

Using Photostory, MovieMaker and Voki to Motivate Danish Upper Secondary Students to Learn German Language and Culture

An Empirical Qualitative Study of Students' Perceived Intrinsic Motivation

Pals Svendsen, Lisbet; Mondahl, Margrethe; Faizi, Ahmad Zaki

Document Version
Final published version

Published in:
Læring og Medier

Publication date:
2014

License
CC BY-NC-ND

Citation for published version (APA):
Pals Svendsen, L., Mondahl, M., & Faizi, A. Z. (2014). Using Photostory, MovieMaker and Voki to Motivate Danish Upper Secondary Students to Learn German Language and Culture: An Empirical Qualitative Study of Students' Perceived Intrinsic Motivation. *Læring og Medier*, 7(12).
<https://tidsskrift.dk/lom/article/view/16404/16274>

[Link to publication in CBS Research Portal](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy

If you believe that this document breaches copyright please contact us (research.lib@cbs.dk) providing details, and we will remove access to the work immediately and investigate your claim.

Download date: 04. Jul. 2025



Using Photostory, MovieMaker and Voki to motivate Danish Upper Secondary Students to learn German language and culture

*– an empirical qualitative study of
students' perceived intrinsic
motivation*

Lisbet Pals Svendsen

Lektor

Department of International Business
Communication



Margrethe S. Mondahl

Lektor, Ph.D.

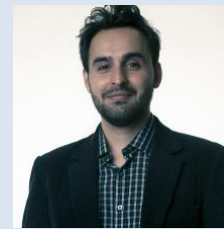
Department of International Business
Communication



Zaki Faizi

Research Assistant

Department of International Business
Communication



Abstract

Foreign language and culture learning suffers from a bad image in Danish Upper Secondary schools and German is not an exception. It means that the majority of Danish Upper Secondary school students are not particularly interested in learning the language. Therefore, intrinsic motivation plays a pivotal role in German language and culture learning in Denmark. One didactic initiative proposed to remedy the lack of intrinsic motivation is the introduction of various ICT (Information and Communication Technology) tools. This is the background for the research described in this article. Our study which was conducted on the basis of semi-structured focus group interviews with n=50 high school students and n=2 high school teachers shows that the ICT tools Photostory, MovieMaker and Voki indeed have an influence on students' perceived intrinsic motivation in connection with German language and culture learning. Depending on the nature of the tool, our thematic analysis indicates that such tools facilitate different aspects of perceived intrinsic motivation. Still, our study shows that the tools have a limited effect on perceived intrinsic motivation, unless they are addressed and used strategically in the proper pedagogical context.

Keywords

Photostory, MovieMaker, Voki, perceived intrinsic motivation, German language and culture learning

Introduction

Danish students lack intrinsic motivation to learn foreign language and culture

Despite the increasing demand of Danish business organizations for employees with linguistic and intercultural competencies that may enhance global business responses to interactional choke points, the interest among Danish high-school students in foreign languages is lower than ever (Mondahl et al. 2011). Students do not see foreign language and culture skills as a direct, career enhancing competence, but rather as a personal add-on that is “nice to know” rather than “need to know”. German is one of the languages affected by this lack of intrinsic motivation. Danish businesses and organizations require high, professional linguistic and intercultural competencies in their employees; however, the Danish educational system is at present not geared towards meeting this challenge. Danish students attach no status to foreign language competencies, at the same time as the Danish community is being challenged by internationalization and an ever-increasing multicultural workforce (Haberland et al. 2008; Verstraete-Hansen, 2008; Oxford Research, 2007; RIU 2010). Improving students’ language and culture competence across the Danish educational system is, therefore, a critical task if Denmark is to rise to these challenges and educate globally minded citizens and employees (Due et al., 2011, Mondahl et al., 2011, Preisler et al., 2011).

