

OLM

I

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Open Learner Models for Language Learning

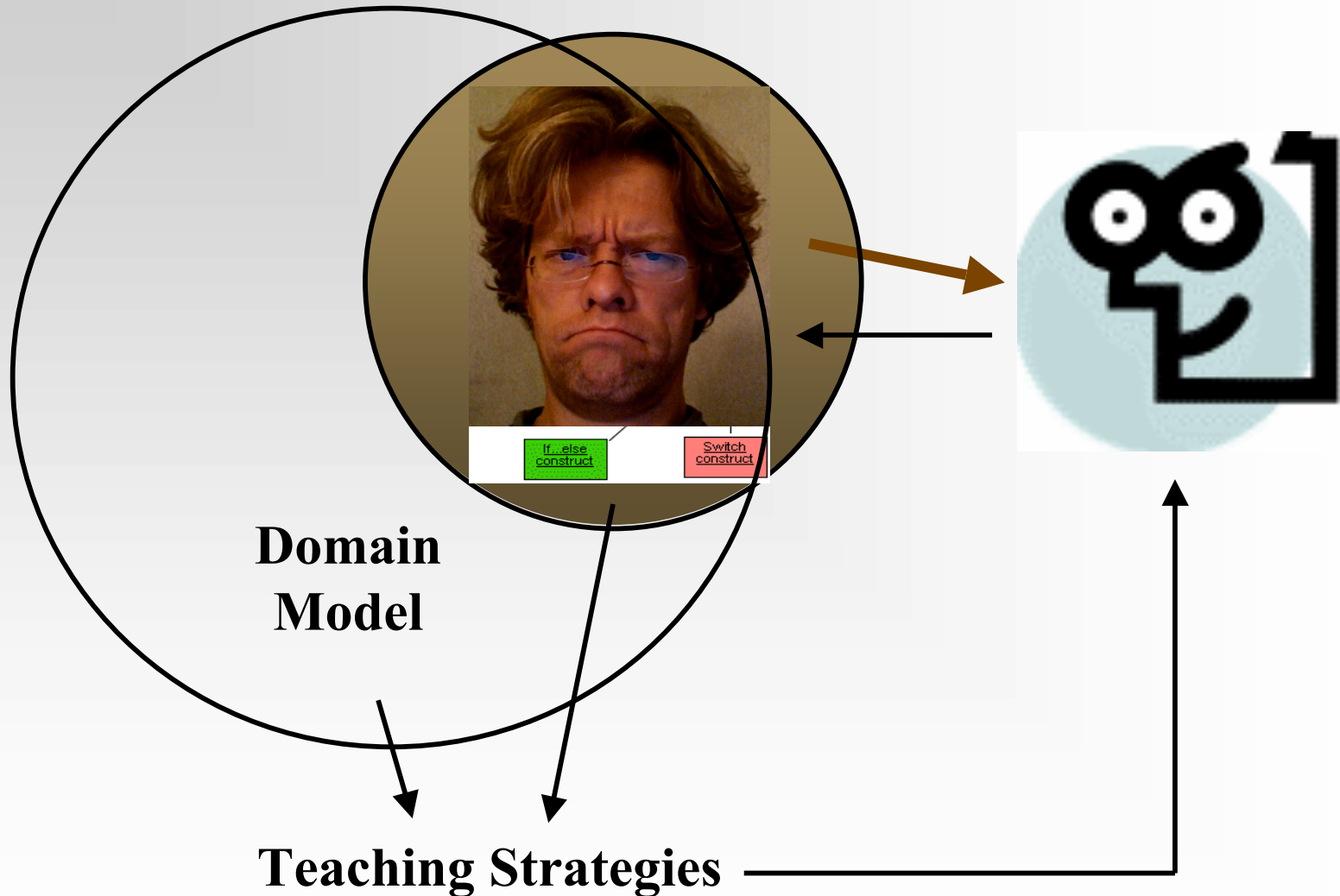
Susan Bull

University of Birmingham, U.K.

OLM

Reminder: open learner models

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OLM

Reminder: open learner models

I

OLMlets
Flexi-OLM

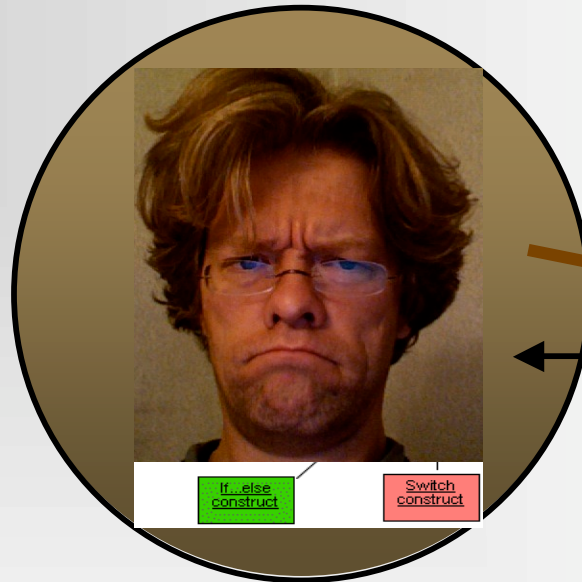
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OLM as learning resource:

- reflection on knowledge and learning
- encourage learner autonomy/independence

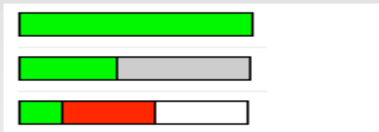
OLM

OLMlets Results

8 courses 2005-2006 (all levels, range of subjects)



- 245 user models
- 35,467 questions answered



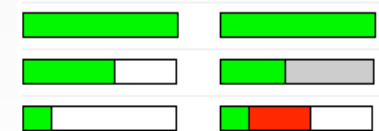
- 33,759 inspections of knowledge level

You may believe that...



- 1,872 inspections of misconceptions (5 courses)

- 3,668 inspections of peer comparison



- 2,167 inspections of lecturer expectations

(7 courses)

I

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OLM

OLMlets Results

I

First completed course 2006-2007
(3rd year Interactive Learning Environments)

I

Assessing learner model - early completion

C

Opening the learner model to others:

A

- 31 learner models
- opened to all instructors (25 named) 81%
- 23 opened to all peers (19 named, 2 anonymously, 2 mixed)
- opened to some peers (1 named) 77%
- 23-25 peer models available per person 77-83%

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OLM

Overview

I

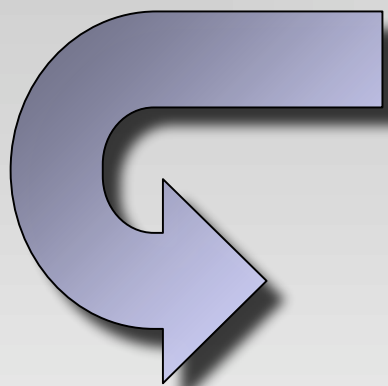
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Second Language Acquisition
Issues & Theory

Open Learner Modelling

OLM:

REFLECTION → language awareness / noticing

second language writing

collaborative language learning

language learning strategies

language transfer

examples

OLM

Multiple OLM Views for Language

Multiple Language Views

(MSc Project: Xu, 2006)

- 4 views (function, index, skill meter, example)
- Comparison to domain

highlight differences

- prompt awareness
- student responsible

Can	Can
<input type="checkbox"/> Ability or Opportunities	
<input type="checkbox"/> Permission or Promising	
<input type="checkbox"/> Possibility or Impossibility	

Could	Could
<input type="checkbox"/> Past Ability	
<input type="checkbox"/> Possibility	
<input type="checkbox"/> Polite Request	
<input type="checkbox"/> Suggestion	

May	May
<input type="checkbox"/> Possibility	
<input type="checkbox"/> Permission or Promising	
<input type="checkbox"/> Polite Request	

Might	Might

OLM

Multiple OLM Views for Language

Multiple Language Views

(MSc Project: Xu, 2006)

- 4 views (function, index, skill meter, example)
- Comparison to domain

The image displays two side-by-side browser windows. The left window shows a webpage with a list of sentences under the heading 'Permission or Promising'. The right window shows the same text but with large, bold labels overlaid on the right side: 'Ability' for the first sentence, 'Permission' for the second, and 'Possibility' for the third. The text in the right window is slightly blurred to show the overlay effect.

Permission or Promising

- 3. I can drive Susan's car while she is out of town next week.
- 4. You may leave the pen on my desk when you finish the form.
- 5. If he passes the exam he shall have a holiday. (Promising)
- 5. If he passes the exam he may/need to/must have a holiday.
- 6. Anyone can become rich and famous if they know the right people.

Possibility or Assumption

- 7. John need be charged with the crime when the police finish the investigation.
- 8. Joey may have been upset. I couldn't really tell if he was annoyed or tired.
- 9. She might have taken the train to her company this morning. I'm not sure how she got to work.
- 10. Jane should have arrived in London yesterday. We can call her and see if she want to have a dinner.
- 11. She ought to have received the package yesterday.
- 12. He must be joking. He can't be serious.
- 12. He might/can/may be joking. He can't be serious.

Expert Example Model - Mozilla Firefox

Examples:

- Ability**
 - 1. I can speak English and French very well.
 - 1. He was able to get himself accepted by Harvard Law School when he was 19 years old.
 - 2. I could speak Chinese when I was a kid.
- Permission or Promising**
 - 3. I can drive Susan's car while she is out of town next week.
 - 4. You may leave the pen on my desk when you finish the form.
 - 5. If he passes the exam he shall have a holiday.
 - 6. Anyone can become rich and famous if they know the right people.
- Possibility or Assumption**
 - 7. John could be charged with the crime when the police finish the investigation.
 - 8. Joey may have been upset. I couldn't really tell if he was annoyed or tired.
 - 9. She might have taken the train to her company this morning. I'm not sure how she got to work.
 - 10. Jane should have arrived in London yesterday. We can call her and see if she want to have a dinner.

Multiple OLM Views for Language

I

Multiple Language Views

(MSc Project: Xu, 2006)

I

- 4 views (function, index, skill meter, example)
- Comparison to domain

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Function Model Category	Rank Model Category
Ability	Can
Permission or Promising	Could
Possibility or Assumption	May
	Might

OLM

Multiple OLM Views for Language

I

Multiple Language Views

(MSc Project: Xu, 2006)

I

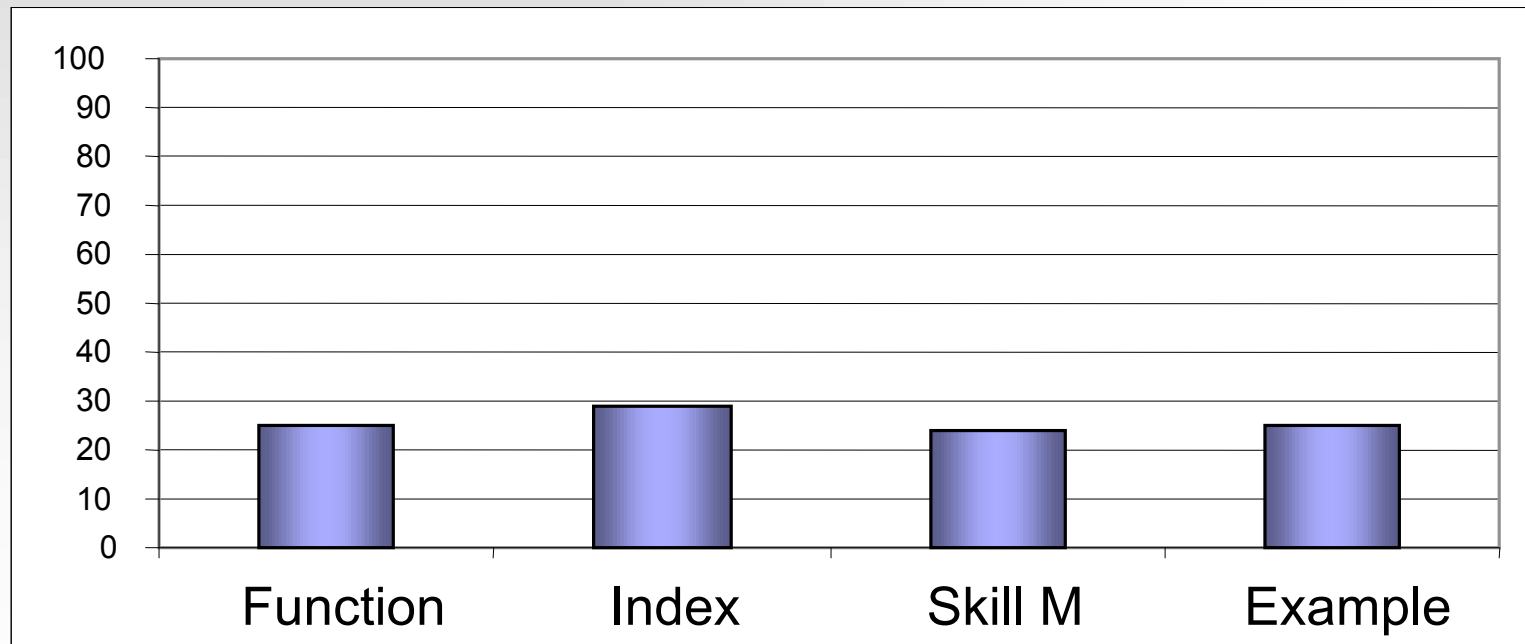
learner model inspections (logs: % viewings, 15 users)

