

Motivational factors in language teaching

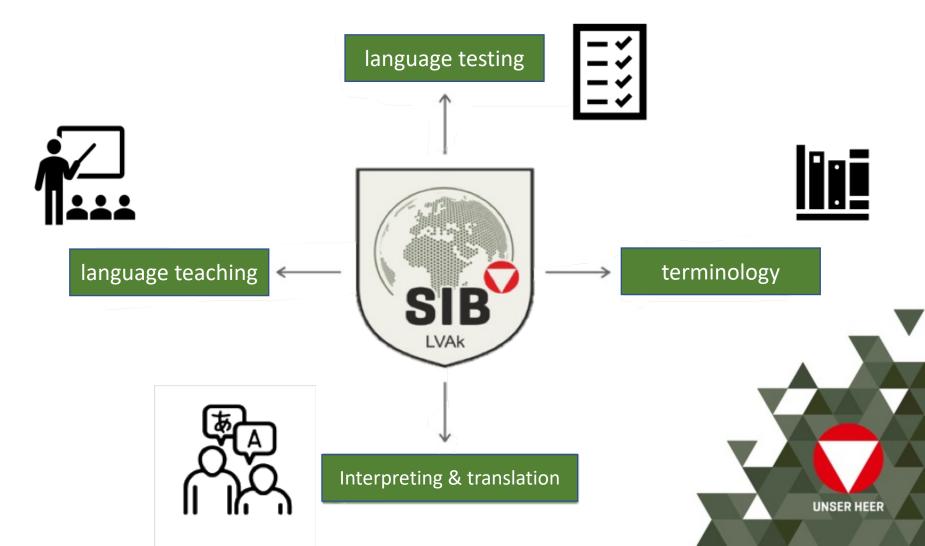
Experiences at the

Austrian Armed Forces Language Institute





The Language Institute





Project: Digital language services





Digital language training



Use of interactive whiteboard and iPads on-site







Self-assessment tests

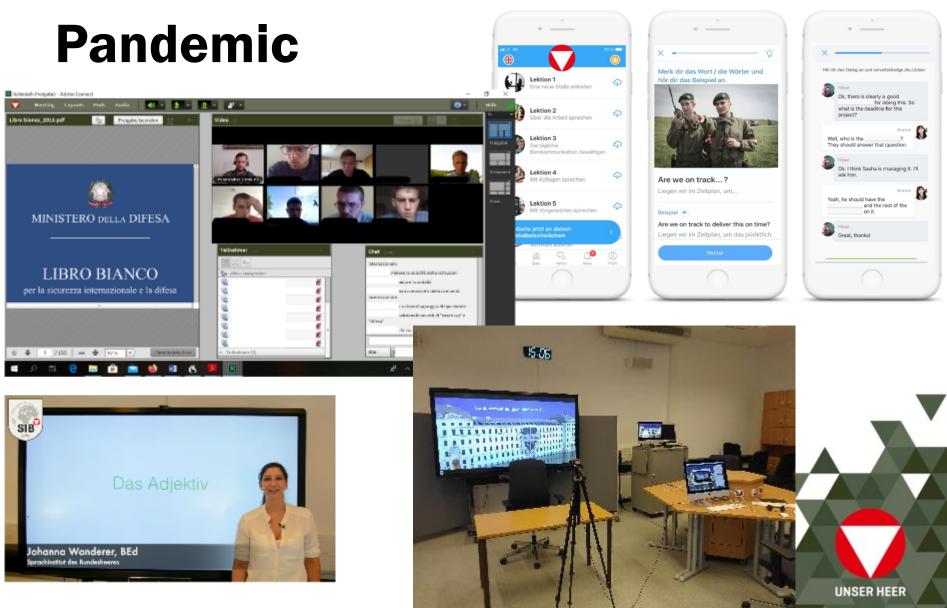
- for ENG, FRE, RUS, GER
- Avaialable on the AAF LMS



