literature review that draws on the body of existing knowledge to affirm what is described briefly in the introductory chapter, and explores various other perspectives scholars have presented on the use of CALL. This study informs the establishment of hypotheses based on current knowledge which was validated through primary and secondary research.

The third chapter explains the research methodologies available for such research, and justifies the methodology chosen for this research paper. It further clarifies the process of research constructed from the chosen method or methods.

The fourth chapter then explains the findings or outcome of the research conducted using the methodology and presents an analysis that supports the theories that are discussed in the second chapter.

The fifth and final chapter draws conclusions and offers recommendations about the effective use of CALL in best practice SLL.

Chapter 2: Literature Review

Literature for CALL is extensive with many researchers delving deeply into the subject. The successful implementation and integration of ICT into educational sectors is not a simple case of developing software and installing hardware: it is important to consider factors such as pedagogy, societal culture, educational culture and the individuals (teacher and learner) involved (Matthew, Callaway, Letendre, Kimbell-Lopez, & Stephens, 2002).

CALL encompasses several ICT applications and educational pedagogies, including virtual learning and Internet-based learning. However, all successful educational methods—traditional or modern—must be based on sound educational pedagogy and a theoretical framework. The literature review will examine the background, trends, pedagogy, training, teaching and advantages of CALL in detail. Furthermore, this research seeks to align itself to Dörnyei's (2008) motivational theory by describing how students view themselves using technology as a vehicle for language communication and how the use of CALL enhances L2 learners' motivation.

2.1 Phases of CALL

CALL technology and methodology have gone through many changes since its inception. Warschauer (2000) differentiated the stages, discussed below, in which computers have been used in language teaching and learning as:

1. Structural CALL
2. Communicative CALL
3. Integrative CALL.

2.1.1   Structural computer-assisted language learning (1970s to 1980s).

According to Warschauer (2000), structural CALL provided the learner with opportunities to interact with computers that were constrained by the technology of the day to help with comprehension, pronunciation and expression of the second language. Warschauer (2000) noted that learners were required to repeat rote exercises and remedial activities until they attained sufficient proficiency and help was limited to having access to a variety of reference material in text form. While such language drills and behaviourist pedagogy are still practiced by some teachers, most educationalists have moved beyond behaviourism to more constructive approaches to teaching (Warschauer, 2000).

2.1.2   Communicative computer-assisted language learning (1980s to 2000s).

Communicative CALL was based on the communicative approach popular in the 70's and 80's, where focus was on the use of the target language, rather than language analysis and grammar acquisition via rote learning. Warschauer (2000) contended that communicative pedagogy allowed the learner more flexibility and creativity in language expression. Technological advances heralded by the advent of the personal computer made computers more easily accessible. It was soon discovered that using computers in language classes could promote teamwork among students and, if planned well, also encourage them to use the target language to communicate in front of their computers, thus increasing the time they spent practicing their oral skills (Piper, 1986). CALL software flourished and emphasized the practice of language communication skills through activities that sought to teach language through the learner's self-discovery—by reviewing rules, principles, and patterns of usage in the target language (Johns, 1991).

However, this phase of CALL was criticized as being an ad hoc and disconnected manner in its use of computers for language learning. Communicative CALL was said to focus on the secondary—instead of essential—aims of language instruction (Warschauer, 2000). Language skills such as reading and comprehension were compartmentalized, and comprehensive language learning was compromised.

 2.1.3 Integrative computer-assisted language learning (2000 to present).

Integrative CALL is based on contemporary views of language education that treat learning as a socio-cultural activity. Warschauer and Healey (1998) argued that CALL should be integrative, involving the learner in genuine scenarios where technology is assimilated along with essential skills (reading, writing, listening and speaking skills) during target language learning. In integrative approaches, "students learn to use a variety of technological tools as an ongoing process of language learning and use, rather than visiting the computer lab on a once a week basis for isolated exercises (whether the exercises be behaviourist or communicative)" (Warschauer & Healey, 1998, p. 2). Using the web or web-based programs in language teaching can increase learners' motivation; it is not only a matter of using the Internet to learn English, but also of learning English to be able to function well on the Internet (Warschauer & Whittaker, 1997).

According to Berge and Collins (1995), "computer mediated communication signifies the ways in which telecommunication technologies have merged with computers and computer networks to give us new tools to support teaching and learning" (p. 3). Contemporary CALL facilitates interactive communication and collaboration between learners and teachers, in both synchronous (instant messaging, Skype) and asynchronous (e-mail, bulletin board, forum) communication modes. Collaboration then becomes the

keyword for a purposeful CALL, where the intention is to relax learners, and interactive participation is the key in learning and acquiring language (Arsham, 2005).

Many pedagogues support the integrative, socio-cultural theory of CALL. Communication and the use of language are central components of learning in a socio-cultural perspective. The process of learning a language includes the practice of socializing into a certain culture or community, and learning how to think according to people's perception and understanding of phenomena in their surroundings (Bergenholtz, 2004). Thus, contemporary CALL is slowly gaining a widespread acceptance as an integral part of language teaching, rather than an external training tool.

2.1.4   Trends.

The trends in CALL have undergone many changes through various phases described above. From the normative drills of structural CALL to present-day interactive multimedia-based CALL, educators have radically changed the manner in which a second language (L2) is now acquired. Kumar, Anjaneyulu, and Gupte (1997) classify contemporary CALL systems under four different foundations of educational methodology:

- Grammar-oriented CALL system - the L2 is taught by the use of grammar, sentence construction, and structure as the foundation for learning.

- Situation-based CALL system - the learner is allowed to learn the L2 through its utility in assorted and everyday realistic circumstances, such as shopping, posting letters, and doctors' visits, and so forth.

- Immersion-based CALL system - follows the natural learning pattern of children learning their mother tongue, and steers clear of the use of a support language as a learning aid.

- Collaborative CALL system - the instructor facilitates learner and system interaction in a collaborative group setting of small or large groups; either within the same classroom or on the Internet, with learners from different classrooms and regions. (pp. 149-172)

2.2 Contemporary CALL

According to Can (2006), contemporary learning techniques are interactive and promote language learning in authentic contexts. This section of the literature review describes these techniques in general, followed by an examination of some of the web-based learning activities that connect with this learning style and that are popular with teachers and learners using CALL.

Can (2006) argues that contemporary CALL techniques are not just a two-way interaction between teacher and learner, they also bring in the third dimension of interaction with the target language itself. For example, in a traditional classroom setting, reading is insulated in a context where the reader is analogous to a disengaged spectator and is therefore safe as an observer. Can (2006) points out that, in contrast, students become active participants when they engage in an interactive method of learning. They portray or role-play a character from the text and must internalize the text's scenario or situation to a greater depth than is required of simply reading. Interactive learners try to fathom a text's true meaning, thereby gaining insight and knowledge that was absent in the simple text reading session (Can, 2009).

The implementation of multiple constructivist conditions for learning applied to second language learning is aided by the creation of *micro worlds* and *hypermedia*. These tools are often accessible to language learners by way of open software and course management tools, such as Moodle and BlackBoard, and making the use of distance learning technologies, like video-conferencing (Driscoll, 2000; Schank, 1994; Can, 2006). Additionally, the implementation of CALL applications, and other computerized environments (discussed shortly) such as Second Life, dynamic websites, chat rooms, and interactive games like The Sims in the milieu of language learning, also provide learners with rich media opportunities for authentic language use, construction and practice. Moreover, language websites and software liberate learners from some of the restrictions associated with the traditional classroom, affording students the opportunity to learn at their own pace and in their own time (Warschauer, 1996). Freedom from an overly-rigid classroom environment promotes self-awareness and sufficiency in learners via the provision for ownership opportunities in learning (Can , 2009).

The increasing convenience and pervasiveness of the web and collaborative multimedia has led to the integration of CALL into web-based systems, leading to the formation of online educational communities (Stickler, et al., 2010). As a result, CALL has gained immense support and acknowledgement from educationists, instructors and students. Levy (1997) defined CALL as "the search for and study of applications of the computer in language teaching and learning" (p. 1). The following web-based trends have gained much popularity amongst both teachers and learners of CALL and are described in further detail, below:

1. Task-based language learning

2. Audio and video learning systems

3. Blogging

4. Mobile-assisted language learning

2.2.1 Task-based language learning.

Task-based language learning literally refers to the performance of virtual tasks by learners with all interaction occurring in the target language (Harmer, 2001). Tasks can be transactional or instructional—with the learner performing general tasks such as visiting the physician, going to a restaurant and ordering food and grocery shopping. Harmer (2001) further explains that incidental knowledge, such as the medical system and social manners, is also learned by osmosis during the performance of these tasks. Tasks may also be social, such as attending a virtual party or interviews. The benefits of task-based language learning arise from both direct and indirect learning outcomes, including specific language learning goals and the incidental cultural insights gained during tasks (Harmer, 2001).

2.2.2 Audio - video.

Wagner (2006) studied the efficacy of language teaching with the aid of online audio-video systems. His study concludes that exposure to authentic language videos has a positive impact on learning the target language. However, it must be noted that simply exposing students to videos in language labs is not enough; as Brown (2001) suggests, direct teacher-to-student and peer interaction is vital to language education at all stages. Nevertheless, video adds a significant ingredient to genuine language education and promotes autonomous learning along with other learning methods (Wagner, 2006).

Schneider (1997) recommended that second language instructors incorporate recorded activities between pairs or small groups of students at the beginning of their courses in order to promote speaking practice from the onset. He termed this activity "pair taping" and noted, over the course of a study that lasted several years with Japanese college students, that "learners who did pair taping were also quite positive about the effectiveness of taping, and appeared to be more relaxed, confident, and enthusiastic than before" (Schneider, 1997, p. 2) with students reporting that they found it easier to speak the target language and were also more highly motivated to learn.

2.2.3 Blogging.

Blogging is the act of publishing a personal web-based publication known as a weblog online and is an activity that is familiar and popular amongst most students in the current generation (Campbell, 2003). It can be easily adapted and incorporated into language learning activities. According to Williams and Jacobs (2004), the opportunity for peer interaction in the target language and the scope of the *learning space* increases greatly with this activity. Student bloggers are exposed to a wide- ranging and critical audience both inside and outside the language classroom. The main attraction of blogging lies in the practical application of language skills in a meaningful, communicative and immersive manner. Dieu (2004) proposed that blogging maximized learners' exposure to language in a focused manner and fostered collaboration, communication, and interaction between peers. These spaces expose learners to authentic language use that in turn provides stimulus and challenge which serve to reinforce classroom learning.

2.2.4   Mobile-assisted language learning.

Mobile-assisted language learning (MALL), a subset of CALL, refers to the migration of CALL from a static workstation to a mobile platform, such as a cellphone equipped with multimedia capabilities (Chinnery, 2006). Second language learners today are motivated more by their personal learning needs, which include the realities of greater mobility and travel (Facer, 2004).

MALL can lead to higher motivation and higher achievement levels by second language students (Norbrook & Scott, 2003). A study by Birch (2007) concluded that second language students' participation in social electronic media such as short message electronic discussion boards yielded cognitive gains. Students were more engaged with their coursework and course content, and better able to express their thoughts in their second language as well as apply theoretical learning to real-world situations. This in turn gave them greater confidence in their abilities and resulted in higher achievement scores (Birch, 2007).

In the past, mobile learning was defined in relation to available hardware and the actual capabilities of the technology at the time. More recently, the thinking has shifted to the mobility of the learner, with the actual technology acting as a secondary factor (Sharples, 2006). Today, mobile learning is better defined as "any educational provision where the sole of dominant technologies are handheld devices" (Traxler, 2005, p. 4).

2.3 CALL Pedagogy

Learning today is not limited to the traditional classroom environment. Many novel ideas have been developed to aid learning using computers and software that can serve as examples to prepare ESL training modules (Huang & Liu, 2000; Yeh, 2003).

The global trend of round-the-clock connectivity, elastic work hours, along with the need for continuous expansion of knowledge and upgrading skills, have given rise to learning on demand (Punie & Cabrera, 2006). The advance in technology has also given rise to the contemporary active learner (creator/contributor of knowledge) vis-a-vis the traditional passive learner (consumer of knowledge).

Pedagogy today is no longer just concerned with theoretical perspectives and the provision of the latest technology to learners. It encourages learners to actively participate in the attainment of knowledge via practice, innovative inquiry, discourse, and collaboration (Beetham & Sharpe, 2007). According to Beetham and Sharpe (2007), a successful and contemporary pedagogical outlook must include:

- Creativeness and performance that center on digital competencies

- Stratagem for meta-learning, with emphasis on learner-designed education

- Innovative and creative methods of analysis and problem-solving

- Shared knowledge-building and learner-based content creation

- Peer-to-peer learning and involvement in online learning through blogs, social networking including activities such as social tagging, collaborative editing, and so forth. (pp. 3-10)

Contemporary CALL has been influenced by at least two sets of combined approaches: the constructivist and cognitive approach, as well as the cultural and communicative approach. A discussion of these two approaches follows.

2.3.1   The constructivist and cognitive approach.

The social constructivist theory propounded by Vygotsky (1978) viewed the learning process as a social activity, wherein students are actively constructing

knowledge via interactions with peers and teachers. As Can (2009) notes, constructivists propose that language learning should be learner-centric, supporting customization and autonomous learning, following the requirements of individual learners. Can (2009) further suggests that constructivist language learning endorses a holistic approach and advocates an authentic, multifaceted learning environment. Finally, Reinfried (2000) summarizes that constructivist language learning must be active wherein language is attained via collaboration, creativity, innovation, and self-teaching.

Evans, Bergen, and Zinken (2007) argue that cognitive semantics and cognitive approaches to grammar define the two basic methodologies forwarded by cognitive pedagogy. Cognitive semantics explores the associations, "between experience, the conceptual system, and the semantic structure encoded by language" (Evans, Bergen, & Zinken, 2007, p. 5). Cognitive researchers investigate *conceptual structure* (knowledge representation) and *conceptualization* (meaning construction) of language learning. It should be noted that *meaning construction* is central to both cognitive semantics and grammar (Evans, Bergen, & Zinken, 2007).

The above two theories (constructivist and cognitive) have been combined to give rise to the modern pedagogy of Constructivism. Constructivism combines the pure cognitive (the construction of meaning by mental language systems) and constructive approaches (the collaborative and customisable approach). It proposes to help learners in the construction of meaningful and conceptually functional representations of the external world (where they are able to communicate effectively in target language), via the collaboration and social construction of knowledge (Rüschoff, 1999). Constructivism

advocates the implementation of online applications, using instructional technology and diverse media, in the process of learning and teaching languages (Reinfried, 2000).

CALL scholars have actively adopted constructivism (Gajek, 2011). The socio-cognitive application of CALL helps learners to construct authentic, meaningful communications in the second language. Collaborative constructivist applications enhance the learners' target language input and output, while endorsing dynamic participation and self-expression by learners (Vlachos, Athanasiadis, & Ganetsos, 2004).

CALL applications, which endorse the above principles, provide learners with the opportunity to define their motivation and learning process. Learners are aware of the results of their learning efforts and can self-evaluate when engaged in CALL-based activities such as pair taping, blogging and forums (Lambropoulos, Christopoulou, & Vlachos, 2006).

2.3.2   Cultural and communicative approach.

Communicative Language Theory (CLT) was introduced by Hymes (1972), who argued that language competency was not limited to the knowledge of set "grammatical, lexical, and phonological rules" (pp. 269-293). Effective language use requires learners to cultivate communicative competence in order to utilize the target language suitably in a social context. Canale and Swain (1980) support Hymes and contend that "communicative competence comprises grammatical competence, sociolinguistic competence, discourse competence, and strategic competence" (p. 27). Thus, in CLT, authentic second language learning is enhanced by natural learning processes, which function when a learner is actively involved in communicating for social, economic and

personal purposes. The learners' ultimate goal is to communicate effectively in the target language (Littlewood, 1981; Snow, 1996).

Krasner (1999) argues that linguistic proficiency in a target language by itself is not sufficient, as language echoes the cultural ideals of a society. Hence, in order to truly acquire a genuine grasp of a target language, learners must be knowledgeable about the peculiar patterns of vocal behaviour—including the use of prescribed or casual conversational anomalies—that are connected with suitable cultural etiquette in the social context of the target language. Learners need to be conscious of the appropriate manner in which to address different groups of people (friends, elders, and subordinates), convey gratitude, command or inquire and relay information (Krasner, 1999).

In keeping with the above concepts, Communication-Culture-based L2 education may easily be assisted by CALL methodology. Learners are engaged in active learning with technological applications such as live chat/classroom sessions, blogs, virtual role-playing (for example, Second Life) or virtual simulations (SimCity, The Sims, and SimEarth, for example), and so forth. Thus, the resulting products of technological tools—sound, graphics and multimedia resources—provided by CALL help to illustrate the socio-cultural reality of the target language, and provide learners with dynamic learning and discovery of the target language and its culture (Vlachos, Athanasiadis, & Ganetsos, 2004). Moreover, these applications connect learners with indigenous and other users of the target language. This gives learners direct access to cultural and social information from authentic sources, and facilitates inter-cultural discourse. Vlachos, Athanasiadis, and Ganetsos (2004) argue that such authentic discourse provides learners

with firsthand knowledge of acceptable cultural codes, and examples of suitable verbal conduct in the socio-cultural context of the target.

Based on Communication-Culture-based L2 education, the benefits of modern CALL can be summarized as promoting:

- Practice in the construction of the target language.

- Understanding of the cultural environment in which the target language is contextualized.

- The stimulus for personal engagement in the actual classroom, online deliberations or outside the classroom (Lambropoulos, Christopoulou, & Vlachos, 2006, p. 25).

2.4 Teaching CALL

As Hartoyo (2008) points out, "a computer is solely a tool and an intermediary; it is merely a part of the entire learning process" (p.11). Nasr, Booth & Gillett (1996) identify teachers as a fundamental and irreplaceable factor in effective knowledge education, particularly in an ESL classroom environment where learners are dependent on the teacher's instruction and guidance for language learning.