C

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different preferences

OLM

Multiple OLM Views for Language

I

Multiple Language Views

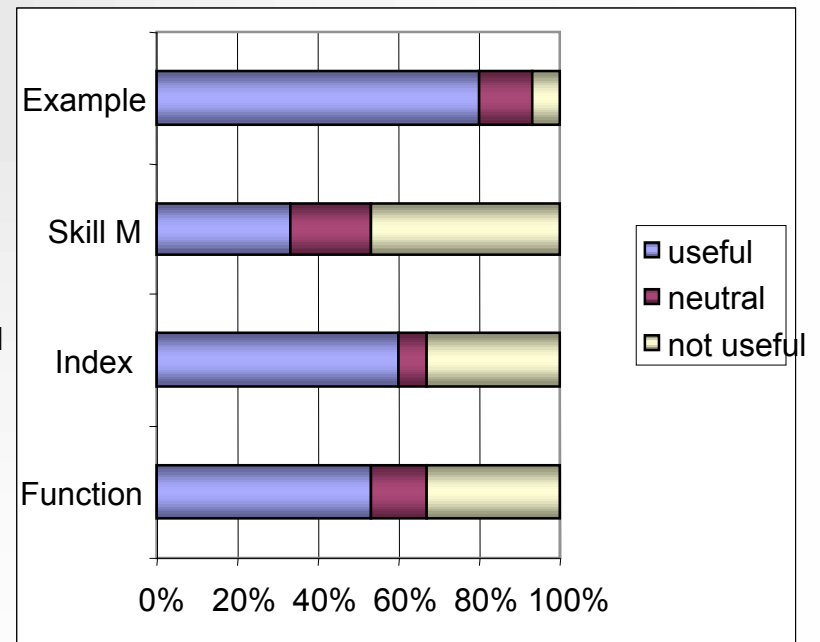
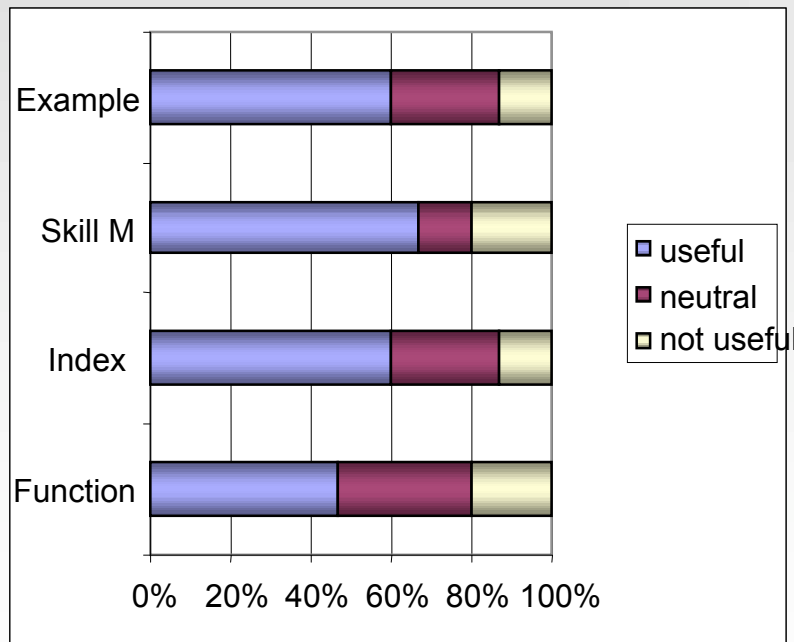
(MSc Project: Xu, 2006)

I

help identify knowledge

compare to domain useful

C



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different purposes

OLM

Multiple OLM Views for Language

I

Multiple Language Views

(MSc Project: Xu, 2006)

I

help identify what to learn

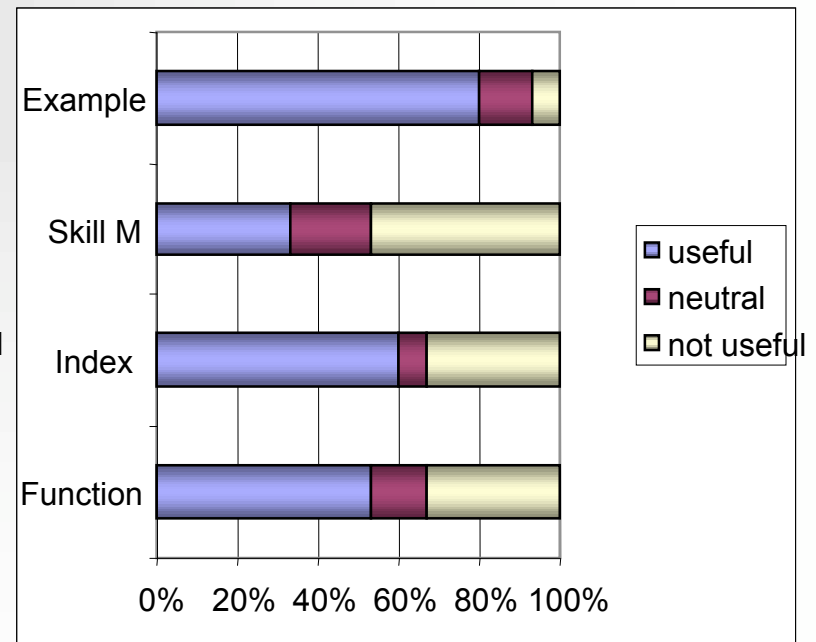
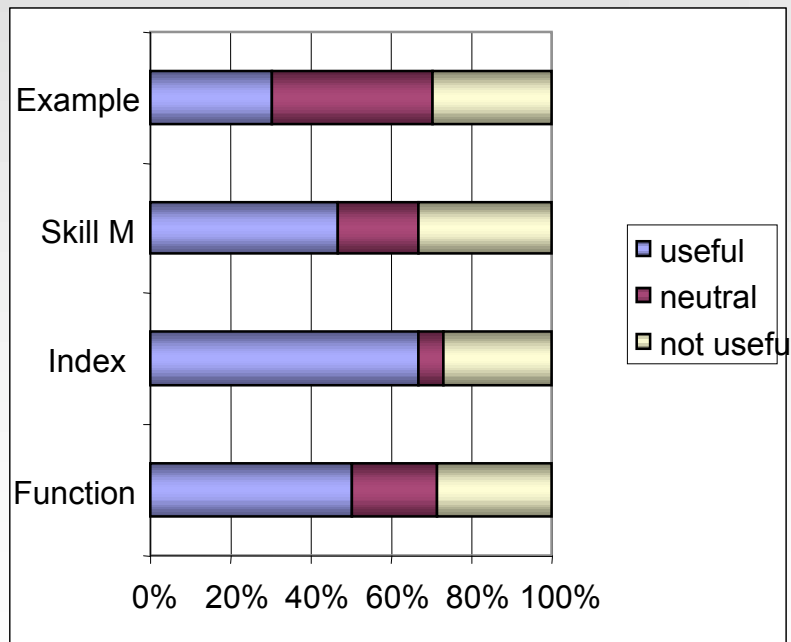
compare to domain useful

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different purposes

OLM

Instructor Feedback on Writing

I

- Weaker students – little attention to feedback (Cohen, 1987)
- Mental note of feedback (Cohen, 1987; Cohen & Calvacanti, 1990)

I

- Not know how to handle feedback (Cohen & Calvacanti, 1990)
- Should act on feedback / interactive feedback (Hyland, 1990)

C

- Promote reflection on feedback with OLM
- Update learner model *after* draft/assignment completed:
Information to aid *future* performance

A

See
Yourself
Write
(Bull, 1997)

Teacher's template - feedback



System inferences over time

L

L

Instructor Feedback on Writing

I

What kind of feedback?

- Address meaning-level first (Dheram, 1995; Zamel, 1985)
 - Feedback on grammar ineffective, demotivate (Truscott, 1996)
 - Feedback on form & content useful (Fathman & Whalley, 1990)
 - Learners expect / want grammar correction (Cumming & So, 1996; Hedgcock & Lefkowitz, 1996; Radeki & Swales, 1988)
- Feedback in SYW up to instructor as fits context – genre, ability, point in time, student personality (Ferris et al, 1997)

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See
Yourself
Write
(Bull, 1997)

Teacher's template - feedback



System inferences over time

OLM

Instructor Feedback on Writing

- Qualitative feedback
 - Quantitative feedback
- system inference over time

LM: assignment 1

LM: assignment $1+2 / 2 = X$

LM: assignment $3+X / 2 = Y$

LM: assignment $4+Y / 2 \dots$



good
okay
weak

See
Yourself
Write
(Bull, 1997)

Teacher's template - feedback



System inferences over time

I

I

C

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L

OLM

Instructor Feedback on Writing

I

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See Yourself Write teacher's template

reset student profile
reset teacher's template

student name
student number
date
assignment title
assignment type
assignment number

content good coverage give example
 structure / argument inconsistent give example
 style / vocabulary appropriate give example
 grammar
 spelling
 punctuation
 general comments

Please select the level of grammar
good okay weak

teacher's notes send information Quit

See
Yourself
Write
(Bull, 1997)

Teacher's template - feedback



System inferences over time

OLM

Instructor Feedback on Writing

See Yourself Write
(Bull, 1997)

See Yourself Write	T1 assignment 1	T2 assignment 2	T3 assignment 3	overall student model
content coverage	SUPERFICIAL	SUPERFICIAL	GOOD	OKAY
structure / argument	INCONSISTENT	INCONSISTENT	INCONSISTENT	INCO
grammar	GOOD	OKAY	OKAY	OKAY
spelling	Your grammar tends to be quite good in most areas, but you are having difficulty with object classifiers.			GOO
punctuation	You use buah and biji appropriately, but sometimes forget the other distinctions. In particular - you use batang and bilah interchangeably.			OKAY
style / vocabulary				APPP

Overall your grammar tends to be okay. In your first assignment your grammar was very good, however you have not managed to keep this up consistently. You have demonstrated that you CAN do this well, and you should be able to repeat this high standard with a little more effort.

make notes

Why do you think you are now having more difficulties than before?

how to improve

batang:
long thin things

bilah:
things with blades

- I did not refer to grammar information
- I got help previously
- I did not check my work
- I took more risks this time
- other

comments

UNSURE

I don't understand difference between bilah and batang. I thought both are for long thin objects.