Abgeben



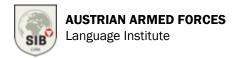






Tools for Language Learning – Result from Mentimeter survey





100 Top Tools for Learning

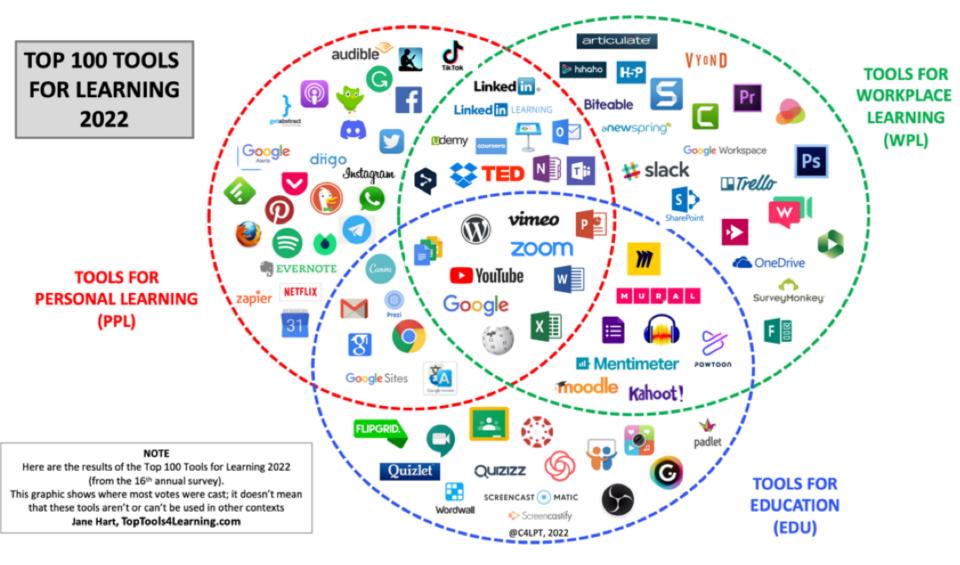
Compiled by Jane Hart since 2007 from the results of an open survey

"longitudinal study not just into the popularity of tools for learning but into learning behaviour itself"

www.toptools4learning.com









Evaluate tools and technology used in language learning by using interdisciplinary models from pedagogy and computer science







Digitlization?

Gartner IT Glossary

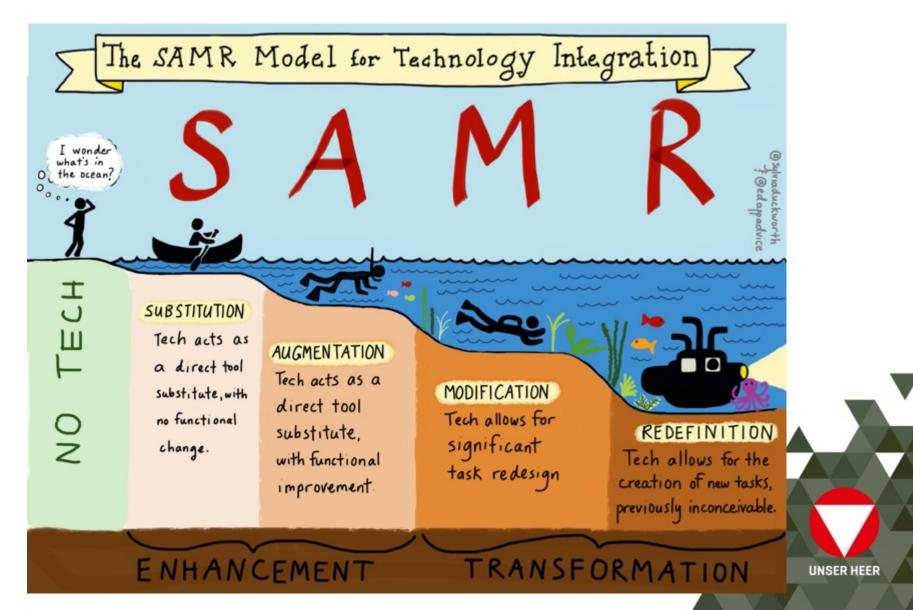
"Digitalization is the use of digital technologies to change a business model and provide new revenue and valueproducing opportunities; it is the process of moving to a digital business."





SAMR Model

Image credit: Sylvia Duckworth (@sylviaduckworth)



Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com Diagram: S. Waack (2018) visible-learning.org