In the case of CALL, there are essentially two prevailing positions regarding the role of the teacher: either the conventional ("the sage on the stage") or the progressive position ("the guide on the side") (Beichner, 2011). Conventionalists believe the teacher to be essential to effective learning and propose that the teacher be the definitive authority with regard to the usage and position of ICT in language learning (Secan, 1990; Alatis, 1986). Moreover, conventionalists view ICTs as secondary aids and tools for the teacher, wherein their main role is to assist the teacher.

Those advocating a progressive view of teaching propose that the teacher's role be that of a counselor and guide—a person who is there to steer the learner toward the right course. Since CALL is not always an in-person, face-to-face environment, a slightly different teaching approach needs to be adopted—that of the *coach* (Huang & Liu, 2000). A progressive viewpoint encourages students to take responsibility for their own learning, and to actively manage language learning—particularly with the introduction of multimedia and computer mediated communication.

Moreover, progressivists argue that teachers have lost their monopoly over information in the new networked global village, so to speak, and as such, they can no longer insist on uniform learning strategies, but must instead free their students to adopt and adapt new learning methods and tools. Teachers should assume the mantle of a "facilitator" in the place of being the all-knowing and supreme authority on knowledge (Warschauer & Healey, 1998, p. 61). Gruba (2004) elaborates on Warschauer and Healey's (1998) interpretation of the teacher's role, and refers to instructors as a "mediator" between the computer and learner. With the aim of "keeping things running smoothly" (p. 637), the teacher guides students during their pursuit of language attainment.

CALL by itself is irrelevant when practiced without consideration for the ultimate learning objective of the class. Thus, teachers should implement CALL programs that are in tune with the course agenda. Ayres (2002) found that most learners favoured classroom language teaching, as opposed to strictly CALL instruction. However, most participants reported a high level of motivation with CALL and considered it to be a very

useful tool for improving writing and spelling, reaffirming the value of CALL as an aid—but not as a replacement—for teachers.

Recent education experts such as Horn (2011) have argued that instead of just throwing "technology" into a classroom and hoping something works to improve student learning, a more balanced paradigm would acknowledge that technology is not "a significant part of the answer…but actually the platform" (p. 1) for transforming education in all subject areas. Educators should move from using "technology for technology's sake" (p. 1) as a vehicle to individual learning and to create a student-centric system (Horn, 2011).

2.5 Training Teachers for CALL

Many traditionalist teachers believe that computers threaten conventional literacy skills and encourage laziness in learners. These views generally arise from generational and ideological differences between teachers, many of whom were born before the Internet revolution, and learners, the *netizens* (Bax, 2003).

However, an undeniable fact is that the dominance of ICT has led to the demand for more qualified language teachers who must now be proficient in the target language, the latest teaching methodologies, and in ICT relevant to education (Levy & Stockwell, 2006; Robin, 2007). Unfortunately, implementing pedagogy using CALL is not always straightforward. Many teachers have misunderstood CALL, and appear to be under fear or awe of the software, including harbouring unrealistic expectations of immediate results, which lead to frustrations and failure (Goodson, Knobel, Colin, & Mangan, 2002). When CALL features are explained, there is a feeling that runs among teachers that their role is now reduced and the software should take over their teaching functions. Goodson, Knobel, Colin, and Mangan (2002) traced this mentality to the traditional

misconception and mistrust of technology by traditionalist teachers who are not keen to adopt new technology. Indeed, teachers have to adapt to a new role as collaborators under CALL (Gunawardena & Zittle, 1996). The need for teacher training in the use of technological tools in an effort to enhance their technological pedagogical knowledge is widely acknowledged.

There is a great need to educate and empower teachers and trainers in ICT; therefore, learning facilitators, trainers and teachers must be educated and given appropriate models and time to take on ICT practices on a daily basis (Aceto, S., Delrio, C., & Dondi, C. (Eds.), 2006; Cartelli, 2006). Warschauer and Healey (1998) also stress the importance of teacher training, by enabling teachers to use multimedia and other resources effectively, as a vital factor to successful language education in a flexible learning environment.

2.6 Motivation in Second Language Learning

Oxford and Shearnin (1994) suggest that motivation plays a central role in life; the success of an endeavour is highly dependent on the motivation for the activity. Successful SLE must include students' motivation to learn and teachers' motivation to teach. Many L2 theorists consider student motivation to be one of the primary factors for success in second language learning (Oxford & Shearnin, 1994). Activities that are directly influenced by motivation include effective use of learning strategies, amount of interaction with native speakers of the second (or target) language, achievement scores on curriculum-based tests, the level of general proficiency, and how long the skill level is maintained after the completion of the language study (Oxford & Shearnin, 1994).

Gardner (2005) focuses on the socio-educational model of second language learning, assuming that the educational setting and the cultural context influence L2 learning motivation. According to Gardner (1985), it is important to understand the ultimate goal of the learner in order to understand the learner's motivation, also referred to as the learner's orientation. Gardner (1985) identified two specific learner orientations which are summarized as follows:

- Integrative: which refers to the learner's desire to integrate or assimilate into the community in which the target language is primary language spoken.

- Instrumental: which refers to the learner's desire or need to learn to a language for a non-personal purpose such as career advancement.

In an effort to measure learner motivation, Gardner developed an attitude and motivation test battery. The tests consist of the three measures of a learning situation: motivation, integrativeness, and attitudes. Subsequent studies found that those factors consistently predicted proficiency in L2, and motivation was the best predictor (Gardner, LaLonde, & Moorcroft, 1985). Some of the questions that Gardner developed for his test battery have been used in this research.

As Kissau (2005) points out, it is important to acknowledge that several people have taken issue with Gardner's integrative and instrumental orientations toward student motivation (Au, 1988; Crookes & Schmidt, 1991; Dörnyei & Csizér, 2002; Graham, 1984). In fact, Gardner revised his original theory on motivation a number of times. These revisions can be summarized via three phases (Kissau, 2005):

1. Continuing to emphasize the link between orientation and L2 proficiency, Gardner (1985) incorporates the concept of motivation into his theory. In what

becomes known as the Socio-Educational Model, it is argued that learners must be motivated in addition to having an instrumental or integrative orientation.

2. Tremblay and Gardner (1995) remove some of the emphasis placed on L2 orientation and argue that several variables such as learner attitudes, goal-setting, and self-efficacy influence motivation.

3. In his most recent version of the Socio-Educational Model, Gardner (2001) continued to downplay the importance of integrative orientation and instead emphasized the role of motivation. In due course, Gardner acknowledges that the model is not comprehensive and does not cover all factors that influence motivation. (pp. 28-29)

Dörnyei (2001) also asserts that educators have always known that the vision any student has of *self*—positive or negative—greatly affects his or her educational experience. It is no different for second language students. L2 students can be motivated to reach higher achievement levels by creating an attractive vision of their ideal language self. Dörnyei (2001) further posits that such a motivational program would consist of six components:

1. Construction of the Ideal L2 Self: Creating the vision.

2. Imagery enhancement: Strengthening the vision.

3. Making the Ideal L2 Self plausible: Substantiating the vision.

4. Developing an action plan: Operationalizing the vision.

5. Activating the Ideal L2 Self: Keeping the vision alive.

6. Considering failure: Counterbalancing the vision. (pp. 33-37)

Dörnyei (2001) continues by outlining the three primary sources of motivation for students who are learning a foreign or second language: 1) the learner's vision of him or herself as an effective L2 speaker, 2) the social pressure that originates from the learner's environment, and 3) the learner's positive educational experiences. Later, Dörnyei (2008) specifically encouraged second language teachers to "develop a repertoire of techniques to ignite and enhance" (p. 2) the L2 Motivational Self System, offering the aforementioned "six main areas of relevant motivational strategies" as a framework for future language teaching methodologies and research. He proposed a novel approach for educators to understand the motivation of second language learners: the L2 Motivational Self System. The three-part construct of the L2 Motivational Self System consists of dimensions specifically related to the learning environment (Dörnyei Z. , 2008). The components of the three dimensions are summarized below:

- The Ideal L2 Self that is powerfully motivated to learn the second language in order to reduce the discrepancy between the actual self and the ideal self.

- The Ought-to L2 Self that is composed of attributes to avoid possible negative consequences and bear little resemblance to the person's own desires or wishes.

- The L2 Learning Experience, which is comprised of situation-specific motives that are related to the immediate learning environment and experiences, including the impact of positive successes and the enjoyable quality of the language course itself. (pp. 3-4)

While this latter component—the L2 Learning Experience—is clearly distinct from the former two, Campbell and Storch (2011) describe the difference between the ideal self and the ought-to self as being related to whether or not a student's instrumental

motives are internalized or not. The authors note that "[i]nternalized instrumental motives form part of an ideal L2 self, non-internalized instrumental motives form part of an ought-to L2 self" (Campbell & Storch, 2011, p. 167). In other words, a student who is motivated via parental coercion to do well in a second language class because it is simply the right thing to do can be associated with the ought-to L2 self. On the other hand, students who are motivated by imagining themselves as businesspeople travelling around the world and enjoying themselves could be associated with the ideal L2 self.

Moreover, Dörnyei and Ushioda (2009) believe that by linking the human self with human action, one recognizes one's *possible selves*, which represent the individual's ideas of: 1) what they might become, 2) what they would like to become, and 3) what they are afraid of becoming (Markus & Nurius, 1986 cited in Dörnyei & Ushioda 2009, p. 3). Consequently, possible selves perform as *future self-guides* showcasing an active, forward-looking idea that illustrates the forward momentum from the present towards the future.

Reeve (2005) reports that "[t]he tendency for prior success to promote future success is a basic tenet of motivation theory generally, and is explicitly captured [by] the L2 Motivational Self System" (p. 49). This concept integrates well with Kim (2009) who notes that "[t]he ideal L2 self reflects desirable future images after attaining L2 proficiency. L2 learners may dream of a prosperous future in terms of their job stability, financial situation, and respect from others" (p. 51).

The L2 Motivational Self System developed by Dörnyei and others can be used in the educational arena and focuses particularly on the ideal self. The ideal self in Dörnyei's model can be described as a representation of the characteristics that someone

would ideally like to possess: characteristics such as one's hopes, aspirations and wishes (Dörnyei & Ushioda, 2009). Thus, a Second Life or Sims characterization in virtual CALL can help learners to recognize their possible selves, while role-play, blogging— along with other interactive CALL activities—contribute towards the motivation and development of the ideal L2 self.

2.7 Conclusion

In a 2010 conference speech, Warren Buckleitner, the founder of Children's Technology Review, observed that today's mobile technology promotes what he calls "anywhere, anytime learning" (Buckleitner, 2010, para. 4). Although, Buckleitner generally focuses on pre-schoolers, this concept is equally applicable to adult ESL students. Adults raised on technology learn to "go out and seek" (para. 5) their information rather than wait for it to come to them. Further, as shown by the Jansen (2010) study, even lower-income households have more access to technology than just a few years ago. More widespread access to technology means educators need to take two issues into consideration when adopting a learning environment for their students: first, the learning experience the majority of students prefer (online, offline, or a hybrid of these two), and second, whether students learn better and are more motivated in a traditional classroom situation or with CALL.

Chapter 3: Research Methodology

Research, for me, is an investigation into a phenomenon with the intent to discover how and why it takes place and how it impacts society or the environment. Two research methods, quantitative and qualitative, are the most popular. The quantitative method attempts to confirm the hypothesis about the phenomena but uses an inflexible style because it approaches the phenomenon from a predetermined position. This method uses instruments such as a structured questionnaire seeking validations of its stand (Nkwi, Nyamongo, & Gery, 2001). In contrast, qualitative methods are flexible as they are more exploratory in nature. They seek to find the how and why, using instruments like open-ended interviews to elicit views through in-depth investigation (Denzin & Lincoln, 1994). The aim of this research is to pursue the case of CALL in CEGEP as a methodology which discernibly enhances student motivation for SLL. Therefore, a qualitative case study method of research will be used towards researching CALL in the context of SLL in Quebec CEGEPs.

3.1 Research design

Research design is defined as being "the framework or plan for a study used as a guide in collecting and analyzing data" (Churchill & Brown, 2004, p. 18). It is used in order to structure the research and to ensure that the most appropriate methods are applied for achieving the individual research objectives. Research can be exploratory, descriptive or causal.

The exploratory design is a qualitative approach, and appropriate for gaining general knowledge, insight and opinions about a certain topic—using a literature review, experience surveys and focus groups as channels for the study to be analyzed later on.

Descriptive research is a quantitative research design, and mainly applied for describing phenomena and characteristics, while estimating proportions like averages or frequencies. The causal research design is appropriate for discovering cause and effect relationships of two variables, where the focus is on exploring the impact the change in one variable has on the other.

Nevertheless, techniques are quite different from methodologies and are really a means to attainment of the research objective. The objective of this research paper will be best realized through the exploratory research design, since the intentions are more in nature of an inquiry into finding the usefulness of CALL as a motivational tool and its general suitability in Quebec CEGEPs.

3.2 Research Paradigm

Research theorists have also made certain guidelines, under which research is conducted with different procedures. They are called positivist, interpretivist and critical research techniques (Cavana, Delahaye, & Sekaran, 2001).

Under the positivist approach, the assumptions are that universal laws govern every action or reaction, and therefore the researcher looks for material evidence and rationality in his research. Researchers maintain a strict distance, and do not involve emotions or personal perceptions in their analytical efforts (Cavana, Delahaye, & Sekaran, 2001).

In contrast, when researchers try to read between the lines and seek to understand the emotions of their subjects and become personally closer to pry or glean further finer points, it becomes an interpretivist approach (Cavana, Delahaye, & Sekaran, 2001). This

technique does not look for compliance with universal laws; indeed, it is exploratory by nature (Lincoln & Guba, 2000).

Some research, however, relies on sifting through existing knowledge and tries to eliminate the negative aspects in consonance with current knowledge. This is a critical approach, where the analysis is made by modifying or influencing results with a mix of historical events with current information (Lindlof & Taylor, 2002). Critical research, therefore, unveils hidden meanings.

All of the above techniques are acceptable and practiced, and a researcher's choice is made in accordance with the specific environment of the research effort. This research has employed an interpretivist approach for analyzing primary data for two reasons: 1) the current knowledge on this subject is vast and will be helpful in finding the direction to discovery, and 2) there is a regional approach in the application of CALL, which means that cultural behaviours are likely to influence the application, and modifications will be needed to adjust these factors.

3.3 Research Strategy

The research strategy of this study will be based on the interpretive paradigm (Lincoln & Guba, 2000). This involves the finding of the "how and why," of the phenomena; therefore, this study used a qualitative case study basis that will reveal rich data through - 1) findings and qualitative analysis of surveys, and 2) a focus group. The primary research is focused on:

1. The factors that motivate students to learn English; specifically, whether the use of CALL techniques versus traditional classroom learning environments had any effect on their motivation levels and their achievement.

2. Student preferences in CALL versus traditional methodology.

3. Finally, the research tried to determine how learners perceive CALL as a tool after CEGEP.

The first half of the survey questions used for this case study was developed based on Gardner's (2004) AMTB (Attitude/Motivational Test Battery). It is important to keep in mind that, while Gardner's theory regarding the integrative concept "has provoked considerable debate" (Dörnyei & Ushioda, 2009, p. 2), it deserves acknowledgement. Gardner "has laid the foundation for the field of L2 motivation research" (Alrabai, 2011, p. 259) and Dörnyei's model "is compatible with other influential conceptualizations of motivation by Gardner" (Dörnyei, 2009, p. 9). Therefore, The Integrative and Instrumental Orientation scales of the original Likert Scale format of Gardner's AMTB (Gardner, 1985) were integrated in the second half of the survey questions as well as the discussion questions with Dörnyei's L2 Motivational Self (see Appendix A).

3.4 Procedure and instrumentation

In order to provide a summary of the procedure used for this study, it is useful to have some background information on the CEGEP where this study took place. Ethno-culturally, the student population at the CEGEP is approximately 50% Caucasian (primarily descendants of several generations of Francophones residing in the province of Quebec), and approximately 50% coming from various recent immigrant populations from French-speaking regions such as Northern Africa, France, Belgium, and Haiti (M. Piché, personal communication, January 19, 2010).

During the Fall 2010 semester, I taught four English as a Second Language courses at the CEGEP, totalling 98 students. Before being admitted to the CEGEP,

students were required to complete a placement test. This is a standard test that all students at the CEGEP must complete and it was not designed specifically for this research. The test serves to filter students into one of four different class levels: beginner, lower-intermediate, upper-intermediate, and advanced. This filtering process is intended to ensure that students are neither placed in a class that they will find too easy nor too difficult. During the first week of class, language teachers are able to move students up or down a level if they deem that the placement test misplaced a learner.

This research involved students from two upper-intermediate and two advanced level classes. The rationale for this choice was based simply on the fact that these were the courses assigned to me during the semester in which this study took place. It would be informative to conduct a similar study with lower level classes at some point in the future. The upper-intermediate students possess strong English communication skills and are easily capable of dialoguing with a native English speaker and reading/writing English texts. The advanced classes are intended for learners that operate at "near native" levels.

These English Language and Culture courses are held in 30-seat classrooms on campus, with students completing one 3-hour class session once a week for a fifteen-week-long term. Over the term, students are expected to complete 30 hours of classwork, 15 hours of laboratory or directed work, and 45 hours of work at home or elsewhere away from the physical classroom—in the library and online. The total course duration for each student is 90 hours over the course of 15 weeks.