As the status for foreign language competencies in Denmark is under pressure, alternative and innovative methods are required. Results from Sprogkernen (2011) show that foreign language learning has a severe image problem among Danish Upper Secondary school students, and that students learn languages because they need them to attain other goals, e.g. higher grade average, i.e. they are extrinsically motivated (Mondahl et al., 2011). *Extrinsic* motivation is “[...] a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental values” (Ryan & Deci, 2000). This means that when a student is intrinsically motivated she is more likely to engage in a task *willingly* to improve her skills. She engages in playful and curiosity driven behaviors in the absence of reward, driven by an inherent interest and enjoyment of the task itself rather than external pressures or a desire for reward (Ryan & Deci, 2000).

ICT as a potential facilitator of intrinsic motivation

Educational researchers’ interest in the application of ICT (Information and Communications Technologies) for foreign language and culture learning and teaching purposes goes back to the 1960’s (Marty 1980). This area of research is termed “CALL” (Computer-Assisted Language Learning) and is defined as: “the search for and study of applications of the computer in language teaching

and learning” (Levy 1997:1). In CALL a broad range of ICT is used. The term “ICT” is defined as:

“[...] diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”

(Ghasemi & Hashemi 2011).

Within CALL it has been shown that ICT has the potential to intrinsically motivate students to take an interest in language and culture learning (e.g. Grabe & Grabe, 2005). ICT has the ability to make language learning more relevant (e.g. Grabe & Grabe, 2005) because it enables students to actively use language for real purposes and contexts, stimulates curiosity and creates an interest in learning (e.g. Ghasemi & Hashemi, 2011). According to Mondahl & Svendsen (2011), studies of university students’ learning processes show that the popularity of social software/Web 2.0 the so-called “digitally native” students’ learning might be accomplished under circumstances different from those traditionally used in universities (Dirckinck-Holmfeld, 2010; Sternberg, 2011). Students are familiar with interactive platforms like Twitter, Facebook, YouTube and LinkedIn, and according to Mondahl et al (2009)

“...recent studies suggest that the digital generation of students learn differently from the previous generations” and “they are dependent on the Web for accessing information and interacting with others (Benson & Avery, 2008; Sternberg, 2011)”

Mondahl et al (2009)

Knowledge is constructed rather than reproduced in social media enhanced platforms, reflection is enabled via retention of input and processes, and this means that the “digital learner” is provided with new means of internalizing knowledge.

However, still not much is known about the role of ICT and intrinsic motivation to learn German in Danish Upper Secondary schools, let alone to what extent these students may be categorized as ‘digital natives’. We have, therefore, been collaborating with two Danish Upper Secondary schools with a view to carrying out a more in-depth qualitative study of three selected ICT tools (Movie Maker, Photo Story and Voki) and their role in the facilitation of intrinsic motivation in German language and culture learning. Based on the positive effect of ICT on intrinsic motivation that the literature suggests, we will attempt to answer the following research question:

To what extent do the ICT tools Photostory, MovieMaker and Voki promote students’ perceived intrinsic motivation to learn German language and culture?

In addition, we test the following hypothesis:

The three tools facilitate perceived intrinsic motivation to learn German language and culture, because they raise students' curiosity and make learning relevant.

By answering the research question and testing the hypothesis, we hope to find answers to whether tools such as the three tools described in this article facilitate intrinsic motivation and thus function as a lever to German language and culture learning. Against this background, we will give our recommendations for suggested future application of such tools.

Methodology

Data collection

Our approach can be described as qualitative and abductive. The rationale behind the qualitative approach is that qualitative data have the ability to reflect the perceived reality of the individuals, which is in line with a social constructivist paradigm (Vygotsky, 1978). Inspired by the pragmatist paradigm, the abductive approach is defined as a method that: “[...] involves analysing data that fall outside of an initial theoretical frame or premise (Meyer & Lunay, 2013). We have chosen this approach because

[...] abduction is a means of forming associations that enable the researcher to discern relations and connections that are not otherwise evident or obvious. This allows the researcher to formulate new ideas, think of something in a different context [...]”

(Meyer & Lunay, 2013).

The data collection method that fitted our qualitative and abductive approach the most was semi-structured focus group interviews with the students.