Visible Learning by John Hattie

ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects

visible-learning.org/

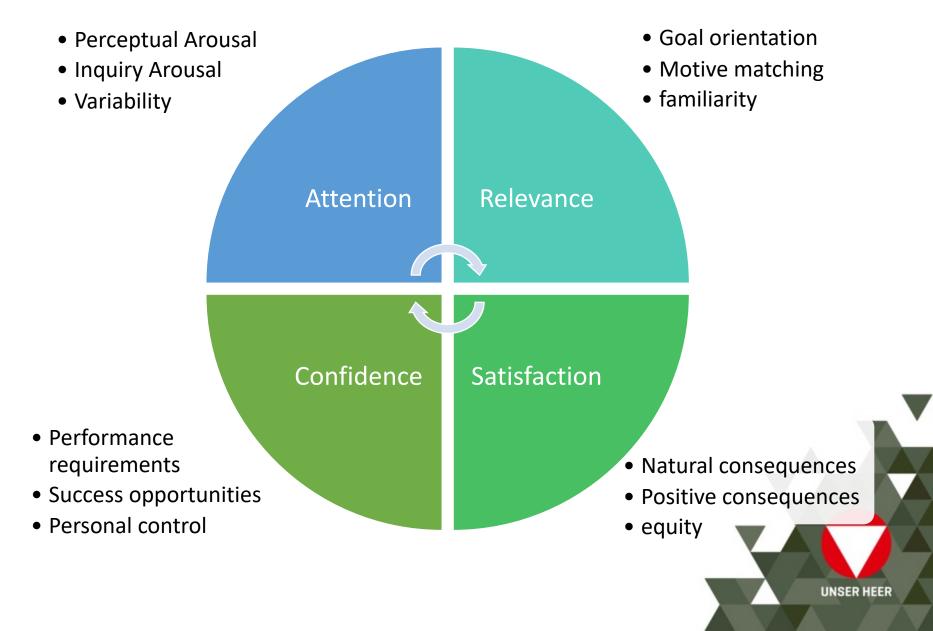
hingo point 0.4 Collective teacher efficacy Self-reported grades 1.33 Teacher estimates of achievement 1.29 Cognitive task analysis 1.34 Response to intervention Plagetian programs .78 Jipsaw method Conceptual change programs Prior ability Strategy to integrate with prior knowledge Sall-affecter Teacher credbilly Micro-teachingluideo review of lessons Transfer strategies Classroom discussion Scaffolding 0.80 Deliberate practice Summarization Effort Interventions for students with learning needs Mnemonics. Planning and prediction Repeated reading programs Teacher clarity Elaboration and organization Evaluation and reflection Reciprocal teaching 0.74 Rehearsal and memorization 0.73 Comprehensive instructional programs for teachers 0.72 Help seeking 0.72 Phonics instruction Feedback 0.70 Deep motivation and approach 0.69 Field independence Acceleration programs Learning goals vs. no goals Problem-solving teaching Outlining and transforming Concept mapping Vocabulary programs 5.63 Creativity programs 0.63 Behavioral intervention programs 0.63 Setting standards for self-judgement 0.67 Teachers not labeling students 0.61 Relations of high school to university achievement Meta-cognitive strategies Spaced vs. mass practice Direct instruction Mathematics programs Appropriately challenging goals Spelling programs Tactile stimulation programs Strategy monitoring Service learning Working memory strength Full compared to pre-term low birth weight Mastery learning Explicit teaching strategies Technology with learning needs students Concentration/persistence/engagement Prior achievement 0.55 Visual-perception programs 0.55 Self-verbalization and self-questioning 0.55 Cooperative vs. individualistic learning 0,55 Technology in other subjects 0.55 Practice testing 0.54



Technology related influences

<u>Influence</u>	Impact on Student Achievement	<u># of Meta</u> <u>Analyses</u>	<u># of</u> <u>Studies</u>	<u># of</u> <u>Students</u>	<u># of</u> <u>Effects</u>	<u>Effect</u> <u>Size</u>	<u>Overall</u> <u>Confidence</u>
<u>Technology in</u> writing	Potential to accelerate	3	70	2,343	70	0.42	2
<u>Use of</u> <u>PowerPoint</u>	Likely to have positive impact	1	12	0	16	0.26	1
<u>Interactive video</u> <u>/ multimedia</u>	Potential to accelerate	8	427	4,800	3,987	0.58	4
<u>Gaming /</u> simulations	Potential to accelerate	36	1,953	162,283	3,248	0.41	5
<u>Mobile / touch</u> devices / tablets	Potential to accelerate	8	368	19,735	1,039	0.47	4
<u>Presence of</u> mobile phones	Likely to have a negative impact	1	39	148,883	40	-0.34	2
<u>Virtual Reality</u>	Potential to accelerate	4	114	0 https://ww	114 w.visiblelea	0.54 rningmetax.o	2 com/influences

ARCS model (Keller 2010)





Motivational factors in technology (from our experience)

- **1.** It has to work!
- 2. It has to be engaging and well designed.
- 3. Technology should have an added value.
- 4. Teachers should know the technologies they use very well.
- 5. Don't forget the power of gamification!





"After the pandemic"

- Evaluate the tools and methods that have been used
- Provide training for teachers (theory and practice)
- Better evaluate the use of technology in language teaching
- Provide new possibilities for teachers
- Enhance (autonomous) mobile and hybrid learning





E-Lab



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References & Resources

Gartner IT Glossary. 2022. *Gartner Inc.*. [online] Available at: <http://www.gartner.com/it-glossary/> [Accessed 17 October 2022]. Hart, Jane. (2022). Top Tools for Learning. www.toptools4learning.com Keller, John. (2000). How to integrate learner motivation planning into lesson planning: The ARCS model approach.

www.visible-learning.org/

https://www.visiblelearningmetax.com/influences www.toptools4learning.com