The professors are permitted to modify their course syllabi to reflect how much of the outside classroom work can or must be submitted through traditional paper means or

via various media and online methods. Other than the usual modifications that most pedagogues make as part of their ongoing teaching practice from semester to semester, the classes were similar to the same courses that were taught in the past. In other words, the concepts and technology that were employed during the classes were generally not new to me as a teacher. As part of the course plan, the courses presented were a mix of traditional learning methods (classroom-based, using no technology) and CALL activities in order to expose students to both learning styles. Students had the opportunity to participate in various classroom environments over the course of the semester, including: exclusively online, exclusively teacher-led, and a mix of classroom and technology. A detailed listing of the coursework and CALL activities are included in Appendix B and C.

In summary, the English as a Second Language classes included the following components:

- Students with varying degrees of proficiency at reading, writing, listening or speaking English

- A culture- and literature-based curriculum

- A combination of a traditional classroom environment, a computer lab, and an online segment.

The students worked with both paper and electronic texts and were given homework assignments that were both individual-based as well as interactive with other students using the DECclic and Moodle interfaces. Furthermore, the course included Prezi, audio taping, and forums for online/offline discussions and interactions with native speakers and peers. A brief description and definition of each of these follows:

- DECclic- a Bilingual Course Management System (CMS) developed by college teachers in Quebec based on international Second Language teaching standards

- Moodle- a web-based Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). Moodle is available to teachers free of charge to use for the creation of online learning sites.

- Prezi- an online presentation program similar to Microsoft PowerPoint except that it allows users to present information in a non-linear fashion.

- Forums - as part of this activity, learners composed text outside of the classroom in response to in-class workshops. The purpose of this activity was to give all of the learners in the class a voice and to allow them to express their own point of view about the themes and information presented during the student-directed workshops.

- ePals - a unique program that "provides an effective way to instruct and reach today's technology-savvy students and teachers. ePals provides digital content designed for collaboration and self-paced, self-directed learning as well as a safe platform to share work globally." (ePals, 2011). This website served as a platform to connect the students with native English speakers via email and chat.

3.5 Participants

The participants of this study were a convenience sample of 41 students at a CEGEP in Quebec who took an English as a Second Language course as part of their regular educational course load. CEGEP students are required to take two ESL courses in order to obtain their College Education Diploma.

One week after the semester was over and the students had received their grades (in order to ensure that participants did not feel duress), volunteers were solicited from all

four courses to participate in the research via an e-mail invitation using the College's internal messaging system to complete an online survey. The e-mail explained to potential participants that they would be asked about their motivation levels regarding computer-assisted language learning technology in the English as a Second Language course that they recently completed. The timeliness of the survey was specifically chosen so that respondents still had the course fresh in their memory.

In the e-mail, potential participants were provided an opportunity to read a letter of information and consent and were invited to click on a hyperlink that led them to the study's survey. The College's Information Technology department ensured information security and personal privacy during the survey process. The electronic post-survey report indicated that the majority of respondents took between 30 to 60 minutes to complete the questionnaire. For those students who opted to complete the survey, the survey further asked respondents if they would be interested in participating in a focus group. A reminder e-mail was sent out 72-hours later to potential participants who did not respond to the survey.

Once the surveys were received, they were analyzed on a question-by-question basis for any trends, issues, and for points of interest—primarily responses to the open-ended questions—that surfaced. Based on the survey results, focus group questions were drafted with the intent to clarify these trends, issues and points of interest in an effort to provide greater detail.

Some of the students that completed the survey also participated in a focus group two weeks after the survey was administered. In total, there were 41 such survey participants (23 of which were female) and six of these participants (3 of which were

female) also participated in the focus group. The students ranged in age from 17 to 25

years. Below is the demographic profile of the focus group:

Table 1

Name	Christine	Francine	Denise	Marc	Simon	Roger
Age Range	17-25 years old	17-25 years old	17-25 years old	17-25 years old	17-25 years old	17-25 years old
Gender	Female	Female	Female	Male	Male	Male
First Language	French	French	French	French	Mandarin	Unknown
ESL Class Level	Upper-Intermediate	Advanced	Advanced	Upper-Intermediate	Upper-Intermediate	Advanced

3.6 Participant Profiles

A background summary of those students that participated in the group discussion

is valuable in order to better understand the participant's perspective. All of the

participants have been given fictitious names to protect their identity.

1. Christine: Christine's first language is French, she was born in Quebec, and she is

in the CEGEP's nursing program. She understands that there will be many job

opportunities in the health care field in the near future given the aging population in

Canada. Christine would like to stay in the Montreal area and is acutely aware that, in

order to work in a Montreal hospital, she will need to be fully bilingual. She notes that

learning a second language in the medical field is especially challenging because of the

required and precise terminology involved in this area of specialty. Christine is concerned

about working in stressful situations with Anglophone speakers. She is especially

apprehensive about these same speakers speaking too quickly during life and death situations, and being unable to ask the right questions or express herself correctly. Christine comes from a family that speaks very little English at home. Most of the English that she learned comes from movies, friends, and school. Christine is satisfied with her current level of English since she feels that she is able to express herself with ease in casual situations. Christine was in the upper-intermediate class.

2. Francine: Francine was in the advanced class and attributes her strong English skills to the fact that she lives in a neighbourhood with many Anglophones and that several of her relatives are Anglophones. Francine has lived in Montreal her entire life and enjoys watching reality shows on television in English. She is in the CEGEP's fashion program and would like to operate her own business one day; however, she has yet to decide on the exact nature of this business. She feels that English is a very important skill for business people to have since they will inevitably have to deal with people outside of the Province of Quebec. Francine can easily imagine herself having to converse with potential clients on a day-to-day basis as part of her business operations. She projects even further by imagining a particularly difficult situation: having to converse with an Asian textile supplier over the phone with English as the "go between", or "market", language. Francine concedes that she has particular trouble understanding non North American accents in English.

3. Denise: Denise moved to Montreal from Haiti with her family when she was eight years old. French is her native language and she was in an advanced English class. Denise relates that she feels very confident speaking English in all situations and she attributes this to her passion for learning languages—she would like to learn Spanish

next. In fact, she wished that English courses were not mandatory in CEGEP since she would have preferred to take Spanish courses instead. As with many students that are in the CEGEP's General Sciences program, Denise has not decided on a career choice yet and she would like to keep her options open. Denise comes from a family that places a lot of pressure on her to enter a professional field such as medicine; however, she is uncertain that this would be a livelihood that she would find fulfilling. She notes that French is a beautiful language and that measures must be taken to preserve this language. On the other hand, she notes that the world "is becoming more and more English every day" and that everyone is going to be exposed to the language whether they like it or not.

4. Marc: Marc, a student in the CEGEP's Information Technologies program, feels that English is especially prevalent in his field. He notes that even the Francophones in his computing classes with little general knowledge of English have learned quite a bit of English that is related to the programming field. According to Marc, an information technology specialist cannot hope to function in this field without a decent level of English. Marc was in one of the upper-intermediate classes and learned most of his English from school and video games. He was born, and spent most of his life, in a suburb just outside of Montreal. Marc's parents rarely spoke English at home and are not employed in occupations that require knowledge of English. Despite the fact that his family is based in Quebec, Marc is not sure whether or not he would like to stay in the province. He feels that he may have better job opportunities elsewhere and that these opportunities would be most likely in Anglophone communities.

5. Simon: Simon's first language is Mandarin and he moved to Montreal with his family from China when he was twelve. He feels that his French is somewhat better than

his English but that he can "get by no problem" in either language. Simon was in the upper-intermediate class and was in the CEGEP's Applied Sciences program. He had not yet chosen a career path; however, he suspected that he would like to do research in one form or another. Simon feels that he needs to improve his written English since being able to write well in English would serve him well as a researcher. He further notes that the world seems to be a place that is moving further and further away from face-to-face interactions to one where written correspondence—especially in the form of e-mail, tweets, and cellular telephone messaging is becoming more important. Simon has learned English primarily from school and through conscious efforts to read in English as much as possible during free time.

6. Roger: Roger learned a great deal of English from his friends, whom are primarily Anglophones. His parents immigrated to Canada from Lebanon just before he was born in Montreal and French is the primary language spoken at home. Roger was in the CEGEP's Applied Sciences program and participated in one of the advanced-level English classes. He was unsure of his future career path, but he was leaning toward prospects in either the business or legal fields at the time of this study. As someone that would like to travel a great deal, Roger feels that certain languages—such as English— are especially useful for communicating with people in other countries. His parents encourage him to learn as much English as possible since they feel that being bilingual in Canada is a guarantee of success.

3.7 Data Collection

The data collected for this study were from 41 surveys and a focus group. In order to negate coercion and duress, data was not collected until the course was over and

students had received their grades. The data was triangulated with student work such as self-reports, tests and assignments, and work portfolios during the focus group. This triangulation data collection method is similar to that performed by Dörnyei (2009): The data analysis begins in an informal manner during the interviews and proceeds to a more codified structure after the written records are obtained. The interpretation of the data links the results to the larger theoretical framework and practical issues addressed in the research proposal.

Surveys: The first data collection instrument was an online survey that consisted of 25 questions (see Appendix A). This survey was administered in order to gain insight into the students' appraisal of the CALL that was integrated into their courses using DECclic and Moodle. The surveys were completed anonymously to encourage candid responses from the participants. The survey used the following varieties of items:

- Statement type, measured by five-point Likert scales (Siegle, 2002) with "Strongly Agree", "Agree", "Disagree", "Strongly Disagree" and "No Response / Prefer Not To Respond" anchoring the possible choices from left to right;

- Multiple choice;

- Ranked type, asking respondents to rank statements in order of personal relevancy; and

- Open-ended Questions.

Through these four item types, the survey addressed both the CALL and non-CALL activities that were used in the course both in the classroom and outside classroom hours, including learning experiences and evaluation tools. Given the high level of

English written comprehension of the survey participants, it was deemed that a French translation of the (English) survey was not required. Concepts surveyed included:

- Motivation to learn English, including the reasons the students were learning English;

- The students' perceptions of the pedagogic values of the activities accomplished during the course;

- The students' relative enjoyment of the activities, their preferred method of receiving constructive feedback, and their preferred learning platform,

- The ease and facility with which the students were able to conduct and complete the assigned activities; and

- The students' suggestions for how the activities could be improved.

In order to clarify any issues that arose on these surveys, some students were then interviewed in a formal and semi-structured focus group environment during a planned time. Of the students that indicated a willingness to participate in the focus group, a selection was made that attempted to balance the two different levels of ESL classes that were taught as well as gender.

Focus Group: In preparation for the focus group, specific open- and closed-ended questions were prepared, based on the survey responses. It was anticipated, however, that the discussion generated by these questions would branch out into wider and unexpected themes.

Ten days after the surveys were completed, the focus group met in a multimedia room on the CEGEP's campus. This room was specifically chosen to allow students to access the learning platforms that we used during the semester, as well as their personal

work portfolios that they developed over the same time period. In the case of providing

access to the learning platform, the notion was that students would recall their

experiences more easily. In the case of providing access to the work portfolios, the

concept was to allow participants to show digital copies of any work or evaluations that

they wished to use in order to support a point that they wished to make. The focus group

participants did, in fact, take advantage of this opportunity and a description of any work

a participant presented was noted as a triangulated data source connected to the focus

group. In future studies, it might be useful to include a complete and separate section

dedicated to collecting student work as a data source for analysis. For example,

permission could be obtained from students to access their personal electronic portfolio

for the purposes of a study. Samples of completed assignments and other work could be

compared with other data in order to improve triangulation. Likewise, the responses and

the achievement levels of these same works could be used to ascertain if students'

perceived success and/or enjoyment of CALL activities impact the work they produce in

contrast with those students who prefer more traditional and non-CALL activities.

3.8 Data Analysis

Once obtained, the data from the surveys and from the focus group were

analyzed. Lau-Smith (2010) suggests guidelines and best practices regarding the analysis

and interpretation of qualitative data. Her approach was retained for the purposes of this

study because of its suitability for qualitative data analysis.

The first step in this analysis involved familiarization on my part with the data.

This included an overview of the survey data and a transcription of the focus group after

several listenings. This step provided an accurate archive of the data and themes already

began to surface at this point. The second step, which Lau-Smith (2010) terms

preliminary exploratory analysis, involved a more detailed reading of the survey results

and the focus group transcripts. During this stage, "[s]ections of the transcripts that

reflect a theme are identified [and] notations are made" in order to log ideas (Lau-Smith,

2010, p. 1).

Consistent with Lau-Smith's (2010) third step, connections were made between

the data and the research questions. The themes identified in the previous step "are

revisited with the major research questions as the lens for analysis" (Lau-Smith, 2010, p.

1). These themes were then coded and applied to the data in order to break up the data for

further analysis in the next step.

The last step involved placing the survey data and transcripts together in "blocks"

of information, based on the theme code that was assigned to them. Finally, "[t]he data

[was] then reviewed within the themes or categories, and an understanding of each theme

[was] reached" (Lau-Smith, 2010, p. 1).

3.9 Conclusion

This research included an examination and analysis of the data collected from the

participants. Some of the quantitative data obtained from the surveys—such as

motivation levels and the students' relative enjoyment of the course learning activities—

was used to corroborate the qualitative data obtained during the group discussion. A

decision was made to avoid statistically synthesizing the quantitative data in order to

discourage generalizations being applied to other situations. An interpretative analysis of

the data was carried out in order to advance possible theories to explain these similarities

and differences. A detailed, descriptive account of the findings in the form of a narrative

follows in Chapter 4. The findings of this study cannot be generalized to a larger

population; however, the purpose of this study is particularly focused on the faculty and student population at Quebec CEGEPs. It is hoped that the findings of this study may lead to future qualitative or quantitative studies involving larger samples, which will in turn guide second language CEGEP teachers in their practice.

Chapter 4: Findings and Analysis

The following section will address each of the research questions presented in Chapter One, by interlacing relevant responses from the group discussion participants and the relevant responses from the survey participants. Further references are also made to the triangulation data described earlier. The research questions dealt with themes relating to the role that CALL plays in motivating L2 learners, the perceived pedagogical benefits derived from CALL, and technology as a means of L2 communication. Participant responses were provided in English, often with grammatical errors, and these responses are transcribed here in their original form in order to retain meaning and context.

4.1   Research Findings

This research studied the role of CALL integration into the L2 educational environment, and examined motivational factors in a CALL context. The survey was designed to guide the researcher in relation to the issues that needed to be addressed in the focus group—issues that were the foundation of this research effort. The survey questions and responses are detailed in Appendix A. The reactions of the focus group are discussed in detail below.

4.1.1   Student response to computer-assisted language learning.

Responses during the focus group revealed that students were generally motivated to learn English via CALL; however, there were also some shortcomings to this method of instruction. This view was confirmed by responses on the survey. When asked whether they preferred instruction in the classroom or in the computer lab, 33 (80%) of the survey respondents indicated that they preferred a mix of the two, as opposed to strictly CALL activities.

As Denise indicated, "It depends on the activity that we did. Some of the activities was better on Moodle and some was better in the classroom".

In other words, students believe that some activities are better suited for the traditional classroom, whereas other activities are best served via CALL. Francine provides an illustrative example:

> There was some teamwork we did in the classroom that was easier because it was face-to-face. When we tried that kind of activity in the lab it wasn't that great. There was not a lot of space and we were in lines [rows] so we had to keep leaning over [to see each other]. At first I was shy in the classroom. I eventually wanted to speak more in the classroom groups but I wanted to speak more less(sic) in the lab groups even though I wasn't shy there.

Francine touches upon an important point here. It is important not to "use technology for technology's sake" (Horn, 2011, p. 1). The survey also confirmed Francine's preference for face-to-face communication with 30 respondents (73%) indicating a preference for direct interaction with peers and teachers.

Moodle was popular with the survey group: 38 students (92%) found it easy to use - and 33 respondents (80%) preferred CALL for homework assignments. When discussion participants were probed to learn which activities they preferred in the lab, Marc did not answer the question directly, but he did bring up an interesting point:

> I'm a bit of a nerds and so I like the Moodle activities above the classrooms activities. With Moodle I'm not feeling the [pressure] to respond right away, like *textos* [texting]. I'm comfortable with computers and people are used to the other person to take some time to answer in this way. With the face to face though,

people are expecting you to answer right away. Well, that's what I feel inside, anyways. So if I feel bad pressure, I'm not going to want to work, to learn.

Marc recognizes that he associates himself with a particular category of person; that is, he is technically inclined. This observation should serve as a reminder to teachers that some students may or may not be predisposed or enthusiastic to use technology. Roger was in the same age group as Marc and was opposite in his appreciation of technology. Roger noted that he does not like working on computers, in general, and that he tries to spend as little time with them as possible. This means that it is not only important for teachers to realize that technology should not be utilized simply because it exists, but that they should also consider who it is that will be using the technology. Instructors should consider the overall learner profile of their classes. Teachers can start their courses by getting to know their students through a variety of activities such as questionnaires, icebreakers, and personal introductions in order to adapt their teaching practice to their students and not the other way around.

In response to Roger's opinion of technology, Denise had the following to say:

I don't know why, but I want to imagine English people being better at computers than Quebecers. So many things are available in English [online] that aren't available in French. I think it's good to learn English for this because you get to use them [the online tools] and can learn English culture, too.

This is an enlightening comment because it demonstrates Denise's perception at work of how Anglophones use technology. She is essentially associating varying degrees of technological usage with different cultures. These feelings were also echoed by survey participants: 37 (90%) felt that learning English was necessary if they were to keep

abreast of the latest developments in their chosen careers, technology and information (specifically Internet-based knowledge).

This resonates with the instrumental motive from Gardner's (1985) socio-educational model. Instrumentality refers to a person's desire to learn a language for practical reasons (Gardner, 2005). Not all of the other group discussion participants shared Denise's view—many believed that Quebec Francophone techno-culture is similar to North American Anglophone techno-culture. It becomes evident, however, that at least some L2 learners are apt to sense the degree to which the target culture uses technology and may wish to emulate the methods that the target culture uses technology as part and parcel of their language learning experience.