Interviews were conducted with n=50 students evenly distributed over two classes (Class A & Class B) and n=2 educators (Teacher Class A & Teacher Class B) from two Greater Copenhagen Upper Secondary Schools where the students had been introduced to the ICT tools. The students (n=20 male and n=30 female 11th graders, age 16-17 years old) and teachers (n=1 male, age 50 and n=1 female, age 45) were randomly recruited.

In addition to the student interviews, the teachers were interviewed individually in one-on-one interviews by the authors. The purpose of the one-on-one interviews was to investigate 1) the educators' thoughts behind the selection of a given ICT tool for a given task 2) their instructions to the students for the use of the tool 3) students' perceived beneficial value of the ICT tools used in the learning process and 4) an exploration of the possible implications (Kvale &

Brinkmann 2008: 215). In this article focus will primarily be on the last point, and more precisely on teachers' perception of students' intrinsic motivation.

For the focus group interviews with the students, the students from the two classes were divided into 6 groups (5 groups of 8 and 1 group of 10 students) and interviewed. All students participated actively in the interviews. The classes were kept separate for the focus group interviews in order to avoid confusion over which tools were used and to be able to align teacher input with student input. The authors conducted all the interviews. The focus group interviews were semi-structured and based on the overarching question: "What is your overall perception of tool XXX and does it motivate you to learn German language and culture (if yes, why – if no, why not)?" In addition to the overarching question there were supporting sub-questions, e.g. "Which feature(s) of the tool XXX do you like?" The idea behind the main question was to initiate an open group discussion, limit interference by the interviewers and let the subjects' contributions control the discussion. Sub-questions were more detailed and concrete and typically asked and sometimes adapted when the participants themselves had not illuminated the topic properly from the main questions. As Braun & Clarke 2006 put it:

[...] qualitative research involves a series of questions, and there is a need to be clear about the relationship between these different questions. First, there is the overall research question or questions that drive the project. A research question might be very broad (and exploratory) [...] narrow questions may be part of a broader overarching research question, and if so, the analyses they inform would also provide answers to the overall research question. Although all projects are guided by research questions, these may also be refined as a project progresses"

(Braun & Clarke 2006: 14-15).

Each interview lasted approximately 15-20 minutes depending on how much the interviewees were willing to share with the researchers. In the semi-structured interviews there were also question regarding perceived learning, e.g. "Has XXX (name of the tool) helped you learn German?" It should be noted at this point that due to the limited scope of this article, focus will only be on input related to perceived intrinsic motivation in connection with the three tools and not perceived learning. All aspects related to perceived learning will be dealt with in a future article. Also, the focus of this article is on students' perceived motivation. Thus, only where relevant, we include teacher quotes to add further dimensions to the student quotes. Teacher's role will be dealt with in a future article.

Description of the three ICT tools and their application in German classes

During the school year 2011, Class A used Voki and Photo Story and Class B used Movie Maker and Photo Story for approximately 12 weeks. Below the three tools and the contexts in which they were used will be presented.

Windows Movie Maker is a presentation and video editing software. The students from both classes were instructed to use the tool for presentation purposes. The students made the presentations in the form of short movies or photo albums that they had to present to the class. It is different from e.g. Power Point because students can use it to make short movies¹.

Like Windows Movie Maker, Windows Photo Story is a presentation tool. It is different from Movie Maker as it does not have a video processing and editing function. It is different from Power Point as it can integrate audio files. The students in both classes were instructed to create a visual story that they then had to present to the class. The students made a story by adding narration, effects, background music and digital photos to create a presentation. In contrast to Windows Movie Maker students can only work with pictures and audio files, but not videos.

Movie Maker and Photo Story were used in connection with student presentation in the form of a short movie or a story (sometimes with text on the screen and background music in addition to the narration) about a given topic which was then presented to the class. The topics were chosen by the teachers. For instance, when using Photostory students from Class B were given the topic "the Berlin Wall".