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OLM

Instructor Feedback on Writing

See Yourself Write
(Bull, 1997)

<i>See Yourself Write</i>	T1 assignment 1	T2 assignment 2	T3 assignment 3	overall student model
content coverage	SUPERFICIAL	SUPERFICIAL	GOOD	OKAY
structure / argument	INCONSISTENT	INCONSISTENT	INCONSISTENT	INCO
grammar	GOOD	OKAY	OKAY	OKAY

Overall your grammar tends to be okay. In your first assignment your grammar was very good, however you have not managed to keep this up consistently. You have demonstrated that you CAN do this well, and you should be able to repeat this high standard with a little more effort.

<i>See Yourself Write</i>	T1 assignment 1	T2 assignment 2	T3 assignment 3
content coverage	SUPERFICIAL	SUPERFICIAL	GOOD
structure / argument	INCONSISTENT	INCONSISTENT	INCONSISTENT
grammar	GOOD	OKAY	OKAY
spelling	Your grammar tends to be quite good in most areas, but you are having difficulty with object classifiers.		

the difficulties than before?
to grammar information
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OLM

Instructor Feedback on Writing

See Yourself Write
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I
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C
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make notes

how to improve

comments

Why do you think you are now having more difficulties than

- I did not refer to g
- I got help previous
- I did not check m
- I took more risks
- other

UNSURE

I don't understand the difference between bilah and batang. I thought both are for

batang:
long thin things

bilah:
things with blades

OLM

Instructor Feedback on Writing

See Yourself Write

(Bull, 1997)

system inference

Overall your grammar tends to be okay. In your first assignment your grammar was very good, however you have not

overall
sent model

Overall your grammar tends to be okay. In your first assignment your grammar was very good, however you have not managed to keep this up consistently. You have demonstrated that you CAN do this well, and you should be

**IF student started well
AND IF performance decreased
THEN choose template *good-decreasing***

State: good start, decreasing performance, demonstrated ability, potential future good performance

I

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OLM

Instructor Feedback on Writing

I

See
Yourself
Write

(Bull, 1997)

I

instructor
comments

C

meaning-
focussed

A

L

L

- Surely to make your point you need to argue that expansion of tourism has led to excessive development of transport systems?
- Yes, but it also works the other way around in that transport systems have allowed tourism to spread to more remote parts of the world.
- That's fine. But in your essay you've first said that transport has developed, then suggested that tourism was the cause of people wanting to travel – rather than the means of travelling (i.e. transport) leading to more tourism. The organisation of your ideas is confusing.

- clarified intention to instructor
- clarified to student – organisation, not content, is a problem

OLM

Instructor Feedback on Writing

I

See
Yourself
Write

- Generally good, but please give correct preposition after:

I

(Bull, 1997)

il est nécessaire

instructor

il est important

C

comments

penser

beaucoup

form-
focussed

A

- il est nécessaire + de
- il est important + de ...

L

➤ perceived as further task – encourages attention to feedback

L

OLM

Peer Feedback on Writing

I

S/UM

(Bull, 1997)

S/UM suggests matches according to:

- knowledge
- availability
- preferences

offer/receive feedback, collaboration, cooperation

I

C

offer feedback

seek feedback

availability
cooperate, collaborate

A

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feedback: Humphrey

I will give feedback on:	I would like feedback on:	Availability:
<input checked="" type="checkbox"/> content	<input type="checkbox"/> content	<input checked="" type="radio"/> available
<input checked="" type="checkbox"/> structure	<input type="checkbox"/> structure	<input type="radio"/> possibly available
<input type="checkbox"/> argument	<input type="checkbox"/> argument	<input type="radio"/> not available
<input type="checkbox"/> style	<input checked="" type="checkbox"/> style	Match for cooperation?
<input type="checkbox"/> other	<input type="checkbox"/> other	<input checked="" type="radio"/> yes
<input type="checkbox"/> general	<input checked="" type="checkbox"/> general	<input type="radio"/> no
	Open for general feedback	Match for collaboration?
	<input checked="" type="radio"/> yes	<input type="radio"/> yes
	<input type="radio"/> no	<input checked="" type="radio"/> no

Cancel OK

OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

I

Student Concerns, Reader Attitudes and Writer Leanings

C

- encourage audience/reader awareness

- advice to create reader-based text

A

- fits user's existing writing strategies

L

L

OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

Student Concerns, Reader Attitudes and Writer Leanings

I

Student/reader/writer models for second language writing

C

“The first step in designing your writing to be read is to understand the needs, attitudes, and knowledge of your particular reader, and to help that reader turn your written message into the meaning you intended”

(Flower, 1993)

A

L

L

➤ Advice should be given at the *right moment*

OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

Student Concerns, Reader Attitudes and Writer Leanings

I

Chandler (1995) & Wyllie (1993):

C

- **Architects** – plan first, not correct as write, edit later
- **Bricklayers** – rework sentences & paragraphs as they go
- **Oil painters** – not plan, write ideas as occur, revise later
- **Water colourists** – single draft requiring little revision
- **Sketchers** – rough plan at start, later revised

A

L

L

➤ Advice should be given at the *right moment*

OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

I

Student Concerns, Reader Attitudes and Writer Leanings

C

- Planning not necessarily important (Torrance et al, 1994)
- Sentence generation + revision as effective (Piolat, 1999)
- Individuals have preferred approaches (Snyder, 1993)
- Not necessarily easy to alter strategies (Wyllie, 1993)
- Experienced writers: variety of strategies (Chandler, 1993; Snyder, 1993)

A

L

L

➤ Forcing change could be less productive (Cumming, 1995)

OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

Student Concerns, Reader Attitudes and Writer Leanings

I

Questions for Writer Model

C

A

L

L

	Always	Usually	Sometimes	Rarely	Never
Does writing help you to organise your thoughts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you correct slips as you write?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you complete a draft at the first attempt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you start with the easiest part?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you find the screen restrictive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you consciously choose your writing strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very Much	Much	Some	Very Little	Not At All
How much do you <i>revise</i> your text at the <i>end</i> of writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you <i>plan</i> at the <i>beginning</i> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing – organise thoughts, correct as write, revise at start/end...?

OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

Student Concerns, Reader Attitudes and Writer Leanings

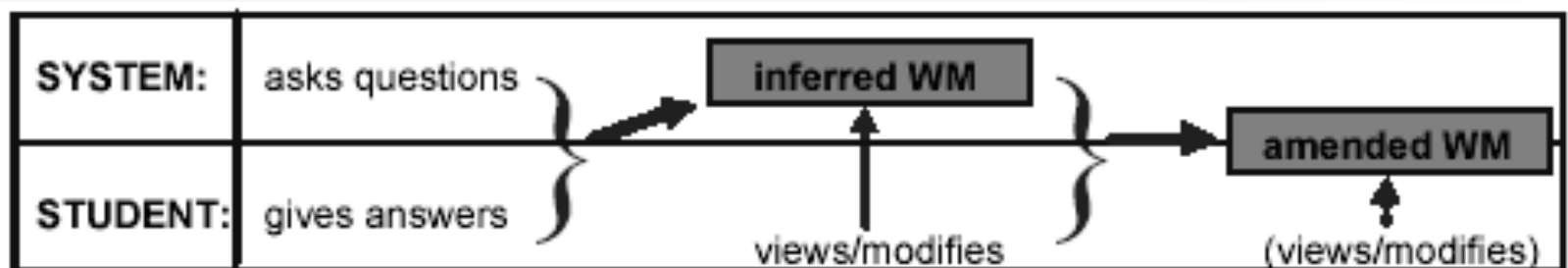
I

C

- **Writer Model: cooperative construction**
- **Reader Model: student answers questions about readers**
- **Student Model: inferred from help viewed + student given**

A

L



L

OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

I

Student Concerns, Reader Attitudes and Writer Leanings

C

- **Writer Model: cooperative construction**
- **Reader Model: student answers questions about readers**
- **Student Model: inferred from help viewed + student given**

A

Questions about readership → advice at appropriate time

L

Your readers are not experts:

- Is it clear *what* is important?
- Is it clear *why* it is important?
- Have you defined your terms?

L

OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

I

Student Concerns, Reader Attitudes and Writer Leanings

C

- Writer Model: cooperative construction
- Reader Model: student answers questions about readers
- Student Model: inferred from help viewed + student given

A

L

Standard learner modelling

L

OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

49 users


82% agreed


I

Student Concerns, Reader Attitudes and Writer Leanings

C

Your writing strategies

 **Sketchers** tend to make a rough plan at the beginning, which is later revised.

 **Oil painters** do not usually plan, but write down ideas as they think of them. They revise their work later.

Suggestions from SCRAWL

Because you usually discover your text as you write, try to think about your readers while writing. Make sure your developing text satisfies the needs of the particular readers.

A

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OLM

Student, Reader & Writer Models

I

SCRAWL (Bull & Shurville, 1999)

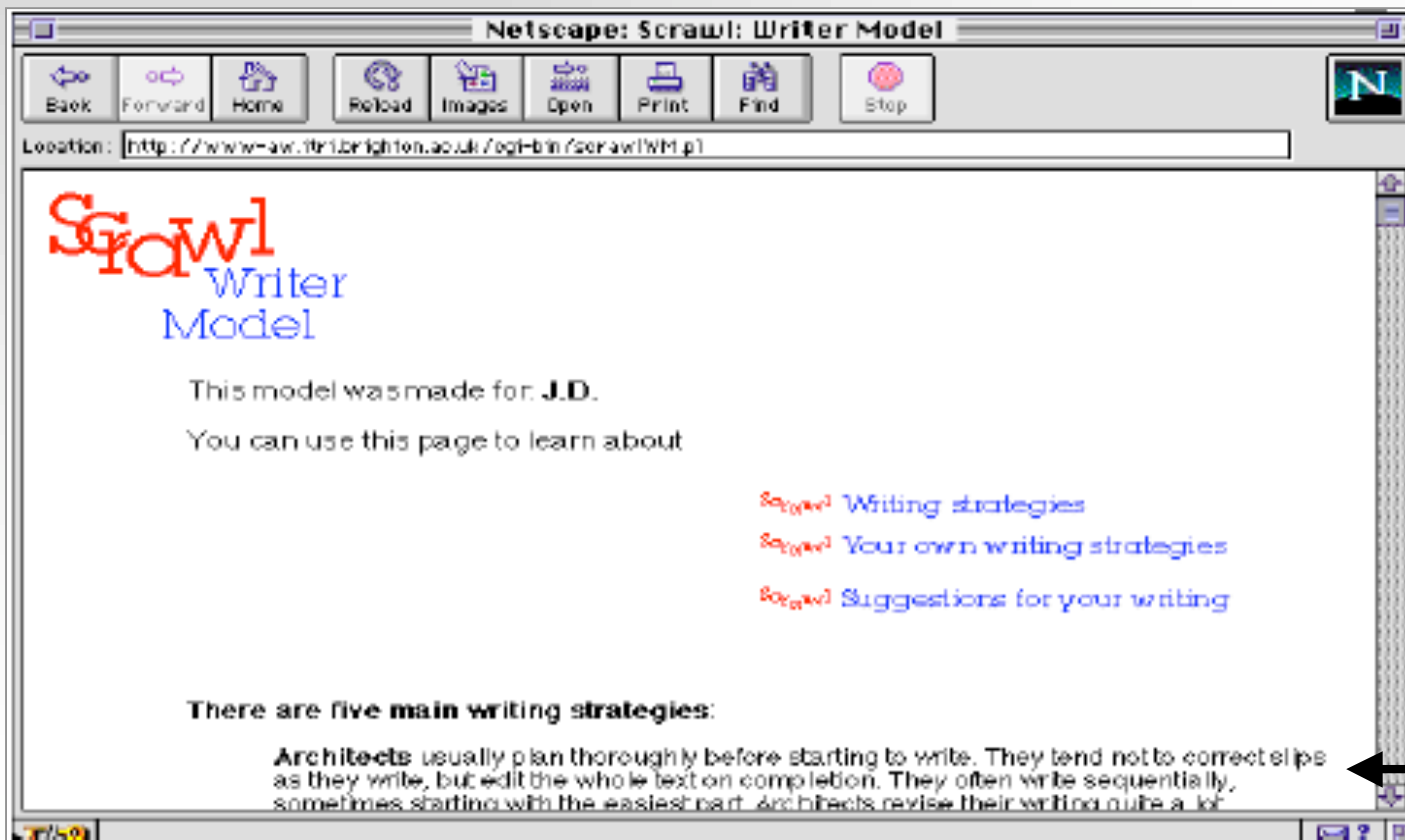
49 users

82% agreed

I

Student Concerns, Reader Attitudes and Writer Leanings

C



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L

OLM

Learn one set of words:

Portuguese

1. cow - vaca
2. cat - gato
3. dog - cão
4. rabbit - coelho
5. bird - passaro

Chinese (Mandarin)

1. cow - mǔniú
2. cat - māo
3. dog - gǒu
4. rabbit - tùzi
5. bird - niǎo

- How did you approach learning this vocabulary?
 - repetition
 - imagery, auditory link
 - place words in a sentence
 - flashcards/test
 - transfer
 - co-operation

OLM

An Example: Portuguese

I

1. cow - vaca, vaca, vaca, vaca, vaca, vaca

I

2. cat - gato, gato, gato, gato, gato, gato

C

3. dog - cão, cão, cão, cão, cão, cão, cão

A

4. rabbit - coelho, coelho, coelho, coelho

L

5. bird - passaro, passaro, passaro, passaro

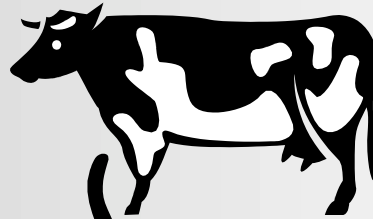
L

OLM

An Example: Portuguese

I

1. cow - vaca



I

2. cat - gato



C

3. dog - cão



A

4. rabbit - coelho



L

5. bird - passaro



L

OLM

An Example: Chinese (ME!)

I

1. cow - mǔniú

“The cow jumped over the moon”

I

2. cat - māo

m[e]ow

C

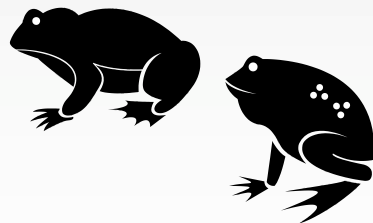
3. dog - gǒu

listening to language CD

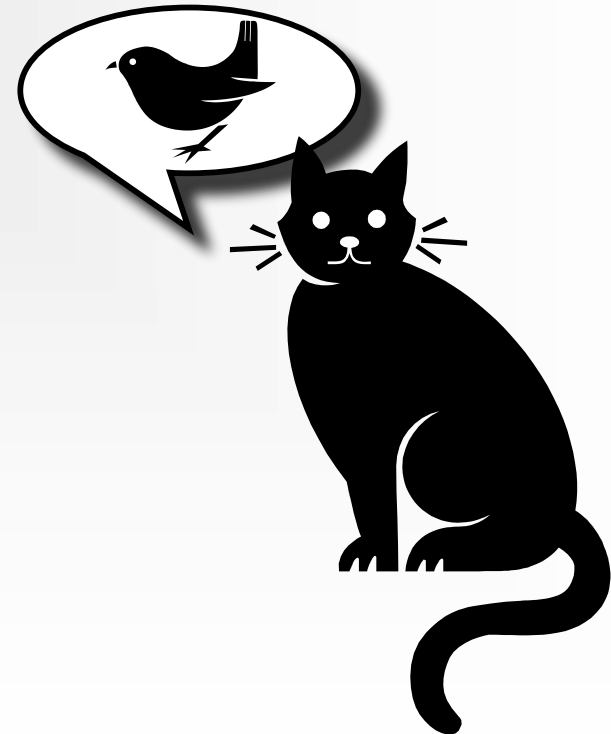
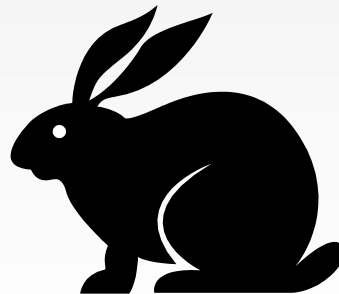
A

4. rabbit - tùzi

L



L



OLM

Strategy Examples (Oxford, 1990)

I

Grouping

I

Academic

Opposites

university

friendly / unfriendly

C

lecturer / professor

helpful / unhelpful

A

module / course

satisfied / dissatisfied

L

assessment

interested / disinterested

L

examination

polite / impolite

OLM

Strategy Examples (Oxford, 1990)

I

Placing new words in context

I

C

“boring”



This presentation
is quite boring

A

L

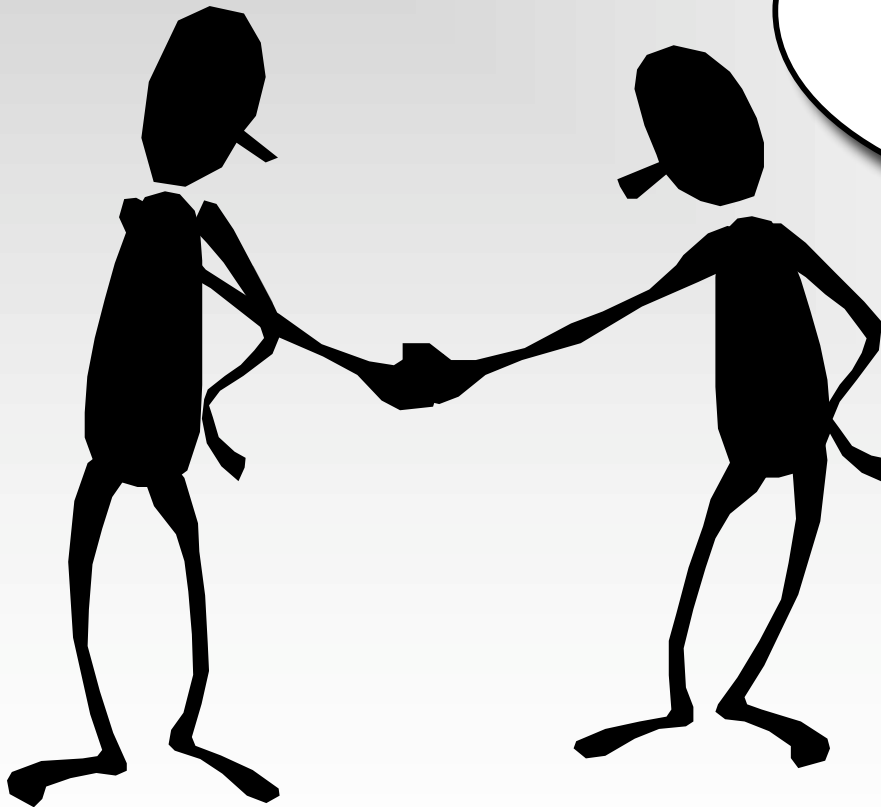
L

OLM

Strategy Examples (Oxford, 1990)

I
I
C
A
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Imagery / auditory link



OLM

Strategy Examples (Oxford, 1990)

I

Analysing expressions

I

C

“Handschuh”
(German)



Hand shoe: glove

A

L

L

OLM

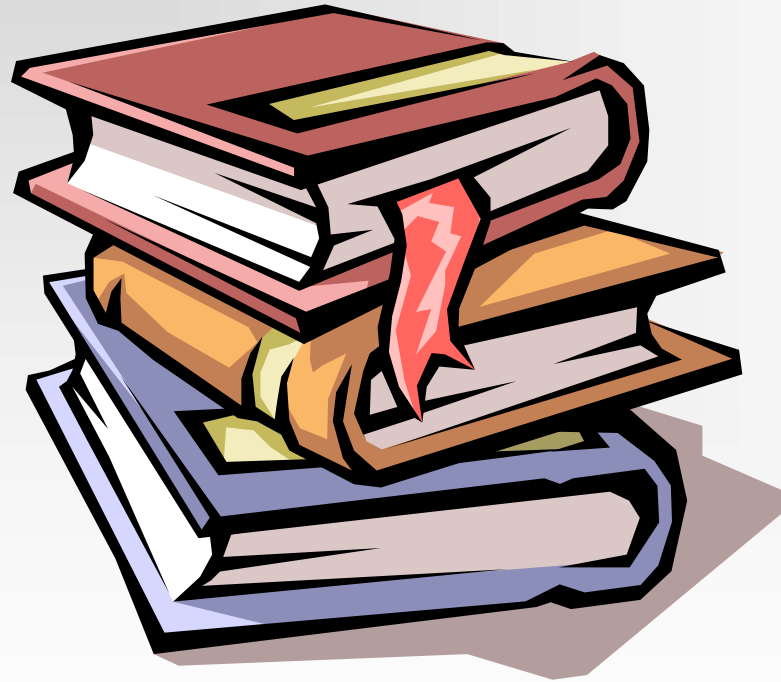
Strategy Examples (Oxford, 1990)

I

Finding out about language learning

I

C



A

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OLM

Strategy Examples (Oxford, 1990)

I

Cooperating with peers

I

C

A

L

L



OLM

Strategy Examples

(Oxford, 1990)

I
I
C
A
L
L
L

Seeking practice opportunities



OLM

Strategy Examples (Oxford, 1990)

I

Rewarding yourself

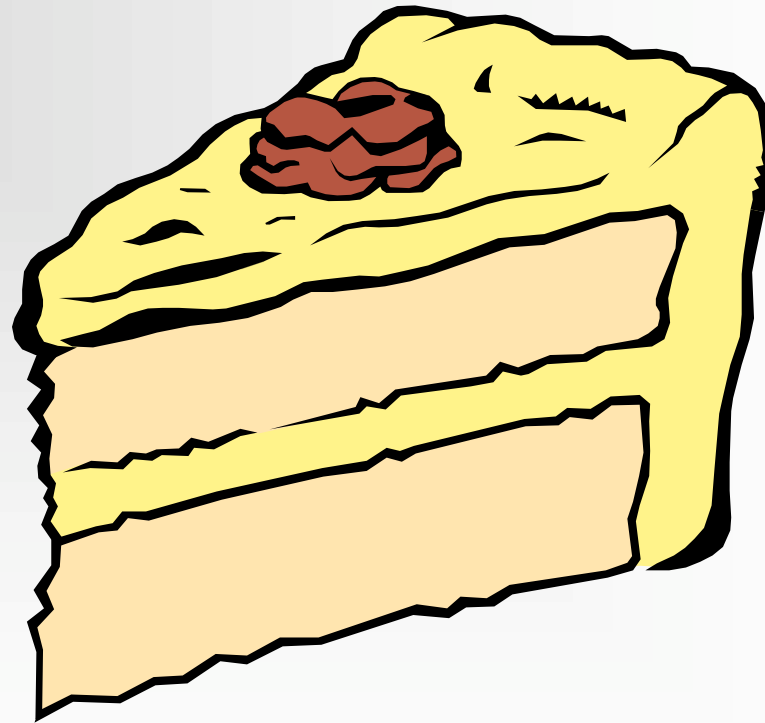
I

C

A

L

L



OLM

Language Learning Strategies

I

Language learning strategies are:

I

“concerned with how learners use their brains consciously and purposefully to handle their learning and make it more effective”

(Fox & Matthews, 1991)

C

Approaches to language learning:

A

- believe in using the language
- wish to learn about the language
- consider personal factors important (emotion, aptitude)

L

(Wenden, 1987)

L

OLM

Successful/Unsuccessful Learners

I

- Beliefs about language learning can affect strategy choice (Abraham & Vann, 1987; Wenden, 1987; Yang, 1999)