Marc was one of the students that disagreed with Denise's perception of techno-culture and shared the following:

> I don't think about what the English peoples are doing with their computers, I am just using the computers as a *moyen* [(means)] to practice the language. [pause] Hmmm. Maybe more. No, not just a… *moyen* [(means)]. Later [on], computers in this course were just becoming an extension of me to learn in the same way that I am reading or writing—like using a hand or an arm.

Thus, Marc is constructing an identity of himself in the language classroom where technology is more than just a means to an end. He assimilates technology use into his learning experience to the point where he is no longer conscious that he is using it. In other words, it is possible for CALL to become part and parcel of the L2 learner's self.

Marc's comments echo the findings of a study conducted by White and Ding (2009) where one of the study participants, Lena, moved from seeing technology as

something abstract during her language learning course to CALL as being a "means to construct and project herself" (White & Ding, 2009, p. 343). She stated, ". . . [the technology tools] constitute part of me, they are no longer abstract things" (p. 344). Both Marc and Lena's observations demonstrate a change or development of the perception of the self during language courses that result from the use of technology in the classroom. This is notable because this shift occurs in the "here and now" of the language course—it is not the result of a projected future self. The third element of Dörnyei's (2005) L2 Motivational Self System—the L2 Learning Experience—has a focus that "lies in the present, not future [and] requires an ongoing language learning activity of some sort to trigger situation-specific motives" (Dörnyei & Ushioda, 2009, p. 195).

Returning to the question of which activities the participants enjoyed in the lab, Simon referred to a Moodle activity that randomly paired students in groups of two or three to discuss issues or problems that were assigned to the class to comment on. This activity was referred to as "virtual musical chairs" in the lab and simply "musical chairs" in the regular classroom—despite the fact that no music was involved. Students were required to get to know each other, speak only in English, respect each other's opinion, and arrive at a group consensus toward the issue or problem they were exposed to. Often, a student was chosen by the teacher to express the group's findings to the rest of the class. In the lab, students were randomly connected by a switchboard and spoke to each other using their headsets. Often, students could be seen looking enthusiastically about the class in order to determine with whom they were speaking. In the classroom, students were required to physically move about the room. In both cases, students spoke with each

other for approximately five minutes and were then randomly partnered with another student or group of students. Simon shared his thoughts about this activity:

> The random match discussions were good in the lab because I spoke with some persons that I would not always speak with or that I didn't know at all. I mean, I'm shy most of the times and if we were talking in the classroom I wouldn't do that. No way. When you did the activity in the regular class[room] it didn't work out as well. I mean, for me it didn't. I think people are showing more patience and I think they are more understanding in the lab discussions.

The behaviour and personality of students was different when the mode of communication changed. As a result, one of the two modes—CALL—encouraged Simon to participate in the class discussions more easily than the other method. The reaction was mixed with some students being more at ease with face to face interaction yet with others feeling more comfortable with computer mediated communication. The choice varied with levels of familiarity between students, computer competency and personal preferences. As Christine elaborated:

> When you uhmmm placed us in groups in the classroom, everyone was like… their faces were like stone—unless we already know the person. It was not comfortable and it was taking a long time for us to commence talking. On the Moodle activity, it was different. The group was talking right away and it didn't feel [pause] we didn't feel shy I guess it's because of that. [pause] It was good too because other persons were speaking more too and thanks to that we learned more: different expressions from different people.

Christine confirms that her fellow classmates change the way they interact with other members of the class when using CALL versus face-to-face communication. For this particular activity at least, CALL provides a more inviting atmosphere that encourages students to discuss the topic at hand more easily. The activity also has the advantage of allowing students to hear new expressions from other students that have acquired different knowledge of the target language. Both Simon and Christine's experience with the two modes of communication speak to Dörnyei's L2 Learning Experience model, which refers to, amongst others, the impact of the peer group in the L2 classroom (Dörnyei, 2009).

During the virtual musical chairs activity, students were sometimes recorded. This was originally done in order to provide feedback to all of the students—something that is difficult to do as a teacher moving through a traditional classroom while ten groups of students are conversing for a 15-minute period. Quite unintentionally, recording the student's conversations provided another benefit—it encouraged the speakers to speak in the target language. As Marc put it, "you recorded us, too. With those recordings I was feeling the [pressure] to speak in English because I knew you would be making a comment if no." Marc felt that he would receive a corrective comment if he did not make an active attempt to engage in the target language when the tapes would be replayed. This pair taping activity resonates with Schneider's findings where students reported positive results with this type of audio activity enhancing both learning and the motivation to learn.

Peer interaction, however, was not always better with CALL. There were activities where CALL seemed to hinder student cooperation. Roger and Denise, who

participated in a "workshop activity" where small groups were required to produce a small document, related the following:

> Roger: There were some things we had to do that were very precise. I mean, the instructions were very detailed. Very complicated. When we did these in the regular classroom it was easier than on Moodle.
>
> Jamie: What was it about Moodle that you found difficult for that activity?
>
> Roger: People misinterpreted the instructions. I mean, everyone had their own opinion of what they meant. We got upset with each other, you know? Everyone was trying to convince everyone that their opinion of the instructions was right.
>
> Denise: In the lab… with this activity… [gestures in the air] it was like we were in a straightjacket. We couldn't make gestures. We couldn't see faces. It was upsetting and because of that I became angry with one of the students who kept trying to get the group to do everything his way.
>
> Jamie: And how did this go when we were in the regular classroom?
>
> Denise: It was fine. We could point at the paper and figure it out together.

In a sense, the frustration the students felt during this activity was induced by the choice of CALL as medium of communication. This frustration, in turn, created a negative peer environment. Further probing on this subject revealed that students often preferred to be able to gesture toward and interact with a singular medium of written communication, such as one piece of paper, one whiteboard, or one computer screen, to name but a few examples.

The impact of peers, however, is not the only facet related to the L2 Learning Experience. Francine and Simon explain how another important factor in the learning environment—the teacher—impacted the same workshop activity.

> Francine: I think it was the explanations. You gave us the instructions on Moodle. Mainly. If we didn't understand the explanations, then it was hard to ask questions. So, it was better when the explanations were done completely in class.
>
> Simon: Often we couldn't talk to you in the lab because you were on the microphone with a different group. We couldn't hear you. But in the classroom, we [over]heard what you said to the other groups so we knew what to do.

Most L2 instructors would be quick to agree that, for most activities, the more teacher presence there is in the classroom, the better the learning experience for students. Francine and Simon relate a situation where CALL actually undermined this activity by considerably reducing the teacher's availability to his students. As a result, it took longer for this activity to gain momentum.

As Dörnyei (2009) points out, the teacher can have an impact on the student's "immediate learning environment and experience" (p. 29). One term he uses, "executive motives" (Dörnyei & Ushioda, 2009, p. 29), is appropriate to the scenario just described since it embodies the "executive decision" made on my part to reduce my availability to the students by choosing to use CALL for this particular activity.

In response to the problems encountered with the workshop activity, Marc remarks that "If you're going to do this activity on Moodle, maybe you could be doing a small video or something that show to everyone what we must do. Something like a movie screen capture." This is instructive because it means that it may be possible to

make adjustments within a mode of communication in order to compensate for its shortcomings.

After discussing the workshop activity, the group discussion participants moved on to discuss a forum activity that the students participated in over the span of several weeks. In response to in-class student presentations, students were asked to interact with each other on a forum thread that had been set up for them in Moodle. Francine shared the following:

> I think that most of the people in my class had already done this sort of activity before in other classes: not necessarily English classes though. I didn't necessarily like having to do it because it took time up at home to do, but it was good. We learned something from it and from each other. Since we'd done this before it was easy to know what to do. I'm glad we got marks for it because I always do well in that kind of thing.

The participants indicated that the forum activity was one of the rare activities that they did in class that they had already done before in a previous class. Despite the fact that she does not enjoy the activity, Francine feels a sense of accomplishment with it. The fact that she "always" does well at this activity encourages her to repeat the experience and the anticipation of high marks in return for the completion of this same activity only motivates her further. This connects well with Dörnyei's L2 Learning Experience model since it posits that a learning environment in the present that connects with a similar learning environment that was successful in the past will inspire motivation (Reeve, 2005).

In this particular instance, it was a pure coincidence that the forum activity was chosen and that the students had completed a similar activity in a previous class. This is not to say, however, that teachers could not intentionally insert previously successful activities into the L2 classroom as part of Dörnyei and Ushioda's (2009) "executive motive" (p. 29) toward the attainment of a particular goal.

While most of the activities that have been described thus far took more or less the same amount of time to accomplish irrespective of whether they were done using pen and paper or with the assistance of technology, all of the students in the group discussion agreed that the grammar exercises could be completed faster on Moodle than in the grammar text. After each class, students were assigned between 30 to 60 minutes worth of grammar exercises. Half of the exercises were on Moodle while the other half were completed in the textbook. Regardless of whether the questions were on Moodle or in the text, the content was similar. The discussion group's attitude toward these exercises was echoed by the survey responses where only 5 (12%) of the survey respondents indicated that they preferred pen and paper over the online exercises. Denise and Francine related the following:

Denise: [Moodle] was good for the exercises because it was faster.

Jamie: What was it faster than?

Denise: It was faster than when we did the exercises in the book.

Jamie: Did this change anything for you?

Denise: Well, no one I don't think likes to do grammar exercises. We had to do them for homework though and that's our free time. I guess if we had to do it, it's better to get it over with faster, right?

Francine: It was faster on the computer but it was also [pause] practical. There were times that I did my homework when I wasn't expecting to. People don't walk around all day carrying all their books with them but there were times I was trapped somewhere with nothing to do and a computer was around so I would get them [(the grammar exercises)] done.

Denise perceives her homework as something that is unpleasant, viewing any method that reduces her exposure to this activity as favourable. Denise completed homework using two different formats—technology versus pen and paper—and arrived at the conclusion that one was less of an inconvenience over the other. It would be interesting to know if her perception of CALL grammar exercises would remain the same if this was the only format Denise was exposed to during the entire course. It is entirely possible that she arrived at this opinion because she had an opportunity to see and compare both methods of completing homework.

While it is uncertain whether or not Denise was positively motivated to complete her homework, Francine appreciated the online grammar exercises over the pen and paper ones. She considers the online exercises as being the more convenient choice because of their ease of accessibility. This perception is not unlike Purushotma's (2005) findings that language learners showed greater enthusiasm toward completing homework assignments when they were made available online.

4.1.2   Computer-assisted language learning pedagogy.

Pedagogical reasoning skills and decision-making are complex cognitive skills, which are the foundation of teaching skills and techniques (Richards, 1998). In the same way that students are asked to evaluate the efficacy of teachers at the CEGEP via post-

course surveys, it would be useful to know how they evaluate pedagogical practice as it related to technology. It is important to emphasize that this question only queries the face value perceptions of the learners and not whether a given activity was genuinely effective or not. Many responses during the group discussion showed that students perceived the CALL activities to be pedagogically useful. The following discusses some of the activities that the students found most useful.

As discussed during the first research question, the students participated in a forum activity. As part of this activity, learners composed text outside of the classroom in response to in-class workshops. The purpose of this activity was to give all of the learners in the class a voice and to allow them to express their own point of view about the themes and information presented during the student-directed workshops. Roger indicated that he was quite active in the forum area because of the polarized debates that would often ensue around the various topics covered during the course.

> Roger: What I really liked about the forums was that we learned more from each other than from the [text] book. We got to see other people's perspectives on the topic and not just our own. I often changed my ideas about some things along the way, too. It was nice because the students were creating the information—not you [the teacher].
>
> Jamie: How was this different than say, having an in-class discussion?
>
> Roger: Me, I worked a lot harder. With an in-class discussion you can't take the time to look things up like complicated words or do research. With the forums, I sometimes took almost an hour just to answer someone if I was really into the subject.

Roger highlights an important issue for L2 classrooms that examine cultural issues—a topic that the curricula of many CEGEP courses cover. Students use various tools to interpret and construct their understanding of the target language's culture (Lantoff & Thorne, 2006). No doubt, some tools are better suited over other tools toward achieving the goals of various learning scenarios. Roger describes a situation where the forum activity allows students to construct a richer and more meaningful interpretation of the topic that was under discussion with his peers than a classroom discussion. Instructors may therefore wish to consider using activities such as online forums when they want their students to engage with one another about a topic on more than just a superficial level.

Roger further explained that the communal nature of the forum activity helped him change his own point of view. The forum activity not only allows students to improve their written English skills, but also to engage in dialogue that encourages personal development on cultural issues. Davydov (1999) too stresses the changes that occur in the subject while acquiring L2. It is important to sensitize CEGEP students to the concept of multiple points of view, and openness and respect in a different linguistic culture: both of these abilities are proscribed by the Quebec Ministry of Education in their ESL course development guidelines. The forum activity, however, did encounter some difficulty on this front.

Roger also notes that he worked harder, both in terms of effort and time. This corresponds to the responses received on the survey. When asked whether they spent more time working on English outside of classroom hours in this course as compared to courses where a classroom management system such as Moodle was not present, 24

(59%) responded in the affirmative, 14 (34%) responded in the negative and 3 (7%) chose not to respond. Anecdotally, it would seem that many ESL teachers would be happy that students are placing greater emphasis on their English studies outside of class—especially if their classes had a classroom management system present. What remains to be seen is whether or not students agree with this. They might very well be discouraged by the extra effort required. Certainly more information is required to determine why students are spending more time on their work outside the classroom when they use CALL.

There were moments in the forum activity when students broke the established rules that were set in place to encourage openness and respect toward other learners. Denise stated: "Sometimes people got maybe too involved though. Like me. Sometimes people didn't follow the netiquette rules we agreed on". I was required to step in at various times during the course and reaffirm these rules. In most cases, students disparaged other forum posters when they made an opposing point. Denise was willing to share her forum posting that was related to a workshop discussion on multiculturalism with the rest of the focus group as an illustrative example:

Really frankly I'm incredibly overwhelmed and shocked by some of the comments of people on here this week. I don't understand. It's really stupid to believe that people should be able to put their religion ahead of the safety of hundreds of other passengers. If she doesn't show her face, she doesn't get on [the aircraft].

After sharing this posting, Denise added:

 I guess this was good that I blew up a bit because in English culture they do

things slightly different than us. [pause] Sorry, I don't mean my posting, I mean

in general. It helped me to realize I need to be more accepting—but I know I still

need to work on that.

Incidents such as these underscore the importance of teacher supervision during

online exchanges. At the same time, skills such as respect toward different cultures and a

difference in opinion can be honed while practicing the target language. Rather than

seeing these occasional flare-ups on the forum as a negative experience, Simon viewed

the activity as a constructive learning opportunity that provided a fair amount of freedom.

I really like that [on] the forums we can talk about almost anything. In class I feel

like if I am being forced to speak at certain subjects, certain words. I don't like

that. It's not real. Like, in real life it's not like that. But on the forums, we were

still learning. You corrected us, but not by forcing us to talk on subjects we didn't

like. I talk… I mean wrote more than I could in class because of that.

While Roger mentioned earlier that he has a tendency to improve the quality of

his writing when he was using the forums, Simon notes that the quantity of the work he

produces increases when using this method of communication. Simon feels that he has a

greater sense of leeway to discuss topics that are of personal interest to him, compared to

classroom discussions, which he views as being more limited in freedom. Noels (2005)

observes that providing autonomy to students as a pedagogical strategy in language

learning is a topic that has been extensively addressed. Reinders (2007) lists over 700

articles dealing with the topic of autonomy and language learning. In a study involving

Spanish as L2 students, Noels (2001) found that those students "who perceived their

teacher as less controlling and as providing informative feedback felt a stronger sense of autonomy and competence in language learning, which in turn was associated with stronger endorsement of internalized and intrinsic reasons for learning the language" (p. 113). This describes the forum activity well, since students are fairly free to write what they wish; however, they still receive useful feedback from their teacher. CALL activities can be used to distance the instructor from the students while still maintaining her within an arm's length reach in order to promote an autonomous environment. Within the semi-anonymous environment of a forum, students can feel "safe" with responses among each other, while still be assured that they stay connected to, and related with their instructor as a facilitator in a non-threatening manner.

Over the years a few teachers have expressed concern over the fact that students can see each other's errors on the forum. This concern is out of context as the written activities are no different than practicing the target language orally in the classroom—students are exposed to errors made by others. Christine shared a similar concern and related her eventual interpretation of this detail:

> In the beginning of the course I was scared that I would take the errors that other people were making and start doing the same errors as them because on the forums we can see everyone's text. [laughs] I didn't though. I think I was learning from other people's mistakes. I was seeing how several persons were finding ways to get around things… ways of saying things that are difficult.

This is similar to Rashed's (2008) findings that students learn from each other. While it may be possible to develop a shared writing activity in the traditional classroom, using pen and paper, it might be a bit complicated to manage. The networking ability of

CALL, by its very nature, easily facilitates the sharing of student written work and allows instructors to provide corrections and suggestions to students. Panova and Lyster (2002) describe a number of ways that language instructors choose to deliver corrective feedback to students in traditional classrooms, such as explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, translation, and repetition of error. While many studies and much documentation discusses the topic of corrective feedback in the L2 classroom—over 2000 articles on the JSTOR, ERIC and SAGE databases—these articles generally do not appear to discuss error correction in a computer-assisted or online context. It may be useful, therefore, to research this further in order to provide recommendations about the types of corrective feedback that should be delivered to learners in these settings.

Moving on to a different activity, Marc felt that some of the online grammar exercises were of particular benefit to him during the course. He described one activity—called "Verb Tenses with Hints"—as being especially helpful. In this activity, Moodle was set up to capture student responses to typical verb tense questions that were randomly drawn from a large question database in Moodle. These questions were initially completed in the classroom with the teacher, then in small groups and finally as individuals. When students responded to the questions on their own, Moodle was programmed to allow students to receive hints: students merely had to hit a "hint" button beside a question they found difficult. At first, students were permitted three hints for each block of ten questions, then two hints, then one hint, and finally no hints at all could be requested. Students were provided with a correction after each response.