Voki is a tool that the students can use to create their own talking characters or avatars called "Vokis" (e.g. historical figures, cartoons etc.). Students can give their Vokis a voice by recording their own voice using a microphone, uploading audio files or Voki's dial-in number. Students can share their Vokis on social media, embed them on websites or even mail them to each other². Voki can be classified as an oral presentation tool as it enables the students to present their oral production to the teacher and the rest of the class. Voki does not include music or movie features. The only pictorial material is the talking avatar.

Voki was used in connection with reading and listening assignments. In both cases the tool could either be used individually (e.g. phonetics exercises) or for collaborative learning purposes (e.g. students sending audio files to each other). The tool was also used in connection with a study trip to Germany. More precisely, students were instructed to use Voki to communicate with their

¹ For more see: <http://windows.microsoft.com/en-us/windows-live/movie-maker#t1=overview>

² For more see: http://www.voki.com/about_voki.php

German counterparts. Students were instructed to send their German peers avatars with an audio introduction of themselves.

Approach to data analysis

The focus group interviews were recorded as MP3 sound files and subsequently meticulously transcribed. Qualitative data analysis was applied to analyze the data. Qualitative data analysis is

“the process of bringing order, structure and meaning to the mass of collected data [...] Qualitative data analysis is a search for general statements about relationships among categories of data”

(Marshall & Rossman 1990: 111).

More specifically, the data were analyzed using thematic analysis, which is defined as

“[...] a method for identifying, analyzing, and reporting patterns (themes) within data”

(Braun & Clarke 2006: 6).

Thematic analysis was considered the proper analytical tool in our context as we were interested in finding main themes and thus potential intrinsic motivational patterns in our data.

In the thematic analysis, we followed the six phases suggested by Braun & Clarke (2006):

- Phase 1: familiarizing yourself with your data
- Phase 2: generating initial codes
- Phase 3: searching for themes
- Phase 4: reviewing themes
- Phase 5: defining and naming themes
- Phase 6: producing the report

After having transcribed the audio data, we familiarized ourselves with the data (phase 1) in order to generate initial codes (phase 2). Subsequently, themes were identified (phase 3+4) from the respondents' input on the ICT tools used. Next, themes were defined and named (phase 5). Only input regarding perceived intrinsic motivation or the lack thereof was analyzed. The results of the thematic analysis are normally visualized as *thematic maps*. The ICT tool *MindMeister* was applied to generate the thematic maps.

Results

The following section presents the results from the thematic analysis. Typical examples (student quotes) have been selected to support the findings. Where

<http://www.lom.dk>

relevant, we include teacher quotes to add further dimensions to the student quotes.

On the thematic maps, the main themes are highlighted in black and the subthemes in white. The pink dotted boxes indicate negative aspects of using a specific tool (demotivating factors). Green arrows show the relationship between sub-themes.

Photo Story

Below, we shall go into detail with the students' use of Photo Story and their perception of it as a motivator in connection with German language and culture learning.

Photo Story Class A

As can be seen in figure 2 below, the thematic analysis of Photo Story from students from Class A generated six main themes of which four are positive and two negative from a student perspective: "easy to use", "fun", "active learning", "better collaboration", "no introduction" and finally "not much language involved".