I

- Not all successful learners use same strategies (Stevick, 1989)
- Successful and unsuccessful learners may use similar strategies (Vann & Abraham, 1990)

C

- Effective language learners have a larger repertoire of strategies, use more effectively (O'Malley & Chamot, 1990)

A

- Does broader strategy use facilitate learning, or does proficiency allow broader strategy use? (Griffiths, 2003; Skehan, 1989)

L

- Provide information about language learning strategies (Oxford, 1990; Rubin & Thompson, 1982; Wenden, 1991)

L

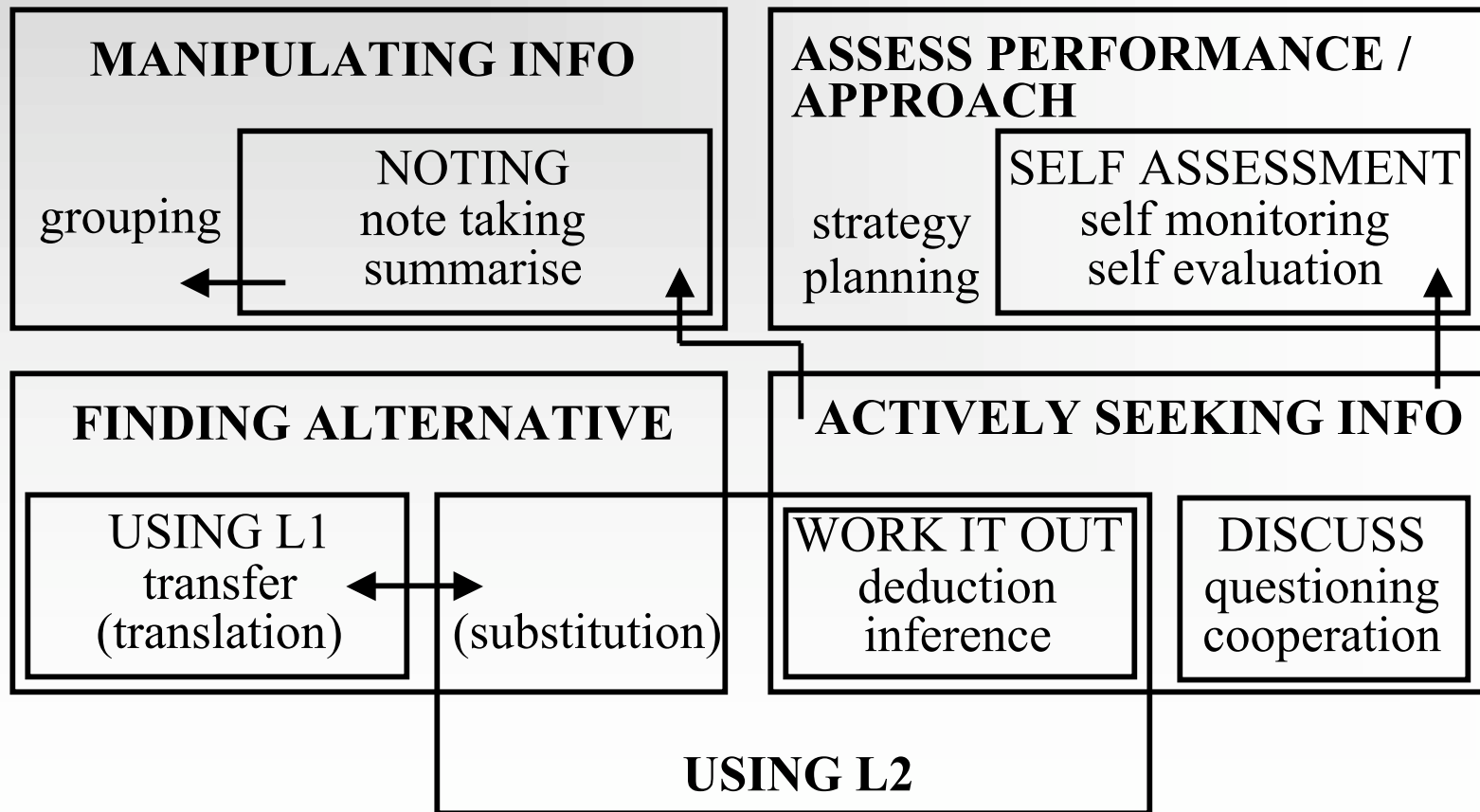
OLM

Adaptive Strategy Suggestions

Mr Collins (Bull, 1997)

strategies based on
O'Malley & Chamot (1990)

Suggests new strategies based on those already used -
likelihood of understanding new strategies



I
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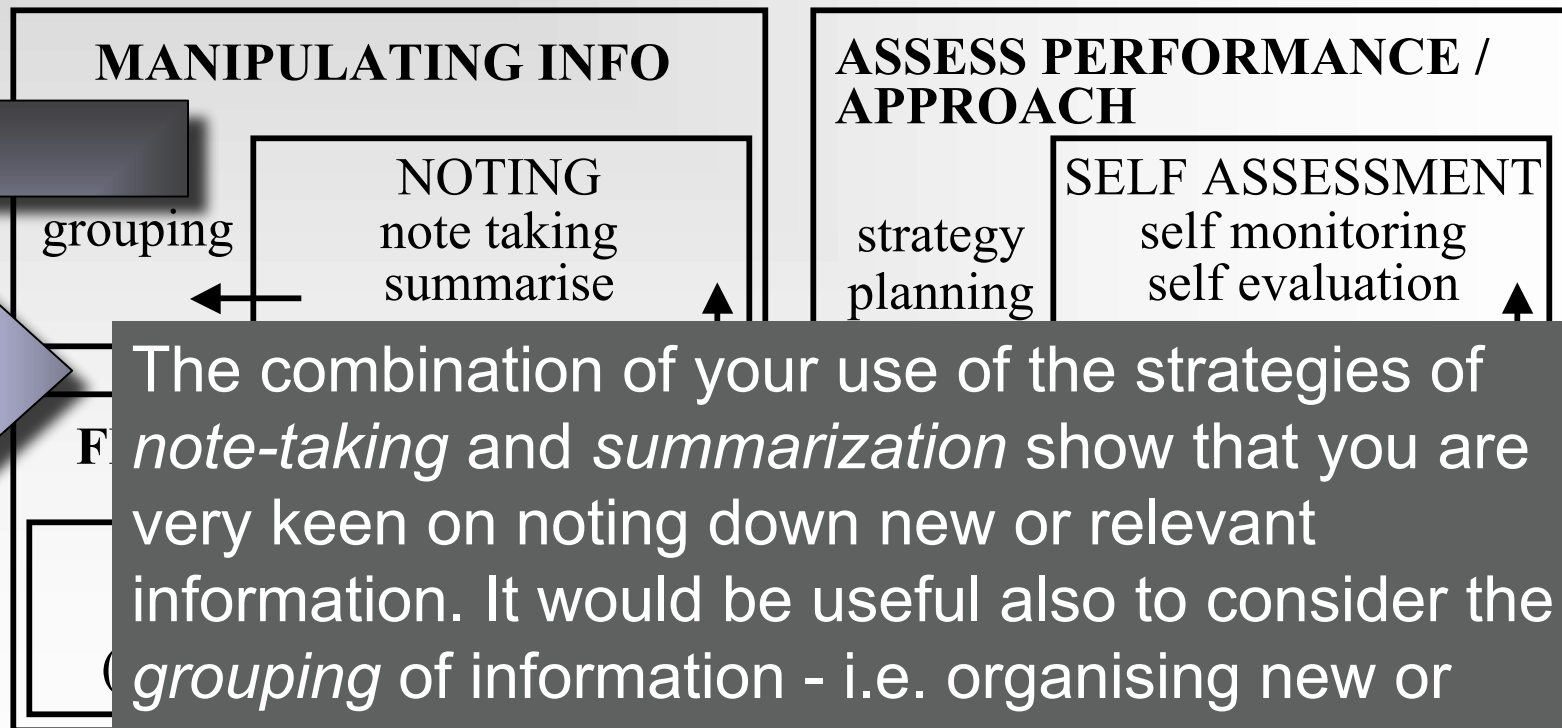
OLM

Adaptive Strategy Suggestions

Mr Collins (Bull, 1997)

strategies based on
O'Malley & Chamot (1990)

Suggests new strategies based on those already used -
likelihood of understanding new strategies



The combination of your use of the strategies of *note-taking* and *summarization* show that you are very keen on noting down new or relevant information. It would be useful also to consider the *grouping* of information - i.e. organising new or important information in some manner which is meaningful to yourself.

Negotiating Strategy Use in LM

Mr Collins (Bull, 1997)

strategies based on
O'Malley & Chamot (1990)

As you already use deduction effectively, you might like to try a complementary strategy: inferencing

- try inferencing
- find out more
- no
- no (& comment)

evidence:
student views
rules in system

Find out more

Deduction is based on rules - e.g. from the rule *the pronoun is pre-verbal in negative clauses*, you know that... Inferencing is similar, but you use examples rather than explicit rules - e.g. from the example sentence *Não os compra...* Do you wish to try inferencing?

- yes
- no
- no (& comment)

No (& comment)

Please select one of the following

- it does not feel right for me
- I would prefer to try another
- I want to come back to this
- it does not feel right for me (& comment)
- I would prefer to try another (& comment)
- I want to come back to this (& comment)

I

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Negotiating Knowledge in LM

Mr Collins (Bull & Pain, 1995)

Reflect on knowledge & learning

The pronoun is:	Your confidence	System confidence
<ul style="list-style-type: none"> • Pre-verbal in negatives e.g. Não os compra 	unsure	very sure
<ul style="list-style-type: none"> • Post-verbal in positive main clauses e.g. Compra-os 	almost sure	unsure

This new confidence value is too high. Your last five attempts to place the pronoun in positive main clause statements were:

- *O Manuel a mostrou no mapa. *O homem o comeu rapidamente.
- O Manuel mostrou-a no mapa. O homem comeu-o rapidamente.
- *O Manuel mostrou a no mapa.

You have probable transfer from Spanish twice.

You have omitted the hyphen once.

OLM

Negotiating Knowledge in LM

I

Mr Collins (Bull & Pain, 1995)

I

Modelling interlanguage (Selinker, 1972)

C

Consciousness-raising, noticing (Rutherford & Sharwood Smith, 1985; Smith, 1990)

A

Currently: task-based instruction

- some focus on form likely useful (Ellis, 2005; Swan, 2005)

L

L

OLM

Language Transfer

Mr Collins (Bull, 1994)

Other languages: English, Spanish, Catalan, French

target language: *Portuguese*

- 1. verb, pronoun.
- 2. neg, pronoun, verb.
- 3. aux, pronoun, verb.

- eg. **Compra-os.**
- eg. **Não os compra.**
- eg. **Tem-nos comprado.**

other language: *English*

- 1. verb, pronoun.
- 2. neg, verb, pronoun.
- 3. aux, verb, pronoun.

- eg. **He buys them.**
- eg. He does not buy them.
- eg. He has bought them.

other language: *Spanish*

- 1. pronoun, verb.
- 2. neg, pronoun, verb.
- 3. pronoun, aux, verb.

- eg. Los compra.
- eg. **No los compra.**
- eg. Los ha comprado.

→ You have probable transfer from Spanish twice.