Approximately half of the verb tenses covered by these exercises followed the same pattern. Marc imparted the following:

> I think I worked harder [pause] learned more with the grammar homeworks on Moodle with the hints. Because we were doing things bit by bit [pause] like in little steps I want to say, it was comfortable and not confusing like in some [previous] courses, you know? You demonstrated [pause] plus then we were working in teams and then alone. That and the disappearing hints slowly forced us to concentrate harder on learning the things [pause] the verb tenses. The hints were… *utile* [(useful)]. Then, we had to focus our efforts to learn the tenses but we knew where to focus them.

Marc has clearly experienced difficulty with some of his grammar exercises in the past resulting from a lack of clarity in the instructions provided to him. The method of delivering grammar exercises just described reduced confusion by allowing students to initially practice under the teacher's supervision and then with peer assistance. In many ways, this method resembles a form of linguistic scaffolding (Bruner, 1976; Wood, 1976). In other words, students were provided with support in the form of teacher guidance, peer assistance and computer tools—all of which were gradually removed. While the teacher support and peer assistance aspect of this exercise can be easily accomplished in a traditional classroom, the introduction of CALL here provides an additional layer of scaffolding that would not otherwise have been available. Certainly the greater the number of scaffolding layers involved, the more fluid the attainment of the activity goals become. Marc recognizes the usefulness of the hint system but he also

realized that he could not rely upon it indefinitely. In this case, CALL as an extended level of support made the subject material—grammar tenses—easier to grasp.

Conversely, some students reported frustration when scaffolding was not present:

Roger: It's true that it's better when we get answers right away.

Marc: It's good because we find out right away and can look up our researches right away when you give us little hints about where to go looking on the Internet. When you're not giving us these little hints, we can't look anything up so it's frustrating. I mean to say, we can only wonder how you get the good answer and have to wait to ask you in class. That's not good because then we forget to ask. It[, the feedback,] has to be fast.

Participants expressed frustration when they did not have access to some form of support that would assist them in understanding what was expected of them. Although providing embedded hints as a form of additional support requires extra effort on the part of the instructor, the pedagogical benefits are clear; providing online support is therefore necessary to reduce student frustration. The hint system acts as an alternative support mechanism that would no doubt be useful to students that did not fully understand the in-class explanations and activities or to those students that were absent from class.

In addition to the verb tenses with hints activity, a somewhat different form of scaffolding was also used during the course. Students were required to produce short essays: two mid-term papers and one final, ranging from 300 to 800 words depending on the paper being written and the class' level of difficulty. As learners progressed through the course, the length of these papers increased. Students were permitted to use a word processor such as Microsoft Word and had full access to the Internet for the first paper.

They were encouraged to use whatever resources they were familiar with. For the second paper, students were only authorized access to Microsoft Word and the resources located on Moodle. Word detects and signals some—but not all—errors made to authors. Moodle, on the other hand, housed copies of all of the coursework and other resources that students used before the essay. Lastly, the students used pen and paper and only had access to a dictionary and any personal notes that they printed for their final paper.

Receiving the continuous and instant feedback provided by Word seemed to help Simon.

He stated, "I was surprised by how much I learned from using Word. When I wrote my final exam I didn't do some wrong things because I could remember the squiggles under the words coming up, you know"?

Simon took a moment to show us samples of his work and explained that he had particular difficulty with words involving the "ei" combination, such as the word "received". He attributed Word's auto-correct feature to his understanding of how these words were spelled, even after this tool was no longer available; thus, auto correct acts as a scaffolding tool.

Christine, on the other hand, found the gradually disappearing resources helpful in her on-going development.

> You see, me, it was when we learned we had to make our own references for the final exam that I was made to think of what we were using for references in the first two exams. I made verb charts and stuff. I think this tells me really what I need to be able to bring [as a resource] when no computers are around us and I have to write English.

Christine took a moment to show some of the resources from Moodle that she printed for the final exam. During Christine's demonstration, Roger groaned and stated, "I didn't bring anything to the final with me and I wish I did. There were some specialized vocabulary lists I should have brought that were on Moodle".

Using the additional resources and then removing those resources made students—perhaps sometimes painfully— aware of the support materials and tools that they can use to communicate in the target language. As technology advances, such as the recent introduction of the tablet computer to the market that allow people to become more mobile, it is important to remember that there will be times when students will need to communicate in their L2 without assistance from mechanical support. Requiring students to work with and without these resources is one method of driving this point home. No doubt scaffolding the material in this way was more instructive than simply providing students with a list of resources that they may wish to consider when writing in English.

While scaffolding was used as a pedagogical learning method for writing in English, a series of reflective activities were used to support oral expression. In pairs, students generated a three to five-minute conversation based on a theme that they were provided with mere minutes before the activity. These pairs recorded their conversation in the computer lab and stored their recordings on Moodle using *Audacity*, a free audio editor and recorder. Two weeks later, the same pairs listened to their conversation and reflected on the quality of their English—taking into consideration such things as vocabulary, intonation and verb tense. Once again using Audacity, the students inserted comments and observations directly into their recording and then saved the recording in

their online Moodle profile. This activity was repeated three times during the course. Some of the focus group participants commented on the usefulness of these activities:

Jamie: What did you think of the speaking activity that we did using Audacity?

Christine: Oh my God. [gestures wildly] I hated hearing my voice. [laughs]

Everyone: [laughs]

Christine: I really did.

Jamie: Did you find this activity useful?

Christine: I did. We… me and my partner… we found mistakes every time.

Simon: It's different when you correct us. It's like [rolls eyes] 'oh, he's just the teacher, of course he's going to find things wrong', you know? But with us finding our own mistakes, it's like we found some proofs and stuff that we really are making errors.

Roger: [nods] Yeah, that's true. It sticks in [your head] more when you can find your own mistake. I took this part maybe more seriously than other activities in this course. Certainly I paid more attention.

Simon acknowledges that comments generated while he is paired with another student are treated differently than those provided by the instructor.

The reactions of the focus group were corroborated by the survey. When asked whether they would like to continue using CALL as a service to practise speaking skills in the future, 34 survey respondents (83%) indicated that they would like to use such a service at least one or more times.

Since students are actively involved in creating feedback—versus passively receiving it from their teacher—they are more engaged with the learning activity. Simon shared an audio extract of this activity from his portfolio that demonstrates this concept:

Simon (original version): Many products, like raisin juice, can lower cholesterol. First-year students must learn to eat healthy diets.

Simon (commented version, two weeks later): It's wrong, I should say grape juice. This is a false friend. But I got "diet" right this time.

Simon provides feedback not dissimilar to that which he may have received from a language instructor. That is, he's identified a false cognate and he also recognizes his own progress. Again, this is similar to Hsiu-Ting's (2011) findings where students viewed the reflective exercise as a tool "which guided them in analysing and evaluating their learning performances [allowing them to] refine and enhance their future performances" (Hsiu-Ting, 2011, p. 161).

Despite the positive perceptions of the other students surrounding this activity's ability to assist learners in improving their oral communication skills, Denise expressed some concern over the fact that students performing this activity might not pick up on all of the errors. Teachers may therefore wish to remind their students that most activities rarely identify all errors and that the purpose of this particular activity is to help students improve their current language ability.

4.1.3   Computer-assisted language learning, motivation, and continuous

learning.

In the case of CALL, the idea was to expose students to technology in the language-learning classroom that they could easily imagine using at some future point.

By using both technology in concert with an L2 in an environment that was deemed to be valid and demonstrative of desirable future skills and behaviour, the hope is that students will be able to identify with that potential future and become motivated to concentrate on their second language studies both during and after their courses. Some of the students in the focus group made observations that illustrate this concept at work. The first observations are connected with the forum activity

On average, students generated a total of 12 paragraphs over the span of the course while performing this activity. They used the embedded Moodle word processor that offers many of the standard text formatting features found on most online word processors. Marc and Christine shared the following comments regarding the forum activity:

Marc: This was very appropriate as an activity because this activity was resembling what we will do on essays. It would be more good to do these kinds of things again. You know, we are students writing and typing essays and so it's normal to be writing and typing for practice. This applies to the forums we did.

Jamie: What similarities did you see between essay writing and the forum activity?

Marc: I must make the same steps in the forum activity and with the essays. [pause] Like doing some researches and typing up a rough draft and redoing… editing the draft until I'm happy with the text. Using tools like the… thesaurus.

Christine: I think that this is a good practice because this is the type of thing— typing in English I mean—that we will have to do at work. I don't think we will be doing much writing there in those places.

These are noteworthy comments because they demonstrate the occurrence of a projection of the future ought-to self. The *ought-to self* refers "to the attributes that one believes one ought to possess (i.e. a representation of someone else's sense of duty, obligations or responsibilities)" (Dörnyei, 2009, p. 4). Marc and Christine are both modelling one of the principles behind the L2 Motivational Self System, which is that people tend to invoke a "psychological desire to reduce the discrepancy between our current and possible future selves" (Dörnyei, 2009, p. 4). Certainly, being able to write an English essay does not fall under the category of the "Ideal L2 self" since that type of activity is something that most students do not gravitate toward with any great interest— the lamentations on the subject of mandatory essay writing are numerous. Nonetheless, students do recognize essay writing as something that they ought to be able to do. Activities that students perceive as assisting them in learning how to perform tasks that they should be able to do motivate Marc and Christine and are viewed as valid assignments.

A comparison of Marc and Christine's comments is instructive because they show two different temporal instances of the future ought-to self being projected. Marc looks to the short or medium-term future and his role as a student. He considers the forum activity as a practical one because he envisions himself as a student that will have to write essays in the near to mid-future. He recognizes the similarity between the requirements of the forum activity (communicating his point of view in typewritten format to other people) and essay writing (formulating a convincing argument to others). What is more, he perceives the steps involved in creating a forum post as being very similar to the steps required in writing an essay.

Christine's observation, on the other hand, diverges from Marc's. She is imagining herself at the workplace after her studies. She specifically considers the medium of communication that will be used there and compares it to the forum activity. In both cases, the participants were able to make a connection between what we did during the forum activity and some part of their future ought-to self. As a result, they interpret this activity as a purposeful and valid developmental step toward their ability to successfully communicate in English. This idea was reinforced by the survey wherein one respondent noted that:

> I really learned a lot from the after-presentation responses we had to do online from homework. It was hard but writing is the thing most of us have a hard time doing: not speaking, reading and listening. When we write online, I really feel like this is like the real life and not fake the way some courses sometimes did things. It's like writing on Facebook because people answered me back. It wasn't just the teacher. It wasn't just theory.

Again, this student is making a clear connection between the forum activity and their *ought-to self*. In this case, the student sees online exchanges as part of real life; specifically, a comparison was made with social media which includes instant messaging and posts, which is certainly something that most students today are able to relate to. This last comment in itself is worth examining since it underscores the social dialogic context in which the forum activity occurs. The survey respondent appreciates the fact that he or she is in a situation where group dynamics are at play and that the teacher is not the only one in control of the conversation. Rather than holding most of the power in the forum activity, the teacher's voice is simply one among many. This was accomplished by

emulating popular social media formats in the classroom. Relating this concept in to Dörnyei's model of the L2 Motivational Self System, it becomes apparent that the social context under which a language learning activity takes place can have an impact on student motivation. According to McGroarty (2001) "self and social context are mutually influential; all selves are socially situated, including the selves of language learners" (p. 74). If students can imagine themselves using social media applications in the target language at some future point, they will no doubt make a connection with classroom-based activities that make use of similar media.

The use of an online environment seems to be valued by students and identified by them as a valid means of preparing them for the future. It should be noted that the choice of learning environment is important and is an area where research opportunities exist. In fact, Norton (2000) maintains that SLL theorists have yet to develop a "comprehensive theory of identity that integrates the language learner and the language learning context" (Norton, 2000, p. 4). Dörnyei similarly recognizes the importance of environment by identifying the *L2 Learning Experience* as one of the three components in his L2 Motivational Self System. That being said, he provides more detail when he discusses the two other components: the *Ideal L2 Self* and the *Ought-to L2 Self.* As an illustrative example of the lack of attention that the L2 learning environment receives, a perusal of Dörnyei and Ushioda (2009) anthology entitled *Motivation, Language Identity and the L2 Self*, reveals that all of the articles deal with the Ideal L2 Self or the Ought-to L2 Self, but none deal with the L2 Learning Experience (Dörnyei & Ushioda, 2009). While the scope of this paper is not to construct a theory relating to the language-learning context, a return to the participant's comments leads to the subject of perceived

validity—certainly a factor that students consider when interacting with their learning environment. It is entirely possible that this concept could be incorporated into Dörnyei's model of the language-learning context.

In all three of the aforementioned responses, the participants attached some notion of validity to the forum exercise. The activity emulated essay writing, writing in the workplace, and "real life". However subjective it may have been, a comparative judgement was made on the students' part to establish whether or not the activity was suitable to some future skill. These participants responded favourably to this activity as being a "valid" language-learning task and, as a result, were motivated to pursue it. Yet, not all of the CALL activities performed during the semester received a positive judgement.

The "Prezi" brainstorming and mind-mapping activities were prime examples of activities that some of the study participants had difficulty reconciling with future skills that they would need—despite the fact that they were unanimous when they indicated that they enjoyed completing the activity in the classroom. In the study participant's language classroom, Prezi was not used as a presentation tool but rather as a virtual and collaborative workspace. Initially, students were asked to work together in small teams of three or four people on the same Prezi to brainstorm and develop ideas in preparation for a composition exercise. These ideas were then reconfigured in the form of a mind map: an illustration of thoughts arranged around, and connected to, a central concept. It was hoped that this activity would assist students in developing ideas for their essays in a collaborative atmosphere that was at the same time a digital one. However, some of the

study participants indicated that they had difficulty imagining themselves using Prezi in the future.

> Marc: Well, I don't think we are going to be using this [(Prezi)] the way we do in class. I mean to say, working everyone in groups like this. I like to plan alone, you know? Even if I must plan in a group though, we would not use Prezi I don't think because [pause] because it takes too long.

> Roger: I agree. When everyone is coming up with ideas, you can't write them down fast enough on Prezi. It's easier just to talk and use some paper or the board. [pause] It's not effective.

Marc rejects the use of Prezi as an efficient communication and planning tool because it does not coincide with his preferred method of working. This sentiment was voiced despite the fact it was impressed upon students that collaborative communication in the workplace is an essential skill. Thus, even though both Marc and Roger appear to recognize the need to occasionally collaborate as a team, they consider other variables such as the time required to note down ideas as being important factors when choosing the medium of communication. Since it is apparent that students assess not only the medium of communication but also its efficiency, language instructors would be well advised to similarly consider the effectiveness of the technological tools they choose as if they would be used at some point in their student's futures—such as the next step in their education or at their workplaces. Some study participants also had positive things to say about their experience using Prezi.

Francine, for example, appreciated the visual presentation of ideas on the Prezi whiteboard. She had the following to report:

It was good to visually see everyone's ideas. I learned vocabulary from other

people. Things I didn't think of. [pause] But I also taught other people things,

too. People admired the ideas that I was putting on Prezi and we eventually chose

my three ideas for our composition because I could navigate around the screen to

each idea.

Francine appreciated various aspects of the Prezi activity that could have been

equally accomplished on a whiteboard or a large piece of paper or Bristol board such as

the sharing of ideas and the exchange of key vocabulary words. She attributes her success

at selling her idea to the rest of the group to the nature in which Prezi displays

information. This, in turn, garnered her some respect from the rest of the group. What is

perhaps uncertain here is whether the respect generated from other students was from her

rapid acquisition of the technology or from the manner in which she presented her ideas.

In either case, Francine's method worked for her and her success ensures that she may be

willing to use a collaborative tool such as Prezi again in the future when working in her

L2. The fact that Francine gained respect from her interaction with other people while

using Prezi may also be a motivating factor for her to consider using such a tool the next

time she needs to plan for a composition. As Kim (2009) noted, successful experiences

(such as Francine's) no doubt promote the development of self-confidence in speaking

with people in a L2.

Some of the participants indicated that their self-confidence with regard to

communicating with a native speaker of the target language was reinforced during the

ePal activity where students were required to interact with native speakers. This activity

was an exchange project that required students to interact with native English speakers

(who were learning French) from a high school in Vermont via e-mail or chat in order to resolve a problem using authentic language. They were asked to recommend the top three ways that global warming could be slowed and to outline all of the steps that would be necessary to produce bilingual billboard marketing posters to sensitize people to the issue of global warming. These exchanges took place over three weeks. In a sense, the learning environment was extended beyond the walls of the classroom and beyond the limits of the other CALL activities encountered during the course because students were interacting with actual people. What follows are some of the comments made by the study participants when they were asked which course activity they found to be the most realistic:

> Christine: The good one for this was the exchange of e-mail we did. We got to speak with real people. Real English people. It's not the same as talking to each other. If I talked to someone in our class it was not like talking to someone who speaks English because I felt [pause] I felt like they[, a classmate,] would understand the difficulty to speak in English. If I spoke to an English person I thought they wouldn't be patient with me. [pause] They were patient with me and that surprised me a bit. It was good to know I could do this exchange.
>
> Simon: [nods in agreement vigorously] Yes. For sure this was good. I was… reassured that I could write to a real person in English. I didn't do that before. At first it was a bit scary.
>
> Marc: …and slow, too…

Simon: Yes, slow but then it got better. When it was done I knew my [penpal]

friends and I wasn't scared to write to them at all. [pause] This way seems more

real than the reading [comprehension] stories we did in class.

Christine: Yes, I paid more attention to what my penpal was saying than just

reading a story from the book. It was stressing to write at these people. Maybe I

think the most stressing thing in the course except the exams.

It is clear that both Christine and Simon are describing a sense of accomplishment

with the ePals Project. Both participants define themselves as moving from a state where

they were anxious about communicating with their electronic pen pals to a more

comfortable position as time passed during the scope of the project. In other words, it is

possible to detect the development of self-confidence in these participants over time with

this activity. Self-confidence is important in second language learning (Csizer & Kormos,

2009). In light of this, educators may wish to assure their students that they are capable of

succeeding at the task at hand.

As a choice in learning environment, Christine felt that the ePals Project both

motivated her and boosted her self-confidence, but she also notes that it was one of the

greatest sources of stress in the course. With many L2 classroom activities, it is

conceivable that students naturally assume that success is within arm's reach because

these activities are a standard, predictable, and permanent part of the course curriculum.

It would appear, however, that the ePals Project learning environment does not foster this

same assumption—no doubt because of the unpredictable human element involved. What

appears to make this activity so memorable—and so uplifting—in the minds of the

participants is the fact that they move from one extreme (a sense of worry) to another (the

complete relief of that unease). This environment therefore promotes a sense of what

Dörnyei (2009) might term a "linguistic self-confidence[. That is,] a confident, anxiety-

free belief that the mastery of an L2 is well within the learner's means" (Dörnyei &

Ushioda, 2009, p. 26). The fact that the sensation of success may be exaggerated by

contrasting an outcome that is initially perceived as uncertain against the ultimate success

of an activity may be cause for pedagogues to consider incorporating tasks that imply a

certain level of risk from the outset into their classrooms. In order to avoid situations

where failure occurs, teachers will no doubt want to follow the progress of their students

as long-term tasks that involve some risk-taking such as the ePals Project develop.

Midway through the ePals Project, students were asked to complete a progress

report by responding to various questions on Moodle. Although the purpose of the report

was to ensure that everyone was still on track with the project timeline, it was noted that

the students reported and were themselves conscious of their own motivation levels.

Roger was willing to provide a sample of his progress report from Moodle during the

discussion group:

> Jamie: Are you finding this experience (the ePals Project) useful or not? Explain.
>
> Roger: Yes. This is exactly the kind of project I will have to do in the future since
>
> I want to go into business. Working with someone over email is tricky but this is
>
> good practice for when I do this for real.
>
> Jamie: How difficult are you finding this project? Be precise. Do you require
>
> assistance with anything?
>
> Roger: Hard at first but now it's easy and I'm pumped to present our team's ideas
>
> because this is more of the language I will use at my future job. It's better now

than before because we are our own bosses and that make us more interested. We

don't need help right now.

These responses were validated during the focus group with Roger after he

presented his report. He reiterated his enthusiasm for the project and added that his final

report was well received by the members of the class that he presented to. The progress

report may have inadvertently bolstered Roger's motivation by calling his attention to the

fact that the ePals Project emulates a valid and realistic ideal L2 Self. Roger demonstrates

awareness of his motivation toward this activity by making reference to his interest level.

Incorporating activities that students perceive as relating to their future ideal selves

(Roger relates the ePals project to his future employment) and offering them certain

latitude of control over their environment (he views himself as his own boss during this

project) appears to foster positive motivational attitudes that students may even become

mindful of. Five of the six focus group participants indicated that they still maintain

contact using both English and French with their new friends that they met through this

project. It would seem that connecting students with real people during a language course

may be a good motivator toward continued language learning long after the course is

over.

4.2 Macro Findings

A recurring theme that surfaced over the course of this study was the participants'

impression that they found the use of CALL in their ESL course to be a motivating

influence. Participants made far more remarks related to their enjoyment of the CALL

activities they participated in over those CALL activities they disliked. The participants

also indicated that their achievement level has improved because the CALL learning materials made lessons more interesting for them.

All participants of the focus group were active learners dynamically engaged with CALL. Each participant had unique preferences for different L2 learning activities. All participants demonstrated self-awareness of their personal learning capabilities and motivational levels. When their language learning was transformed from a static process where they acted as passive observers into an interactive environment where they had greater control, learners became personally invested and aware of their progress. The transformation of their learning environment allowed them to see the difference between their responses to the traditional classroom environment versus one with integrated CALL activities. For example, Marc noted that the pair taping activity motivated him to engage more actively in target language practice, and Denise was aware of evolving not only as a learner, but also as a person (after her outburst and later apology on the forum activity).

Unsurprisingly, students appeared to be more enthusiastic during the focus group when discussing CALL activities that they succeeded at and less motivation toward those activities where they had trouble correctly completing the task at hand. What was interesting to discover here was an apparent relationship between artificial classroom versus real-world risk levels. Student motivation levels soared especially high when learners were successful at completing a realistic CALL task that could have just as easily failed. The ePals project was a perfect example of this phenomenon.

All focus group participants were highly motivated by the ePals project and were pleased to be in direct contact with native speakers of the target language. This direct

contact afforded them a more authentic experience which not only increased their understanding of the natural use of their target language but also elevated their interest levels. They were able to see practical and entertaining functions for their target language. It provided the cultural context that can often be missing from traditional classroom activities and texts. The ePals project was motivating to learners when they discovered that they could successfully communicate with a native speaker of the L2. In fact, this activity was so successful that several students continued practicing their L2 with native speakers once the course was over.

However, learners were firm in their dislike of certain activities such as the Prezi mind map activity, which many found frustrating, and the Moodle workshop, where students indicated a preference for conventional classroom instruction from the teacher rather than the CALL activity. In fact, the activities that learners had difficulty imaging as part of their future L2 selves created particular problems. For instance, Prezi was not popular with the majority of participants because they were unable to perceive its usefulness in their (future) workplaces. When CALL activities failed, participants often suggested that more conventional, non-CALL tasks be negotiated in the classroom. This implied that a mixed method of pedagogy was appropriate to their language classroom. An overwhelming 80% of students preferred mixed types of instructions that included both a teacher and a computer. Participants also expressed their appreciation for the variety of CALL tasks that they engaged in during their language course.

Group activities in the classroom and individual study outside of class both were enhanced with the addition of CALL. For the majority of CALL activities, there was a minimal learning curve and students were able to quickly adapt to the new technologies

without any difficulties due to the presence of updated interfaces and applications. Moodle was appreciated as a homework tool, but it was rejected by both peers and teachers as a total substitute for direct classroom interaction.

Further findings called attention to the need for CALL usage to be supplemental and integrated into existing pedagogical methods. While participants acknowledged that CALL activities can be useful tools, student responses indicate that they cannot fully replace the benefits provided by a traditional classroom environment. Moreover, it is important to recognize the factor of user-ease. Some participants expressed frustration over instructions that were hard to understand.

Teacher availability was an important issue for participants. The availability of the teacher to immediately respond to questions about instructions, the L2, or the CALL technology was important. Focus group participants preferred being within earshot of the teacher so that they could hear explanations provided to other members of the classroom community. Conversely, students appreciated certain scenarios where the teacher remained present as a background figure and did not dominate interaction in the L2. An example of this occurred during blogging and Moodle forum activities. On at least one occasion, it was reinforced that the teacher cannot be completely absent from an offsite CALL activity, otherwise students may go off the intended path of the task.

Moving to the topic of target language culture, one participant revealed the belief that technology is synonymous with Anglophone culture despite its international usage. Participants did not refer to Anglophone culture as being that of the province to the west (Ontario) or the country to the south (The United States). The focus group was not mystified by this culture and appeared to look up to either English culture or English

language (the findings were inconclusive on this point) as the dominant culture/language on the international employment scene. 37 survey participants (90%) believed that learning English is paramount. Whether or not need can be immediately translated into interest depends on the student. 35 survey participants (85%) also felt that knowing English would assist them in locating information in English on the web.

Study participants enjoyed the freedom that CALL provided and that cannot necessarily be had in a tradition classroom. Students appreciated the flexibility that came with being able to choose their own topics and engage in open-ended, versus directed, conversation. Participants found the blogs, forums, and paired recordings to be a democratic approach to learning. It became clear that focus group participants had individual preferences when it came to which CALL activities they did or did not enjoy. In some cases, participants were generally enthusiastic toward technology and CALL in general while, in other cases, the opposite was true. These individual preferences had an impact on the degree to which a learner engaged with a given activity. For example, it was learned that some participants spent less time on activities that they did not feel motivated to connect with.

Chapter 5: Discussion and Conclusion

Second language learning has always posed a problem for both teachers and learners (Ushida, 2005). The difference is not restricted to just a different script, grammar and syntax, but it extends to the culture of the people who use this language as a primary way of expression. As Nodoba (2010) contends, English has become the language of commerce globally, and no major company can conduct business without substantive involvement of English in negotiations, agreements and applications. Moreover, technology and accessibility to technology are rapidly changing.

This chapter begins with a discussion of what this study set out to investigate, what it found, and how these findings connected with the theoretical framework that was used to approach this study. The discussion is followed by a dialogue on the implications and recommendations that surfaced from the study's findings. Finally, suggestions for the direction of future research will be formulated, followed by the research's concluding remarks.

5.1 Discussion

The thesis aimed to highlight CALL as a learning paradigm and discuss how it impacted L2 learners' motivation as well as to examine its role in the realm of pedagogy and specifically in Quebec CEGEPs. As noted during the literature review, many L2 theorists consider student motivation to be one of the primary factors for success in second language learning (Oxford & Shearnin, 1994). On one hand, the level of motivation determines how active and personally involved the student is in the learning process. On the other hand, if students are unmotivated, they find it difficult to reach their full potential in L2 skills.

There were three research questions that led to this research effort. These questions will be used to structure the following discussion by referencing themes in the literature review and in this study.

5.1.1   Enhancement of second language learners' motivation.

The first area of inquiry this study sought to illuminate was second language learning motivation and CALL. After teaching ESL for some time and seeing students perk up whenever technology was introduced to the classroom, I suspected that it could.

Dörnyei's (2008) three-part construct of the L2 Motivational Self System functioned as the framework for this study. The findings support a connection between this system and motivation derived from CALL activities. Indeed, most participant responses resonated with one or more parts of the system, such as Marc's enthusiasm toward combining language and technology (the Ideal L2 Self), Christine's belief that the forum activity would assist in improving essay-writing ability, despite her dislike of essays (the Ought-to L2 Self), and Simon's comment that instructions were easier to follow when individual groups could overhear the teacher speaking with other groups (the L2 Learning Experience). More specifically, the first two parts of the construct (the ideal L2 self and the ought-to L2 self) were quite distinct from the third element of the construct (the L2 learning experience). Regarding the first two parts of the construct, it was often difficult to distinguish whether students were motivated by a CALL activity because it resonated with their future ideal selves or their future ought-to selves.

For instance, the Moodle forum activity appeared to appeal to one student's ideal self, yet the same activity seemed to appeal to another student's ought-to self. In either case, when students were engaged in CALL tasks that brought them in contact with one's

possible selves, representing the individual's ideas of: 1) what they might become, 2) what they would like to become, and 3) what they are afraid of becoming (Markus & Nurius, 1986), the students were driven to tackle the assignment. Accordingly, the findings suggest that students do become motivated by CALL activities when the skills involved in the task are either talents that they should or want to possess in the future. Indeed, attempts by the instructor to present activities that did not resonate with students' future selves, such as the Prezi activity garnered little motivation from the students. Still, in other instances, students demonstrated what they were afraid of becoming. For example, students displayed a genuine fear of not being understood by their English native speaking counterpart during the ePals activity.

The unexpected discovery of an element that I would coin as the *temporal position* of the students' future selves manifested itself during the study. This temporal position represents exactly how far into the future the future self that a student is imagining is located at. For instance, some students viewed a given CALL activity as a pursuit that corresponded with a *proximal* future self, such as the likelihood of the skills being acquired in the present CALL activity being useful in a final exam, a course next semester or during student employment during the summer. Conversely, some students viewed a particular CALL activity as an assignment that paralleled a *distal* future self, such as learning skills that will be beneficial several years in the future, after graduation from CEGEP and university.

What remains to be determined is whether CALL activities that connect with proximal or distal future selves differ in the degree of motivation generated to learn an L2. Most teachers and students are all too familiar with school assignments and a term I

might call procrastination theory—the closer the due date for an assignment, the greater the amount of effort expended. Similarly, I cannot help but wonder if the same holds true for CALL assignments, motivation, and the temporal placement of the ideal or ought-to L2 self.

Moving from a discussion of the future selves that constitute the first two parts of Dörnyei's (2008) three-part construct of the L2 Motivational Self System to the third part, the L2 Learning Experience, the findings support Warschauer and Whittaker's (1997) argument that use of the Internet or web-based programs can increase learner motivation. Under the traditional methods of SLE, some classroom environments tend to create static and passive learning environments that restrict creativity. A dialogue taking place in the classroom does not elicit the same level of learner involvement as a conversation with a native speaker (Lee, 2000). Study participants were engaged in both these types of conversation using CALL during their language courses and the findings revealed that learner motivation levels were much higher when they were engaged in the type of collaborative constructivist activities described earlier by Vlachos et al. (2004). The natural, less structured dialogues that these activities facilitate more closely reflect the native language interactions a learner has in daily life and could have in their target language with continued practice.

32 survey respondents (82%) indicated that they found CALL activities easy to use and useful in learning English and 37 (90%) specified that they enjoyed learning English outside of the usual context of an English course. When the topic of the learning experience was broached during the focus group, participants expressed enthusiasm for the diversity of activities covered in their language course. They felt that the variety of

situation-based, immersion-based, and grammar-oriented CALL activities kept the learning experience fresh, thereby supporting Warschauer and Healey's (1998) claim that integrative CALL must take advantage of a variety of technological tools.

Not all responses regarding the CALL learning experience were entirely positive. Some students considered whether CALL activities took place during classroom hours or not as part of their experience. 34 survey respondents (83%) indicated that they would appreciate having access to an on-campus computer language lab during class time to practise their speaking skills to one degree or another. This figure dropped to 28 interested (68%) when this practice would have to occur outside of classroom hours— even if this could be done from the comfort of the home. This was not a finding that the study actively sought to discover (although it is not surprising), nor did it surface in any of the aforementioned literature.

For teachers, CALL reveals the hidden potential of students and enables them to better motivate students. It has long been known that different students thrive in different learning environments and as a result of different learning experiences. The elation that some of the participants felt at being to use a specific technology such as Prezi or at their discovery of being able to communicate with a native speaker in the L2 was plain to see and reinforced Reeve's (2005) argument that "The tendency for prior success to promote future success is a basic tenet of motivation theory generally, and is explicitly captured [by] the L2 Motivational Self System" (p. 49).

While many of the study findings concurred with claims made in the literature review, it was difficult to recognize Gardner's (1985) theory on integrative orientation and motivation at work in the study's findings. Participant responses establishing a desire

on the learner's part to integrate or assimilate with the target L2's community were generally absent. Opinions such as Denise's perception of online culture as anglo-centric were rare and were not numerous or fervent enough to corroborate Gardner's arguments. It is possible that the bilingual nature of the City of Montreal had an impact on this result.

Without a doubt, CALL had an influence over learner motivation. Study participants found ICT to be not only a learning aid but also a motivational medium of instruction. The resultant motivation stemmed from a combination of key words associated with CALL: interactivity, variety, individual learning, self-education/self-evaluation, and collaboration.

5.1.2   The pedagogical benefits of computer-assisted language learning.

Setting aside motivation, this section examines the pedagogical benefits that arose as a result of using CALL in the language classroom, including the study participant's own perceptions of these benefits. The development of a learning environment in which all students thrive is a major challenge for teachers. Each student has unique preferences and develops skills through different activities. The positive outcomes from CALL illustrate that SLE can be enhanced by using a greater range of learning activities.

Before delving into the pedagogical benefits related to ICT, it became apparent during the study that CALL cannot be used successfully as total replacement for traditional classroom activities. This was sustained by the study's survey where 33 respondents (80%) expressed a preference to take a language course that involved a mixture of both traditional and CALL-based classes. This result concurs with Ayres' (2002) finding that most learners prefer classroom language teaching over strictly CALL instruction, even though they considered it to be a very useful tool. This finding further

emphasises the theme that successful CALL programs are comprised of more than just an investment in hardware and software and L2 teachers should not simply use ICT because it is available and rely on it as their exclusive teaching method (Brown, 2001; Goodson, Knobel, Colin, & Mangan, 2002; Horn, 2011; Warschauer, 1996).

CALL programs must be thoughtfully integrated with current teaching methods and teachers should confirm the pedagogic value of whatever medium of instruction they choose to use (Warschauer & Healey, 1998). Furthermore, as in the study by Ayers (2000), it was also noted that the role of the instructor is most important in CALL. Participants in this study conveyed a desire for remote supervision of CALL over unsupervised activities and expressed an even higher desire for direct, on-site supervision as part of their CALL learning experience. These sentiments resonate with Kumar et al. (1997) when they describe a collaborative CALL system as one where the instructor facilitates learner and system interaction.

The study findings showed that the efficacy of ICT was reduced when the instructor was distant or unavailable. Study participants expressed frustration over their inability to receive clear and timely instructions and assistance during certain activities such as the Moodle workshop. These results show a logical reflection of common communication preferences. If all communication takes place in a virtual environment, it is not likely to create the same connection that can be developed through a mixture of in-person and virtual correspondence. A successful learning experience requires regular direct contact with a teacher and ongoing guidance (Nasr, Booth & Gillett, 1996). This finding could have implications for commercially available second language learning

products such as *Rosetta Stone* where no instructor is available to accompany the student through their language learning experience.

Overall, the study participants showed a positive leaning towards CALL and many believed that assimilating technology with learning was a natural extension of their social online identity. In testimony to this sentiment, one survey respondent declared that the Moodle forum activity that connected to in-class discussions was difficult, and yet "I really feel like this is like the real life and not fake the way some courses sometimes did things. It's like writing on Facebook because people answered me back. It wasn't just the teacher. It wasn't just theory". When learners view using their target language as less of a learning exercise or requirement and more of a means of entertainment or practical application, they are likely to view their experience as more valuable (Beetham & Sharpe, 2007). CALL was able to show learners their potential to use their target language to socialize and perform daily activities rather than just meet language standards.