I
I
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OLM

Language Transfer

I

Mr Collins (Bull, 1994)

Other languages: English, Spanish, Catalan, French

I

“Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.”
(Odlin, 1989)

C

Likelihood of transfer affected by:

A

- proficiency (Ringbom, 1983)
- perceived language distance (Kellerman, 1977)

L

➤ diagnose transfer correctly (appropriately for individual)

L

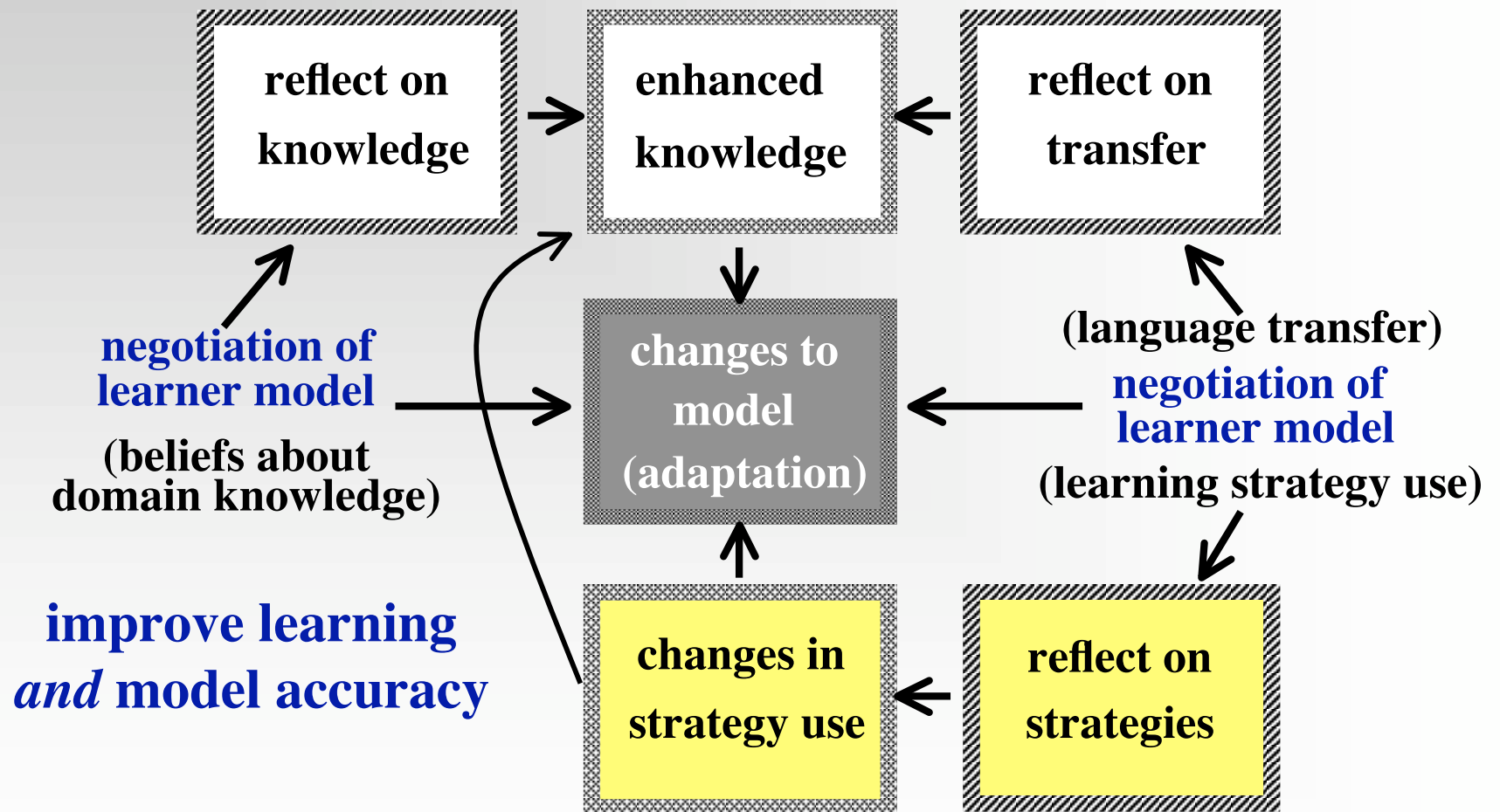
➤ raise awareness of transfer-related problems

➤ prompt positive transfer

OLM

Mr Collins: Focus on Language Issues

I
I
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OLM

Mr Collins: Focus on Language Issues

I

- knowledge

I

- acquisition sequence

C

- language transfer

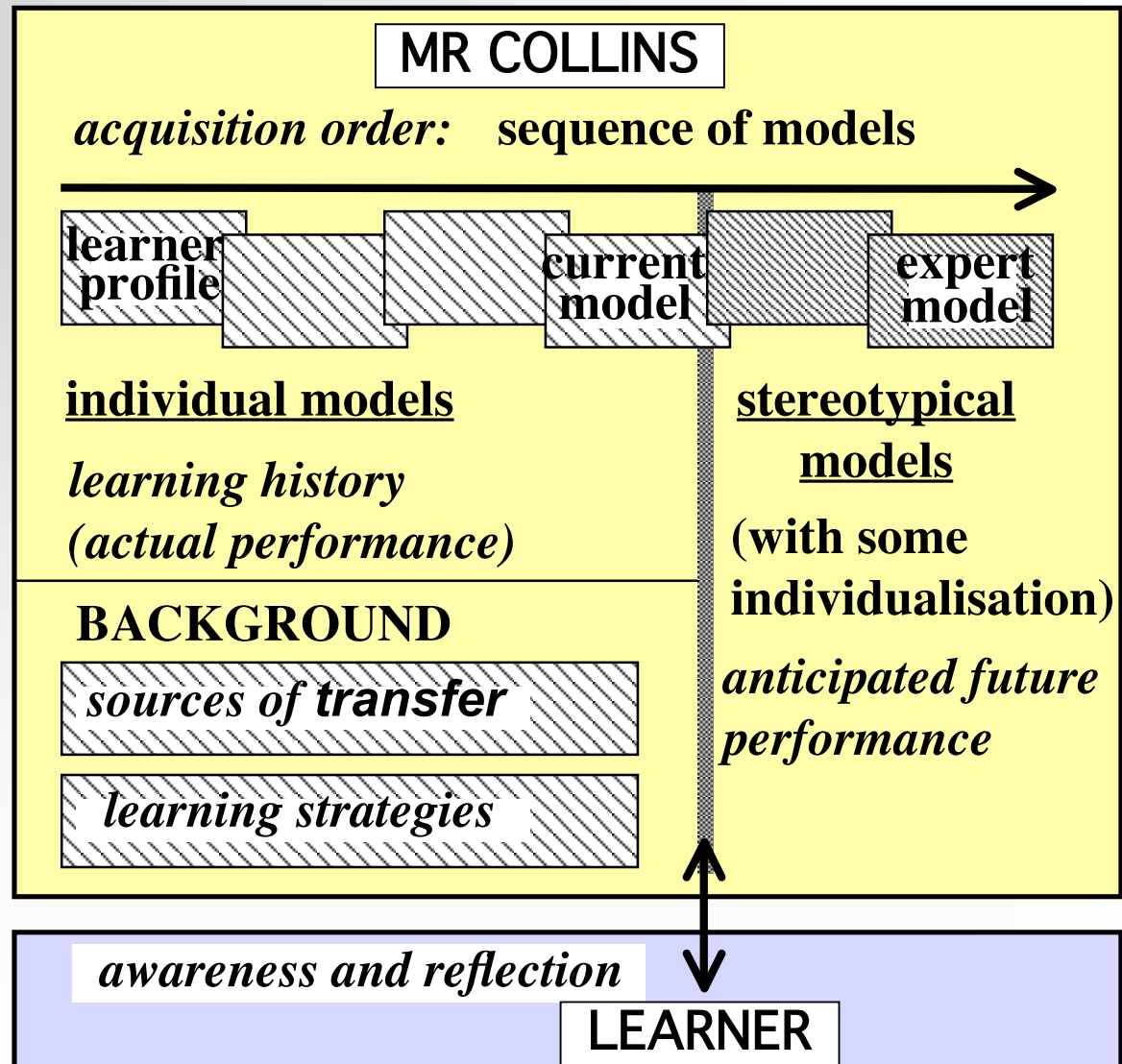
A

- language learning strategies

L

- language awareness

L



OLM

Mr Collins: Focus on Language Issues

9 users

negotiating the learner model

	changed own	would change own	challenged system	would challenge
<u>1</u>	<u>yes</u>		<u>yes</u>	
<u>2</u>	<u>yes</u>		<u>no</u>	<u>yes</u>
<u>3</u>	<u>no</u>	<u>?</u>	<u>no</u>	<u>yes</u>
<u>4</u>	<u>no</u>	<u>?</u>	<u>yes</u>	
<u>5</u>	<u>no</u>	<u>?</u>	<u>yes</u>	-
<u>6</u>	<u>no</u>	<u>yes</u>	<u>no</u>	<u>yes</u>
<u>7</u>	<u>no</u>	<u>yes</u>	<u>no</u>	<u>yes</u>
<u>8</u>	<u>no</u>	<u>yes</u>	<u>no</u>	<u>yes</u>
<u>9</u>	<u>yes</u>		<u>yes</u>	-

I

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Sharing Learner Models

I

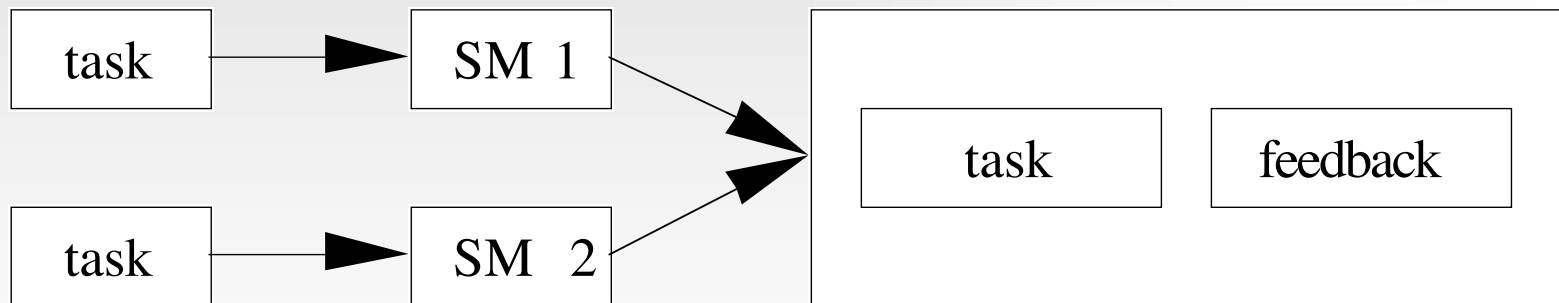
2SM (Bull & Broady, 1997)

I

French perfect/imperfect tenses

- difficult for anglophone learners (Andrews, 1992)

C



A

L

L

➤ spontaneous peer tutoring

OLM

Sharing Learner Models

I

2SM (Bull & Broady, 1997)

I

STUDENT 1

answer 2: savais

answer 3: m'est arrivé

perfect is usually used for
completed events;

imperfect is sometimes used for
completed events;

imperfect is always used for
continuous events;

imperfect is used after 'si' in
hypothetical clauses.

C

A

L

L

STUDENT 2

answer 2: as su

answer 3: m'est arrivé

perfect is always used for
completed events;

imperfect is usually used for
continuous events;

perfect is occasionally used for
continuous events;

perfect is used after 'si' in
hypothetical clauses.

OLM

Sharing Learner Models

I

2SM (Bull & Broady, 1997)

I

French perfect/imperfect tenses
- pen and paper study

explicit statement
of language rules

C

“Oh yeah, it’s right because um, if you’ve got something happening and something else is going on, then you have the something else is going on in the imperfect and something happening in the perfect, don’t you?”

A

L

“Why, why, why don’t you think it could be je ne les ai plus vues? I didn’t see them. It’s a finished action, it’s actually happened that she didn’t see them THEN, and she doesn’t carry on not realising that they’re not there.”

L

OLM

Sharing Learner Models

I

2SM (Bull & Broady, 1997)

I

French perfect/imperfect tenses
- pen and paper study

explanations even
when students agree

C

“Si tu savais.”

“Yeah, I put that as well.”

A

“You put that as well.”

“How sure are you of that?”

L

“I was, I’m quite sure, yeah.”