The pair taping activity produced unexpected and surprising results. This activity was originally incorporated into the language course in response to research such as Schneider's (1997) findings that pair taping was not only effective as a teaching method, but also relaxing for students. Instead, the focus group perceived the activity as stressful and hence effective. As explained by one participant, students knew that I would be listening to their conversations and providing feedback. This encouraged speakers to speak for longer periods of time in English and not lapse back into French.

The ePals project was arguably the ICT activity that the focus group perceived as being the most instructive over the other assignments completed during the language

course. Students were awarded the task of working with native speakers of the L2 to resolve a problem using authentic language. The assignment closely resembled Harmer's (2001) description of task-based language learning. In addition to finding this to be the most realistic activity in the course, participants also felt that this task bolstered their self-confidence, generated self-reflection on their progress in the L2, and required them to be more personally engaged than with other assignments. The ePals project supported Dieu's (2004) argument that the provision of digital spaces where students can meaningfully interact with members of the learning community not only provide real-time reading and writing practice, they also permit learners to engage in collaborative and critical communication.

5.1.3   Perception of computer-assisted language learning as a continuous learning tool.

The final research question sought to determine the likelihood of learners continuing to use ICT outside of the usual context of their language course and after they had completed language training. The assumption was that the introduction of CALL and MALL activities such as task-based language learning, social media, games, and other online activities that engage learners in their target language can increase the likelihood of ongoing engagement. It was further assumed that if learners develop new hobbies or friendships that require use of the target language, they would be more likely to continue using these tools.

The challenge comes, logically, after the course is completed. When the learners lose the structure and mandatory discipline of a classroom, they need a higher level of self-motivation to continue using their target language. Therefore, there is a greater

likelihood of second language detrition due to the lack of supervision. Motivation begins and ends with the "need" to acquire L2 skills. This is a major limitation for the imaginative and collaborative aspects that are important for learning. Once the need is fulfilled, students lack any motivating factor to continue developing their target language skills.

While 39 survey respondents (95%) disagreed that it was a "waste of time to learn English", 19 (41%) indicated that they are taking English because it is a "compulsory component of [their] college program". This finding opposes Can's (2009) argument that freedom from an overly-rigid classroom environment promotes self-sufficiency in learners and supposes the requirement for a minimum amount of coercion, such as course attendance and participation, to encourage students to continue their L2 learning. Therefore, something extra or different is required to enhance motivation to acquire L2 beyond the required minimum proficiency (for completion of compulsory CEGEP course requirements).

Moving to the topic of how easy students found it to use CALL, it was noted that one of the participants in the focus group felt that they assimilated ICT in the course to such a degree that making use of CALL technology was now second nature. This echoes the findings of White and Ding (2009) where student participants ceased to view ICT as abstract things. Focus group participants seemed to gravitate effortlessly toward activities that were similar to social media applications that they were familiar with, such as Facebook. This preference for social media activities in the classroom loosely connects with McGroarty's (2001) claim that language learners are influenced by social context,

implying that students using social media in L2 in the classroom may be less reluctant to use it outside of the classroom.

Perhaps the most important factor to suggest continued use of CALL to learn an L2 was self-confidence. At various occasions, focus group participants expressed enthusiasm for their success at being able to complete CALL activities both past and present. For example, one participant was quite content at having mastered Prezi (something that the other participants found difficult to understand) and others were pleased at their accomplishment of L2 online task-based learning activities. In connection with Dörnyei's (2009) reference to linguistic self-confidence discussed earlier, learners might be more inclined to continue to engage in L2 ICT activities when they feel that mastery of the task is at hand.

5.2 Implications and Recommendations

Given the existence of a unique cultural and educational context in the Province of Québec (Government of Quebec, 2011), and the CEGEP system in particular, the present research investigating motivation and ESL learning within the context of a course that uses CALL by students at Quebec CEGEPs is significant. A search of the JSTOR, ERIC and SAGE databases using the keywords "computer-assisted language learning" and "Collèges d'enseignement general et professionnel" (as well as their acronyms and synonyms) do not produce any results related to these themes, implying that the present study contributes to a body of knowledge which is currently limited. This section summarizes the implications of this research and provides recommendations for various stakeholders.

The present research makes connections between CALL in the context of CEGEPs and in the context of Dörnyei's (2008) L2 Motivational Self System. Using this system as a guiding framework, the research underscores themes and concepts in CALL that positively—and negatively—motivate CEGEP students. The research examined motivation arising from CALL at a time when the education system in Quebec is specifically trying to find ways for CEGEPs to use technology to its full potential (Fédération des cégeps, 2008).

This study's findings are aligned with many of the arguments advanced by researchers discussed in the earlier literature review; however, these same findings consistently demonstrated a resistance on the study participants' part to fully embrace any one form of instruction. For instance, the study participants preferred receiving rote grammar lessons via CALL over pencil and paper exercises in a fashion similar to Warschauer's (2000) description of structural computer-assisted language learning—but only to a certain extent. Learners enjoyed the interactive forum exercises that connected with Can's (2006) contemporary CALL techniques but could only do this for so long before problems arose pertaining to the maintenance of polite etiquette. The participants found activities that related to Dörnyei's (2009) future L2 selves (both the Ideal Self and the Ought-to Self), such as the language lab speaking exercises, as an appropriate means to preparing for the future. However, they rejected Prezi as a method of teaching organizational skills before composing text, despite their recognition that this is an important skill to learn for future employment in English.

These findings stress the importance of being cautious when attempting to put motivational CALL theory into practice. Rarely did the themes covered in the research's

literature review emphasize the need for continuous vigilance on an instructor's part when employing CALL activities in the classroom. Presumably some teachers may believe that CALL allows them to take a step back from their teaching role and allow the learners to learn on their own—especially at times when research (such as this study) shows that students appreciate activities where the teacher is not directing the conversation. However, the findings would suggest that CALL is not a substitute for the teacher and that problems *will* occur (my emphasis) when the language instructor is distanced from the learning situation, even when it is to a small degree.

This research also establishes that implementing CALL requires planning and foresight and this sentiment is echoed by researchers in the field that feel teachers must take time out to learn ICT practices (Aceto, Delrio, & Dondi(eds.), 2006; Cartelli, 2006). Language courses must be designed to reflect the requirements, abilities, and expectations of students. CALL should be integrated into the classroom with consideration to the current pedagogical methods as well as the societal and educational cultures of both the students and teacher. As Conole and Creanor (2006) established, contemporary learners have distinctive views on how and what they learn.

Some study participants expressed frustration over instructions that were hard to follow. L2 learners and teachers do not want to spend a significant amount of time learning and adjusting to new technology. To be utilized effectively, CALL activities should not replace already successful methods but rather be integrated where traditional classroom activities are lacking. Furthermore, teachers should not only expect to be present during CALL activities, they should count on student questions and unanticipated technical problems. Learners will have just as many questions to ask their instructor in a

computer language laboratory as they would in a traditional classroom. CALL offers its own unique set of difficulties and the ever present threat of a complete failure on the part of the technology looms in the background. For instance, with some CALL activities, the teacher is available but cannot be physically seen. It is recommended that teachers support these learning experiences by proactively promoting their availability to students. For example, promotion of teacher availability can be accomplished by posting the methods that students can use to contact their instructor in prominent areas such as electronic forums and classroom home pages or by requiring learners to provide check-in reports at set times or dates to ensure learners are still on target with the goals of the learning activity. Proactive promotion of instructor availability becomes especially important during off-campus activities such as the ePals activity used during this study.

Whereas students may understand that a concept (such as planning an outline before writing) is important for their *Ideal* or *Ought-to L2 selves*, they will not necessarily embrace a given technology (such as Prezi) that helps to reinforce the target concept. Learners must be able to realistically imagine themselves using the technology as part of their future L2 selves, otherwise they will not become engaged with the learning activity. Accordingly, teachers may wish to step back during their lesson planning processes and ask themselves if the context and the technology they are seeking to introduce into their classroom has a real-world application. This is especially important in CEGEPs, where there is a great deal of emphasis on developing work and research skills.

Students, on the other hand, should try to imagine their future L2 selves using ICT in a realistic situation, such as a future job or university. This study's findings show that

learners that are able to imagine their future selves using the target language in a technological context will have a better chance of becoming motivated to engage with the learning activity.

Students should also use the multitude of resources that are available to them on the Internet in order to learn about the culture of their target language. 85% of participants in this study acknowledged that one of the reasons they are learning English is in order to take advantage of Internet and other media resources. As online student involvement with native speakers increases, L2 learners are increasingly able to understand the culture of their target language and therefore be more motivated to learn.

In turn, I recommend that CEGEPs consider real-world applications and CALL pedagogy when purchasing specialized equipment, designing technological infrastructure, and when renovating learning spaces for their language classes. In the case of purchasing equipment, this study suggests that it is not because a given technology is obtained that it will necessarily be suitable to a CALL classroom. It would therefore make sense for the CEGEPs' purchasing departments to work in tandem with their language (and other appropriate) departments to arrive at a consensus on what equipment should be purchased.

With regard to the development of their technological infrastructure, CEGEPs may wish to consider not only how to deploy their tangible equipment, but also their non-tangible networks and off-site applications. This research demonstrated that study participants' motivation to use CALL outside of the classroom was high. It is well known that CEGEP students must often balance their academic, work, family, and social lives and offsite CALL activities reduce stress by allowing students to practice their language

skills at a time that is convenient to them. Learners expressed appreciation for their ability to interact with other members of the classroom while off campus. Thus, CEGEPs should consider how their offsite and non-tangible infrastructure will be developed to accommodate CALL and MALL activities.

With respect to renovating physical learning areas such as language laboratories, this study established that the way physical space is organized can have an impact on pedagogy. For example, it was discovered that placing computer stations in parallel rows was not conducive to teamwork. Hence, CEGEPs should give consideration to the learning activities that will take place in their CALL installations when renovating or building these learning spaces.

The aforementioned implications for educational institutions such as CEGEPs are often costly and must last over the long term given that they involve changes to equipment, infrastructure, and learning spaces. This research demonstrated on several occasions the importance of testing out a pedagogical activity before declaring it appropriate for a language classroom and, as such, CEGEPs may wish to try out any anticipated changes on a small scale before making major purchases.

5.3 Directions for Future Research

The absence of significant studies concerning motivation and CALL in CEGEP settings points to the need for further research on this topic. Studies should be conducted in order to determine whether or not the uniqueness of Quebec's CEGEP system also creates a unique language learning environment and to provide recommendations on how CEGEP students might best be motivated to participate in their ESL courses.

Opting to conduct a study involving students at English CEGEPs, versus French CEGEPs, may also provide noteworthy findings. The student profile at English CEGEPs might be different than at French CEGEPs. Furthermore, the Quebec provincial government puts a lot of effort—and financing—into assisting the large immigrant population in English CEGEPs toward learning French since learning that language is considered an essential condition for immigrant integration into Quebec society (Government of Quebec, 2010). The increased support from the provincial government to learn French, over the lesser-emphasized English language, could influence a learner's motivation to learn French as the official second language taught in English CEGEPs in different ways than the motivation observed in French CEGEPs to learn English. Moreover, the opportunity to favour the development of an individual's Ideal L2 Self in terms of employment opportunities (which are greater in the French language in Quebec) would also be responsible for different motivation levels between English and French CEGEP second language courses.

In future studies, it may be instructive to examine how student demographics influence motivation. This study primarily focused on students that attended CEGEP immediately after their secondary school studies; however, CEGEPs also cater to an older demographic of student. These learners are returning to school and attend CEGEP in order to acquire specific vocational skills and might express different attitudes and motivation toward learning English than their younger counterparts. Often these older students are attending CEGEP with a specific occupational goal in mind or as part of their current employment. No doubt these students appreciate the need to be able to use communicative technologies as part of their employment over their younger counterparts

that have little or no exposure to the workforce. Accordingly, it is possible that these students are able to more easily visualize their future L2 selves than students that have had little or no work experience. Thus, older CEGEP students may be more highly motivated to learn ESL than younger students.

At the same time, I have personally observed that older learners in CEGEP language courses are often less comfortable using technology. Regardless of age, valuable information will result from studies that include students who are comfortable with modern technology and those who are not; the former are better prepared to "exploit the power of technology" (Buckleitner, 2010, para. 5). Such studies could provide recommendations and best practices for teachers using CALL in their classrooms where the typical student profile is (or is not) predominantly tech-savvy.

As I performed an analysis of the findings, I found that there were certain areas of opportunity that still remained uncovered, and that if I were to do the study over again, there would be certain questions I would like to ask:

- Returning to Dörnyei's (2008) L2 Motivational Self System, which CALL activities and skills did students consider to be internalized instrumental motives (the ideal L2 self) versus non-internalized instrumental motives (the ought-to L2 self)?

- Does the "temporal position" of a learner's future L2 self have an impact on motivation? In other words, do CALL activities resonating with a proximal—versus distal—future L2 self generate higher levels of motivation?

- In consideration of the third research question—do learners perceive CALL as a continuous learning tool, even after completing formal SLE—it occurred to me that it would be instructive to receive feedback from students that had actually completed their

language studies in order to see which ICT activities that encouraged L2 usage they continued to engage in.

A gap in continuity of SLE develops when learners do not have the level of self-motivation required to continue learning after they have met their basic education requirements. This needs a fresh look, as CALL can be contributory for advanced learning only if an element of motivation for SLL can be introduced outside the formal educational environment.

5.4   Conclusion

Most professors at the CEGEP involved in this study do not regularly use the latest CALL technology for second language instruction. A recent informal poll of the CEGEP's languages department revealed that teachers primarily use non-computer-equipped classrooms and teach mainly with non-digital sources such as paper-based textbooks. The CALL applications that are used in these classrooms consist mainly of soundtracks and other media employed specifically for within the classroom environment and then only for the listening comprehension component of their L2 courses. Thus, even though CALL-based programs are welcomed by students, and they appear to be positively inclined towards it, there appears to be some hesitation on the part of CEGEP educators to accept and use it.

This thesis is about the efficacy of CALL to enhance learner motivation in ESL. It has asked several questions to give a direction to this research effort. The questions were framed with the aim of discovering the role of CALL in enhancing motivation, and its feasibility as a pedagogical tool in Quebec CEGEPs.

As discussed earlier, CALL has come a long way since it was first implemented in the 1960s. Warschauer (2000) noted that there is a world of pedagogical and technological difference from the nascent normative state of CALL, where rote learning was stressed via computer labs (with simple text reinforcement of language exercises) to the current constructive and communicative CALL (with multimedia and social networking). Early CALL efforts were unsuccessful due to both a lack of advanced technology and the pedagogy of the times. It has been established that normative learning styles, where the learner is in a passive role, are least effective in language learning (Warschauer, 2000). Active learning such as propounded by constructive and communicative pedagogies is more successful in education.

The literature review further found that constructive and cognitive pedagogies support a learner-centric style of learning, where the focus is on the learner's abilities and learning is customized to suit the student (Reinfried, 2000). Here the teacher is transformed into the role of a coach or helper, and the learner is encouraged to discover knowledge with the help of scaffolding techniques. The learner is self-motivated and this greatly enhances learning (Can, 2009). As discussed earlier in Chapter 2, constructive CALL stresses teaching methods such as role-plays, simulations based on constructive pedagogies. Similarly, in communicative and culture-based pedagogy, the emphasis is on the learner's ability and collaborative learning is encouraged (Canale & Swain, 1980). There is open communication between peer groups and instructors, and students learn through collaborative discourse (Littlewood, 1981; Snow, 1996). With the advent of advanced multimedia and wireless connectivity, it has been easier to incorporate these learner-centric pedagogies into the practical implementation of teaching methods. This

study further supports the belief that CALL is indeed successful when supported by learner-centric pedagogies and methods.

The success of CALL is also dependent on the L2 teachers' adoption and acceptance of new technology and learner-centric pedagogies. The literature review revealed that some teachers were uncomfortable with new information and communication technology (ICT) and constructive pedagogy (Goodson, Knobel, Colin, & Mangan, 2002). However, this barrier towards CALL is easily surmounted by proper and timely teacher training, where instructors are familiarized with the latest technology and provided with regular in-house training on teaching methods and materials. Additionally, there is a debate regarding the role of the teacher in CALL environments—the conventional role versus the progressive role (Beichner, 2011). Conventional teachers regard CALL as a secondary aid and tool for the teacher and its main role is to assist the teacher (Secan, 1990; Alatis, 1986). Progressive teachers consider that students are responsible for their learning and actively manage language learning; hence, CALL is regarded as the main medium of language education and the teacher is there to assist and guide the learners (Huang & Liu, 2000).

The research suggests that L2 students usually appreciate CALL as a part of their language-learning program—but that it cannot be a total replacement of the L2 teacher. However, the literature review suggests that many teachers and students find that it takes too long to learn how to use ICT (Goodson, Knobel, Colin, & Mangan, 2002). With previous CALL platforms, the technology was proprietary, meaning that the software was exclusive to the CALL courses (Warschauer, 1996). Teachers and students had to learn software skills that could not be transferred to other software applications that both would

need for other activities. Nowadays, however, I have noticed that faculty and students are more familiar with newer technology and common online applications than they were in the past. With recent, ubiquitous penetration of ICT in our daily lives, most students are very comfortable with software applications. Teachers today can spend less time teaching students how to use technology in general, and can focus instead on the specific applications that will be used in the classroom.

As noted earlier, I have further observed that CEGEP institutions in Montreal are now employing the newest and most common technological platforms to deliver media and interactive content online to the majority of their students. Teachers and students can integrate CALL as part of their program, while reducing the learning curve for the software, because the updated interfaces and related applications are more familiar to them.

The research methodology chosen for this paper was based on the interpretive paradigm. The interpretive paradigm is not restricted to statistical data and rationalization, but in fact attempts to correctly interpret and intuitively define the true emotions and feelings of the subjects on the particular phenomena being investigated. Interpretive research does not look for compliance with universal laws and is exploratory by nature.

This thesis has endeavored to read between the lines; to get an up close and personal look at the motivational, educational, cultural and personal effect of CALL in SLL that takes place at Quebec CEGEPs. The findings and analysis of this research (see Chapter 4) have established the proficiency of CALL in L2 instruction and for enhancing

student motivation. It is recommended that ESL teachers actively engage in CALL for L2 instruction.

However, it should be noted that when preparing CALL coursework, educators should understand its pedagogical background for successfully delivering their lessons. Contemporary education is a dynamic activity with students participating actively in their learning process. Second language teachers should consider the preferences of their students—offline or online instruction—as well as successful methods to help students increase their integrative or instrumental motivations for high achievement as L2 learners. Likewise, CEGEP administrative units should ensure in advance that the equipment they purchase and the configuration of classrooms will be of value to their instructors.

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Appendices

Appendix A: Study Survey

Study Survey

Question	# Responses	Response
01 Part A - I am learning English because I will need it in my future career.		
	18	Strongly agree
	19	Agree
	3	Disagree
	0	Strongly disagree
	1	No response / prefer not to respond
02 Part A - I am learning English because I wish to become a more knowledgeable person :		
	24	Strongly agree
	16	Agree
	0	Disagree
	1	Strongly disagree
	0	No response / prefer not to respond
03 Part A - I am learning English because It will increase my chances at getting a good job :		
	21	Strongly agree
	15	Agree
	4	Disagree
	1	Strongly disagree
	0	No response / prefer not to respond
04 Part A - I am learning English because I want to be more respected by others :		
	1	Strongly agree
	12	Agree
	22	Disagree

Question	# Responses	Response
	4	Strongly disagree
	2	No response / prefer not to respond
05 Part A - I am learning English because It will help me better understand films, music, media, and texts in English :		
	23	Strongly agree
	12	Agree
	4	Disagree
	2	Strongly disagree
	0	No response / prefer not to respond
06 Part A - I am learning English because It will help me search for the information and materials in English I need on the Internet :		
	16	Strongly agree
	19	Agree
	5	Disagree
	1	Strongly disagree
	0	No response / prefer not to respond
07 Part B - Taking an English course is an enjoyable experience :		
	13	Strongly agree
	25	Agree
	1	Disagree
	1	Strongly disagree
	1	No response / prefer not to respond
08 Part B - I really enjoy learning English outside of the context of an English course :		
	20	Strongly agree
	17	Agree
	2	Disagree

Question	# Responses	Response
	0	Strongly disagree
	2	No response / prefer not to respond
09 Part B - I plan to learn as much English as possible I am capable of learning :		
	16	Strongly agree
	19	Agree
	3	Disagree
	1	Strongly disagree
	1	No response / prefer not to respond
10 Part B - I would rather spend my time on learning other subjects than English :		
	4	Strongly agree
	9	Agree
	18	Disagree
	4	Strongly disagree
	6	No response / prefer not to respond
11 Part B - When I leave school, I shall stop learning English because it will be too difficult for me for example, lack of time, can't learn if I don't take classes, etc. :		
	0	Strongly agree
	1	Agree
	27	Disagree
	12	Strongly disagree
	1	No response / prefer not to respond
12 Part B - I find it a waste of time to learn English :		
0	0	Strongly agree
1	1	Agree
2	9	Disagree
1	30	Strongly disagree
0	0	No response / prefer not to respond

Question	# Responses	Response
13 Part B - I am primarily taking English courses because they are a compulsory component of my College program :		
	3	Strongly agree
	16	Agree
	12	Disagree
	7	Strongly disagree
	2	No response / prefer not to respond
14 Part C - I found the online classroom management system Moodle useful in improving my English :		
	5	Strongly agree
	27	Agree
	5	Disagree
	0	Strongly disagree
	4	No response / prefer not to respond
15 Part C - I found it easy to use Moodle :		
	19	Strongly agree
	19	Agree
	1	Disagree
	1	Strongly disagree
	1	No response / prefer not to respond
16 Part C - Compared to other English classes that I've taken where no classroom management system (such as Moodle) was present, I spent less time working on English outside of classroom hours :		
	6	Strongly agree
	18	Agree
	13	Disagree
	1	Strongly disagree

Question	# Responses	Response
	3	No response / prefer not to respond
17 Part C - I find it more convenient to use Moodle to complete my homework exercises compared to pen and paper exercises :		
	18	Strongly agree
	15	Agree
	5	Disagree
	2	Strongly disagree
	1	No response / prefer not to respond
18 Part D - I would prefer that my English classes took place :		
	2	only in a standard classroom (students sitting at desks without access to a computer)
	6	only in a computer lab (students sitting in front of a computer)
	33	in a mixture of both standard classrooms and computer labs
	0	(no response / prefer not to respond)
19 Part D - When assigned grammar homework, I prefer :		
	15	homework assignments that are completed on the online classroom management system (Moodle)
	5	homework assignments that are completed in course books, textbooks, or on paper
	21	a mixture of homework assignments that are sometimes completed on the online classroom management system (Moodle) and sometimes completed in course books, textbooks, or on paper
	0	(no response / prefer not to respond)
20 Part D - When I receive feedback on my reading comprehension ability during class I prefer :		
	19	to receive this feedback directly from my teacher

Question	# Responses	Response
	5	to receive this feedback directly from the classroom management system (Moodle)
	16	I do not have a preference on whether I receive this feedback from my teacher or the classroom management system (Moodle)
	1	(no response / prefer not to respond)
21 Part D - When I receive feedback on my listening comprehension ability during class, I prefer :		
	22	to receive this feedback directly from my teacher
	3	to receive this feedback directly from the classroom management system (Moodle)
	14	I do not have a preference on whether I receive this feedback from my teacher or the classroom management system (Moodle)
	2	(no response / prefer not to respond)
22 Part D - If our English course had access to an on-campus computer language lab to practise our speaking skills during class time :		
	4	I would not be interested in using this service
	24	I would be interested in using this service once or twice during the course
	8	I would be interested in using this service three to five times during the course
	2	I would be interested in using this service six or more times during the course
	3	(no response / prefer not to respond)
23 Part D - If our English course had access to an on-campus computer language lab to practise our speaking skills outside of class time :		
	11	I would not be interested in using this service
	18	I would be interested in using this service once or twice during the course

Question	# Responses	Response
	6	I would be interested in using this service three to five times during the course
	3	I would be interested in using this service six or more times during the course
	3	(no response / prefer not to respond)
24 Part D - If our English course had access to an online language service that was accessible from my home to practise our speaking skills outside of class time :		
	10	I would not be interested in using this service
	17	I would be interested in using this service once or twice during the course
	6	I would be interested in using this service three to five times during the course
	5	I would be interested in using this service six or more times during the course
	3	(no response / prefer not to respond)
25 Part D - The most enjoyable interaction I had during this course was with :		
	30	the face to face conversations with other students in the course, while we were in class
	3	the online interactions, such as the community fora (forum) on the online classroom management system (Moodle), while we were in class
	2	the online interactions, such as the community fora (forum) on the online classroom management system (Moodle), outside of class
	3	assignments where no interaction with other people at all was involved
	2	(no response / prefer not to respond)

Appendix B: Coursework and CALL Activities

Weekly Syllabus – Upper-Intermediate ESL Course

Week 1

- Introduction to the course: presentation of the course plan and classroom rules

- Improvisation activity (random match discussions)

- Overview of the electronic classroom—Moodle

- Essay writing: introduction, body and conclusion

- Diagnostic and formative writing

- Visit to the campus bookstore

- Homework:

  1. Create a Moodle account
  2. Read the course plan (this document). [10 minutes]

Week 2

- Grammar (revision): « present perfect versus simple past »

- Dissertations (essays)—the primary types

- Essay writing: introduction, body and conclusion

- « Thesis statements »

- Explanation and preparation:

  1. Summative essay (written production) for Day 4
  2. Workshop facilitation

- Homework:

  1. Complete Open Road exercises: unit 33 exercises 4 and 5 (page 30). [30 minutes]
  2. Complete Moodle grammar exercises (Day 2). [30 minutes]
  3. Prepare for the summative writing assignment on Day 4. Consult Moodle (Day 2) for complete details. [30 minutes]

Week 3

- Grammar: « gerunds & infinitives »

- Workshop & discussion (random match discussions)

- Essays: « body paragraphs »

- Writing workshop

- Devoirs:

1. Group 1—final preparations for next week's workshop
2. Read the explanations on « gerunds & infinitives »: unit 9, pages 88 to 90. [10 minutes]
3. Complete the grammar exercises in Open Road: unit 9 exercises 5, 6 and 7. [30 minutes]
4. Preparation for the summative writing assignment on Day 4. Consult Moodle (Day 2) for complete details. [30 minutes]
5. Complete the Moodle grammar exercises (Day 3). [20 minutes]

Week 4

- Workshops & discussion

- Catch-up and revision (prepare your questions in advance)

- Prezi exercise

- Written production: explanations and preparations for the revision techniques workshop

- Written production [during the semester]: write a mini-essay

- Devoirs:

1. Group 2—final preparations for next week's workshop
2. Moodle activities and debrief on today's workshop (forum activity) [30 minutes]
3. Research and preparation for the revision techniques workshop [45 minutes]

Week 5

- Workshops & discussion (random match discussions)

- Grammar:

1. The active and passive voice
2. Sentence types: « simple », « compound », and « complex »

- Explanations and preparation: summative essay (written production) for Day 7

- Homework:

1. Group 3—final preparations for next week's workshop
2. Moodle & ePals project / activities and debrief on today's workshop [30 minutes]
3. Complete the grammar exercises in Open Road: unit 9 exercises 1 and 2 (page 85). [30 minutes]
4. Preparation for Day 7's writing activity. Consult Moodle (Day 5) for complete details. [15 minutes]
5. Research and preparation for the revision techniques presentations [15 minutes]

Week 6

- Revision Techniques workshop

- Workshops & discussion

- Grammar: transition words and phrases

- Homework:

1. Moodle & ePals project / activities and debrief on today's workshop (forum activity) [30 minutes]
2. Preparation for Day 7's summative writing activity. Consult Moodle (Day 5) for complete details. [60 minutes]

Week 7

- Catch-up and revision (prepare your questions in advance)

- Written production [during the semester]: essay writing

- Homework:

1. Group 4—final preparations for next week's workshop

Week 8

- Workshops & discussion

- Grammar: « word choice & spelling »

- Written comprehension: « identification of authorial bias and intent »

- Devoirs:

1. Group 5—final preparations for next week's workshop
2. Moodle & ePals project / activities and debrief on today's workshop (forum activity) [30 minutes]

3. Complete the grammar exercises in Open Road: unit 12, exercises 7, 6, 5 et 2 (page 116).   [30 minutes]
4. Complete the Moodle grammar exercises (Day 8). [30 minutes]

Week 9

• Workshops & discussion

• Grammar: « Modals »

• Revision Techniques

• Homework:

1. Group 6—final preparations for next week's workshop
2. Moodle activities and debrief on today's workshop [30 minutes]
3. Complete the grammar exercises in Open Road: unit 5 exercises 1, 2, 3 et 4 (page 44). [30 minutes]
4. Complete the Moodle grammar exercises (Day 9). [30 minutes]

Week 10

• Workshops & discussion

• Grammar: « Conditionals »

• Homework:

1. Moodle activities and debrief on today's workshop (forum activity) [30 minutes]
2. Complete the grammar exercises in Open Road: unit 6 exercises 1, 2, 3 et 4 (page 53). [30 minutes]
3. Complete the Moodle grammar exercises (Day 10).   [30 minutes]

Week 11

• Workshops & discussion

• Explanations and preparation:

1. Grammar and vocabulary test, Day 12
2. Revision techniques test, Day 12
3. Oral production—final exam, Days 13, 14
4. Written comprehension: final exam [7.5%]
5. Oral comprehension: final exam [7.5%]

• Homework:

1. Prepare for the final exam (oral production).   Consult « Day 11 » on Moodle. [30 minutes]

2. Prepare for the revision techniques test. Consult « Day 11 » on Moodle. [30 minutes]
3. Prepare for the grammar and vocab test. Consult « Day 11 » on Moodle. [30 minutes]

Week 12

•   Explanations and preparation: written production—final exam, essay (common exam period)

•   Grammar and vocab test

•   Written production: test—revision techniques test [5%]

•   Homework:

1. Prepare for the final exam (oral production). Consult « Day 11 » on Moodle for complete details. [120 minutes]

Week 13 and 14,

•   Oral production: final exam [15%]

•   Homework:

1. Prepare for the final exam (written production). Consult « Day 12 » on Moodle for complete details [70 minutes x 2]

Week 15 (Common exam period)

•   Written production: final exam (essay) [15%]

Appendix C: Weekly Syllabus – Advanced ESL Course

Week 1

- Introduction to the course: presentation of the course plan and classroom rules

- Improvisation activity (random match discussions)

- Overview of the electronic classroom—Moodle

- Literary elements: compare and contrast / the importance of literary terminology

- Visit to the campus bookstore

Week 2

- Written production: structure of a literary analysis

- Prezi exercise

- Preparation: written production, Day 3

- Literary elements: plot (intrigue)

- Grammar: sentences and sentence structure (simple, compound, complex and

  compound complex)

Week 3

- Oral production: structure of a literary analysis (random match discussions)

- Written production (formative): comparison of two films or two stories

- Literary elements: setting (cadre)

- Error analysis: gerunds and infinitives

- Preparation: written production, Day 5

- Moodle: social media

Week 4

- Literary elements: characterization (peinture des personnages)

- Grammar: clauses and clause structure (adverbial, relative, and noun clauses, as well as participial phrases and appositives)

- Improvisation activities

- Written production: revision techniques

Week 5

- Written production: midterm exam [15%]

Week 6

- Literary elements: theme, narration, and point of view

- Preparation: oral production, Days 8 et 9

- Random match discussions

- Error analysis: punctuation and capitalization; tense and aspect

Week 7

- Literary elements: style

- Error analysis: subject-verb agreement; dangling and misplaced modifiers; parallelism

- Oral production (formative): comparison of two films or two stories

Weeks 8 and 9

- Oral production: midterm exam [15%]

Week 10

- Media analysis: film

- Improvisation activities

Week 11

- Literary elements: test (plot, setting, characterization, theme, narration, point of

  view, and style) [7%]

- Preparation: revision techniques, Day 12

- Preparation: oral production, Days 13 et 14

- Grammar: test [7%]

Week 12

- Preparation: written production, common exam period

- Written production: test—revision techniques [5%]

Weeks 13 and 14

- Oral production: final exam [25%]

Week 15 (Common exam period—see Moodle for exact date)

- Written production: final exam [20%]

Appendix D: Letter of Information for Study Participants

Study: Motivation and Computer Assisted Language Learning (CALL)

LETTER OF INFORMATION

Introduction

My name is Jamie Bridge and I am a Master's student at the Faculty of Education at The University of Western Ontario. I am currently conducting research into English as a Second Language student motivation levels toward computer-assisted language learning (CALL) and would like to invite you to participate in this study.

Purpose of the study

The aims of this study are to determine:

- whether technology motivates second language learners and, if it does, which specific aspects of the technology are responsible for motivating them;
- what benefits of the inclusion of CALL in their second language courses do learners perceive; and
- whether second language learners perceive the inclusion of CALL in their second language courses as a positive factor that motivates them to attain higher achievement levels.

If you agree to participate

If you agree to participate in this study you will be asked to complete an online electronic survey that will take approximately 30 minutes to complete. Completion and submission of the survey indicates your consent to participate in that part of the study. You may be contacted after you have completed the survey and asked if you would like to participate in a group interview on the College campus as a follow-up to your survey responses. The interview will last approximately 45-minutes and will seek to clarify your survey responses (for example, why you preferred one instruction method over another). This group interview will be audio-recorded and transcribed into written format.

Confidentiality

The information collected will be used for research purposes only, and neither your name nor information which could identify you will be used in any publication or presentation of the study results. All information collected for the study will be kept confidential. Throughout the study process, your name will not be associated with the data (fictitious names will be used in the final presentation of the study results). As information is collected for the study, it will be encrypted and ultimately destroyed (electronically deleted) once the study results are presented.

Risks & Benefits

There are no known risks to participating in this study.

Voluntary Participation

This invitation to participate in the study is addressed to all of the students that participated in any of my Fall 2010 English as a Second Language courses. Participation in all phases of this study is voluntary. You may accept to participate in only one phase (the survey, for example) and not another phase, refuse to participate entirely, refuse to answer any questions or withdraw from the study at any time with no effect on your academic status.

Questions

If you have any questions about the conduct of this study or your rights as a research participant you may contact the Manager, Office of Research Ethics, The University of Western Ontario at 519-661-3036 or ethics@uwo.ca. If you have any questions about this study, please contact me at [telephone number / e-mail] or my faculty advisor, Farahnaz Faez, at [telephone number / e-mail].

This letter is yours to keep for future reference.

Accessing the Survey

If you wish to participate in the survey please click [URL, based on student's class inserted here]

Sincerely,

Jamie Bridge

Study: Motivation and Computer Assisted Language Learning (CALL)

Jamie Bridge, Master's student at the University of Western Ontario

CONSENT FORM

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction.

Name (please print): _____

Signature: _____ Date: _____

Name of Person Obtaining

Informed Consent (please print): _____

Signature of Person

Obtaining Informed Consent:_____ Date: _____

Curriculum Vitae

Name: Jamie Bridge

Post-secondary   University of Western Ontario
Education and   London, Ontario, Canada
Degrees: 2002-2006 B.A.

                                   The University of Western Ontario
                                   London, Ontario, Canada
                                   2006-2007 B. Ed.

Related Work   Languages Teacher
Experience   École secondaire Gabriel-Dumont
                                   London, Ontario, Canada
                                   2007-2009

                                   Languages Professor
                                   Various CEGEPs in Montreal
                                   2009-present