“Quite sure.”


L

“But why, though?”

“Because it was a state...”

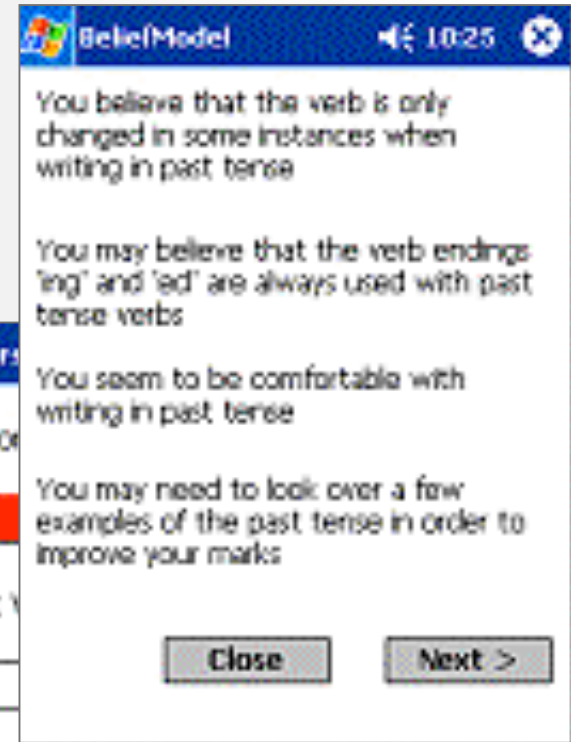
Sharing Learner Models

Mobile 2SM (Bull et al, 2005)

- skill meter 
- you believe...
- you may believe...

(knowledge & misconceptions)

- individual and collaborative use



BeliefModel 10:25

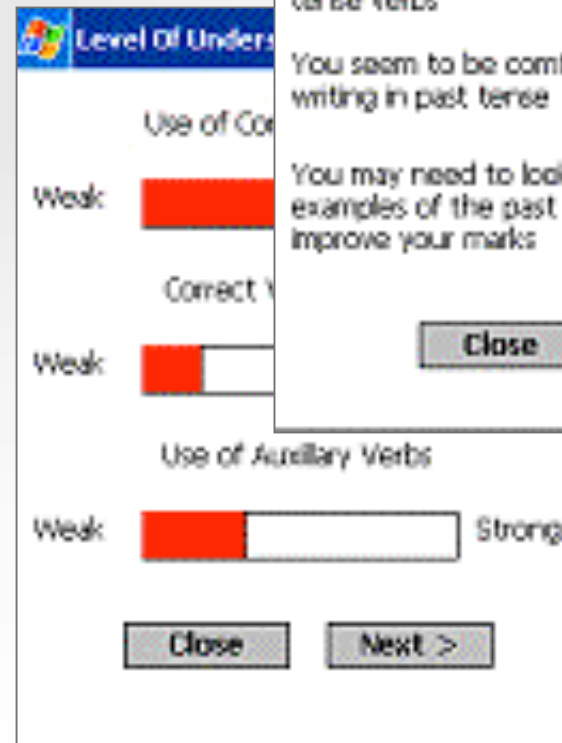
You believe that the verb is only changed in some instances when writing in past tense

You may believe that the verb endings 'ing' and 'ed' are always used with past tense verbs

You seem to be comfortable with writing in past tense

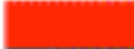
You may need to look over a few examples of the past tense in order to improve your marks

Close Next >




Level Of Understanding


Use of Co

Weak: 

Correct Y

Weak: 

Use of Auxiliary Verbs

Weak:  Strong

Close Next >

OLM

Sharing Learner Models

I

Mobile 2SM (Bull et al, 2005)

I

"I think it is used to describe something that has happened before you do something else, so when you talk about two things. What score did you get for it?"

C

A

L

"You do better in the past perfect, can you tell me what it is? I did not do well on that. "

L

OLM

Sharing Learner Models

I

2SM & Mobile 2SM

I

- richer interactions with 2SM

C

- due to lack of information about relative strengths / weaknesses of partners?

A

L

- restrict information about correctness?

L

Mobile Learning: LM & Context

I

TenseITS (Cui & Bull, 2005)

I

Adaptation according to:

- learner model
- time available
- contextual features / location

C

ability to concentrate

A

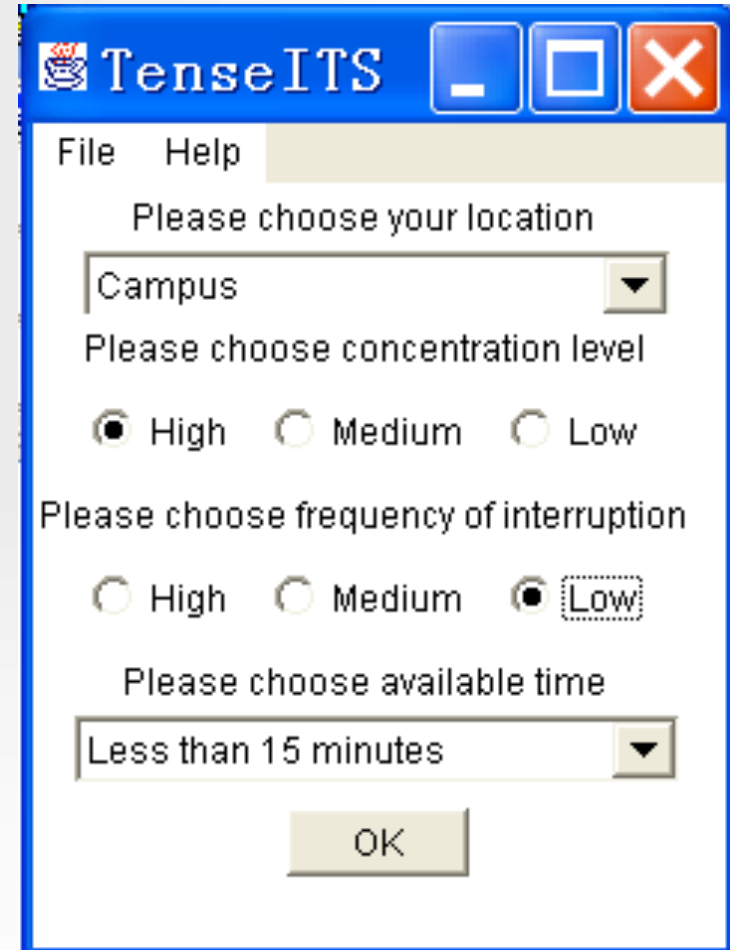
likelihood of interruption

L

Chinese learners of English

L

- Suitable for use in a range of locations



Mobile Learning: LM & Context

I

TenseITS (Cui & Bull, 2005)

I

Individualised learning opportunities *between* other activities

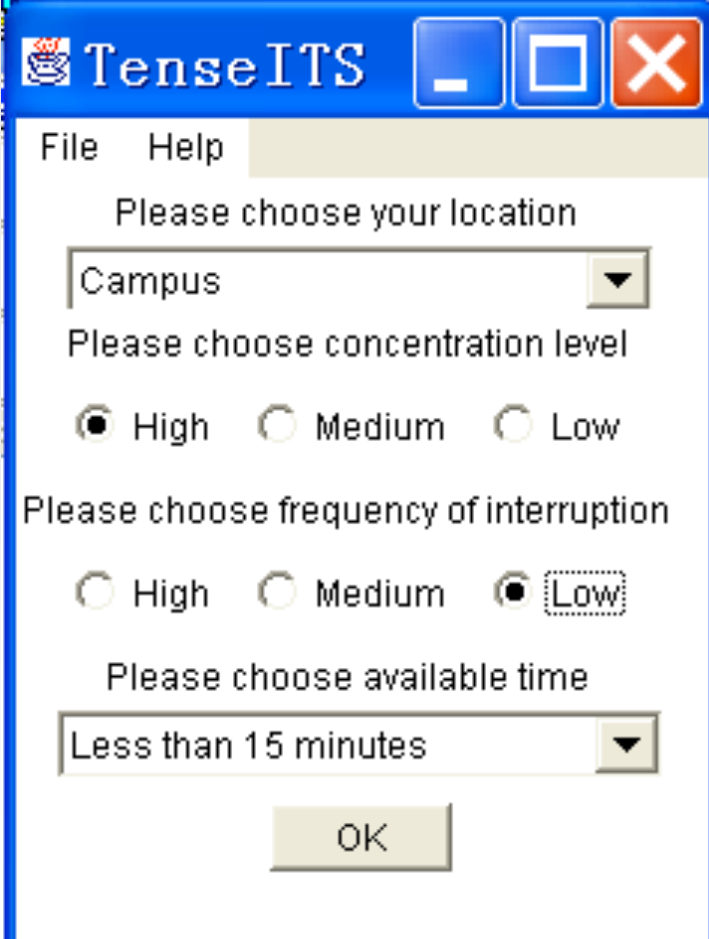
C

- between lectures
- waiting for friends
- in bed

A

L

L



The screenshot shows a window titled "TenseITS" with a menu bar containing "File" and "Help". The main content area contains the following settings:

- Please choose your location:** A dropdown menu with "Campus" selected.
- Please choose concentration level:** Three radio buttons labeled "High", "Medium", and "Low". The "High" radio button is selected.
- Please choose frequency of interruption:** Three radio buttons labeled "High", "Medium", and "Low". The "Low" radio button is selected and has a dashed border.
- Please choose available time:** A dropdown menu with "Less than 15 minutes" selected.

An "OK" button is located at the bottom center of the dialog.

Mobile Learning: LM & Context

I

TenseITS (Cui & Bull, 2005)

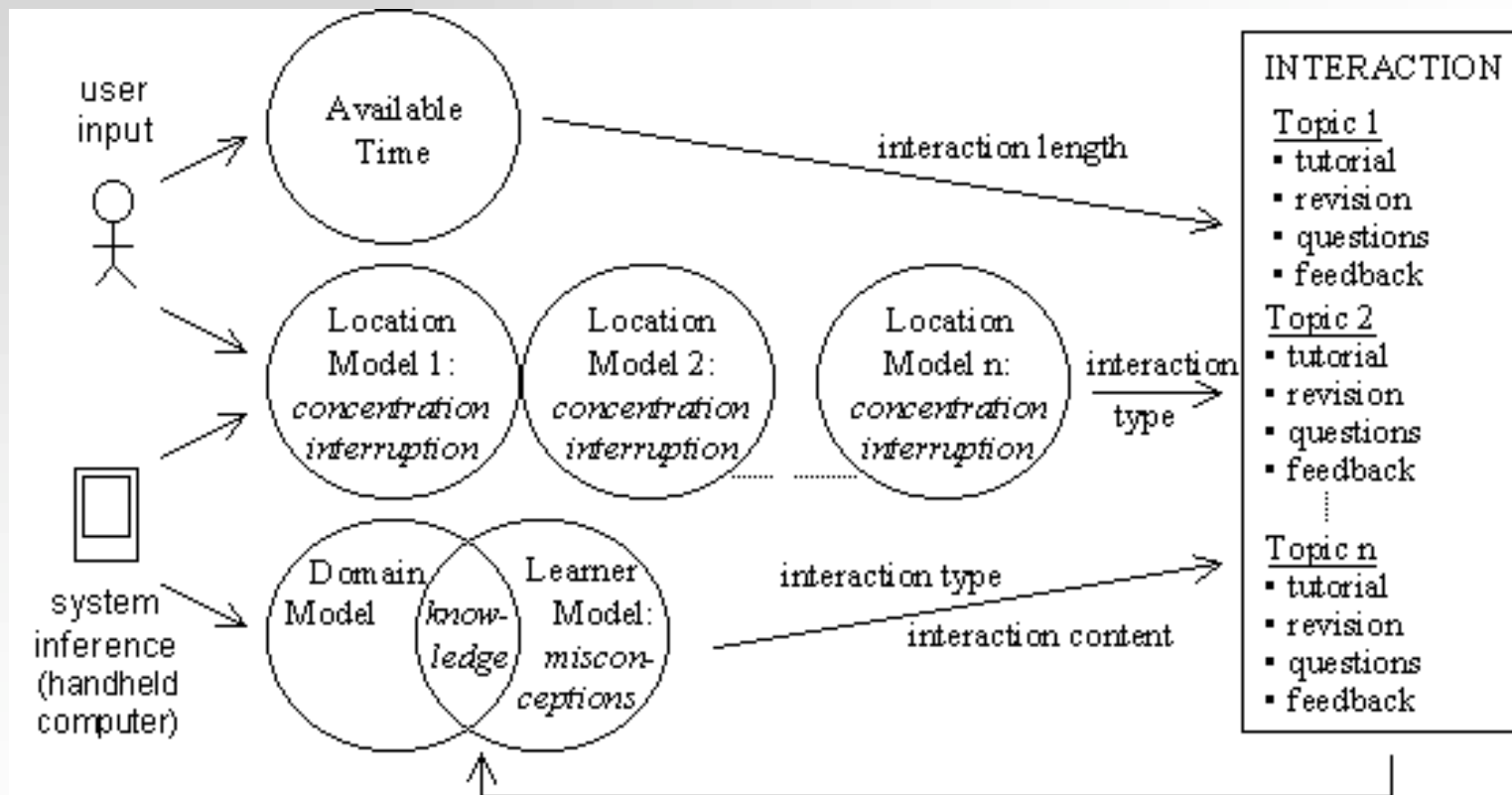
I

C

A

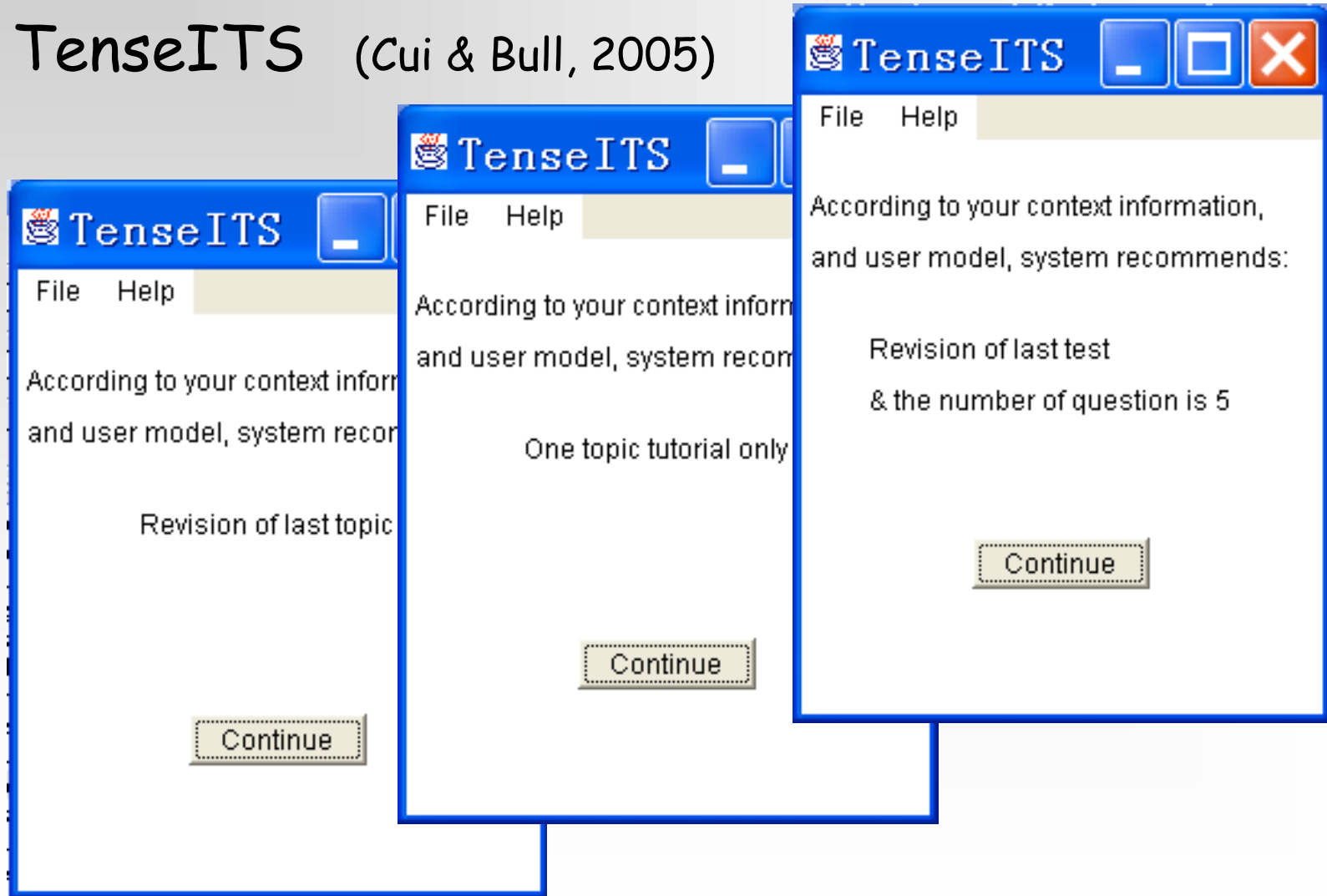
L

L



Mobile Learning: LM & Context

TenseITS (Cui & Bull, 2005)



I

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OLM

Mobile Learning: LM & Context

I

TenseITS (Cui & Bull, 2005)

I

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The image displays three overlapping screenshots of the TenseITS application interface. The leftmost window shows a multiple-choice question: "Newspapers usually report current news, but magazines _____ with broader issues." The options are A) are dealing, B) dealt, C) deal, and D) deals. The middle window shows a lesson page titled "Expressions of Time" with a list of time expressions: "at the moment", "at present", "currently", "just", and "still". Below the list is a question: "Have you finished your report?" with the answer "I'm just doing it." The rightmost window shows a tutorial text explaining the present simple and present continuous tenses. A red circle highlights a paragraph: "You may have a misconception about how to describe habits. Although habits always happen, they are not actions that are happening currently. Therefore you cannot describe habits using the present continuous." Below the screenshots, the text "questions, tutorial" is written in blue, and "OLM: revision" is written in red.

questions, tutorial

OLM:
revision

OLM

Mobile Learning: LM & Context

I

TenseITS (Cui & Bull, 2005)

I

8 Chinese students at University of Birmingham

C

8: suitable for mobile learning needs

A

6: context/location analysis useful

L

8: system recommendations helpful

L

7: would use for short periods

7: would use for long periods

OLM

Summary

I

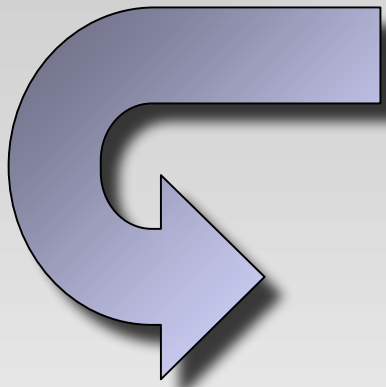
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Second Language Acquisition
Issues & Theory

Open Learner Modelling

OLM:

REFLECTION → language awareness / noticing
second language writing
collaborative language learning
language learning strategies
language transfer

OLM

Join LeMoRe?

<http://www.eee.bham.ac.uk/bull/lemore/>

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If you are interested in open learner models, take a look at the LeMoRe website and then join.

Send me an email requesting to be added.
s.bull@bham.ac.uk

The screenshot shows a Microsoft Internet Explorer browser window displaying the LeMoRe website. The browser title is "Learner Modelling for Reflection - Microsoft Internet Explorer". The address bar shows the URL "http://www.eee.bham.ac.uk/bull/lemore/". The website has a blue navigation bar with links: "LeMoRe Home", "LeMoRe Activities", "LeMoRe Members", "LeMoRe Examples", and "External Links". The main content area features the title "Learner Modelling for Reflection (LeMoRe) Researchers" and a logo for "LeMoRe". Below the title, it lists the coordinators: Paul Brna (University of Glasgow), Susan Bull (University of Birmingham), and Vania Dimitrova (University of Leeds). A paragraph describes LeMoRe as a new U.K. endeavour in learner modelling. The "Aims" section lists three points: 1. To advance theoretical study and application of approaches to opening the learner model to learners and others; 2. To promote awareness of the field's potential across various learning contexts and pedagogies; 3. To develop and support a strong community of researchers.

OLM

SMILI OLM Framework (Bull & Kay, 2007)

I

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Can we make
Detmar happy
with an open
learner model?

OLM

SMILI OLM Framework (Bull & Kay, 2007)

I

- Purpose of presenting learner model data
user's right, navigation, accuracy, reflection, planning, monitoring, collaboration, competition, control, trust, assessment?

I

- Degree of openness of the learner model
inspectable – negotiated – editable; who initiates?

C

- Which learner model data to present
which contents? what level of detail? what point in time? uncertainty?

A

- How to present the learner model information:
modelling technique, nature of domain, learner preference
graphical, textual? overview, details (all details/targeted details)?

L

- How the OLM integrates with the instructional approach

L

- Who should have access to learner model data
learner, another program, instructor, peers, parents? control over access?

OLM

SMILI OLM Framework (Bull & Kay, 2007)

I
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L

Purpose Elements	Properties Description	Accuracy	Reflection	Plan/Monitor	Collab/Comp	Navigation	Right, control, trust	Assessment
<i>Extent of model accessible</i>	Complete Partial							
	Knowledge level Knowledge Difficulties Misconceptions							
	Learning issues Preferences Other Other users' LM							
<i>Presentation</i>	Textual (i.e...) Graphical (i.e...)							
	Overview Targeted/all Details All Details							
	Support to use							
<i>Match underlying rep</i>	Similar							
<i>Access to uncertainty</i>	Complete Partial							
<i>Role of time</i>	Previous Current Future							
<i>Access method</i>	Inspectable Editable Student persuade System							

-
- accuracy
 - reflection
 - planning, monitoring
 - collaboration, competition
 - navigation
 - user's right, control, trust
 - assessment

OLM

SMILI OLM Framework (Bull & Kay, 2007)

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Purpose Elements	Properties Description	Accuracy	Reflection	Plan/Monitor	Collab/Comp	Navigation	Right, control, trust	Assessment
<i>Extent of model accessible</i>	Complete Partial							
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<i>Presentation</i>	Textual (i.e...) Graphical (i.e...)							
	Overview Targeted/all Details All Details							
	Support to use							
<i>Match underlying rep</i>	Similar							
<i>Access to uncertainty</i>	Complete Partial							
<i>Role of time</i>	Previous Current Future							
<i>Access method</i>	Inspectable Editable Student persuade System							

<p><i>Extent of model accessible</i></p>	Complete Partial
	Knowledge level Knowledge Difficulties Misconceptions
	Learning issues Preferences Other Other users' LM
	Other users' LM

OLM

SMILI for Language?

I

❖ In groups, using the SMILI OLM

I

Framework as a starting point, design an

open learner model that would be

C

particularly suitable for language learners.

A

❖ Present your group's design to the other

L

groups

L

OLM

SMILI OLM Framework (Bull & Kay, 2007)

I

- Purpose of presenting learner model data
user's right, navigation, accuracy, reflection, planning, monitoring, collaboration, competition, control, trust, assessment?

I

- Degree of openness of the learner model
inspectable – negotiated – editable; who initiates?

C

- Which learner model data to present
which contents? what level of detail? what point in time? uncertainty?

A

- How to present the learner model information:
modelling technique, nature of domain, learner preference
graphical, textual? overview, details (all details/targeted details)?

L

- How the OLM integrates with the instructional approach

L

- Who should have access to learner model data
learner, another program, instructor, peers, parents? control over access?