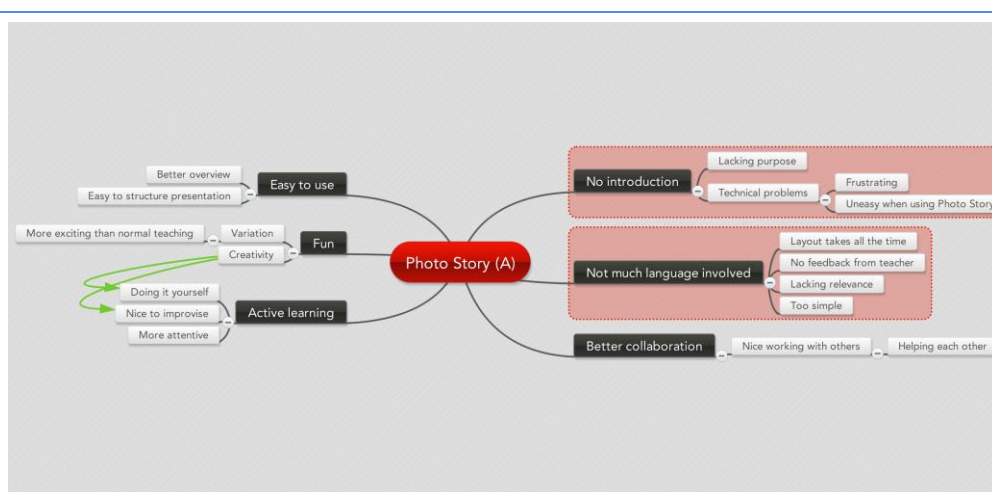


Figure 1. Thematic map of Photo Story, Class A

Easy to use: The first theme identified was that Photo Story is easy to use: "Photo Story is very simple to use", "you can structure your presentation quite well". This is an important aspect when introducing new tools in the classroom, as tools that are difficult to use can discourage and demotivate some students from using them in the future.

Fun: The second theme is that Photo Story is fun to use. Photo Story is fun to use, as it is a creative tool that enables variation in German classes thus making learning more exciting. Students said: "It is more fun with pictures", "It's a lot of fun", "more fun than blackboard teaching", "it's not just boring grammar - now it's more fun to come to German classes". The fact that Photo Story is fun

has to do with the tool promoting variation and creativity. Students said: “Very nice with some variation”, “different way of learning and to keep up the motivation”, “You learn language in a different way”. Thus, these aspects indicate that there are traces of intrinsic motivation.

Active learning: The third theme is “active learning”, which is related to the creativity aspect that the tool provides. Students said: “I am active”, “good when you have to make it yourself and improvise”, “more fun when we use it than when the teacher uses it”. It should be noticed that Photo Story enables the students to become active and independent learners. They have been given the freedom to work with the material while the teacher has more of a facilitating role, going from being a ‘sage on the stage’ to being a ‘guide by the side’.

Collaboration: The fourth theme is collaboration: “better collaboration with other students”, “fun to see what others have done”.

The first four themes identified showed general student satisfaction with the use of the tool; however, students also pointed out some negative aspects:

No introduction: The fifth – and the first negative – theme is that students felt that they were not properly introduced to the tool and as a result technical problems were experienced. Students said: “It’s bad that we don’t get an introduction to it (...) that makes it a lot of work”. It was frustrating when you couldn’t make it work”, “you need more help”, “all that technical stuff can really be too much – there have been a lot of problems”. This aspect stands in stark contrast to the theme “easy to use”, which may indicate a variation in students’ IT competences.

Not much language involved: The sixth, and negative, theme is that the vast majority of the students said that there was not much language involved when they used Photo Story. They felt that they did not benefit from the tool linguistically as a result of lacking relevance, the tool being too simple, that the layout took a long time and ultimately that they did not get any feedback from the teacher: “The layout takes long time and it affects the quality of the content”, “It requires a lot of work compared to how much you benefit from it linguistically”, “Photo Story is too simple ... and you can’t do complex things in it”, “it’s really bad that you don’t get any feedback from the teacher”, “it’s fun but I don’t see the purpose of using it... we need concrete learning objectives”, “it’s not a relevant tool”. This aspect is directly related to the theme “No introduction” and indicates that the purpose of the tool has not been communicated to the students. In addition, the tool had not been adapted to the learning context as a result of lacking integration of language.

Though students reported that Photo Story was a tool that is fun to use due to variation and creativity, easy to use and enables active learning and collaboration, it cannot be concluded that the tool has made the students more intrinsically motivated to learn German. According to the students there were

several demotivating factors: students had not been introduced to the tool and according to them there was not much language involved when they used the tool thus resulting in the tool being perceived as irrelevant.

Photo Story Class B

As can be seen in figure 3 below, the thematic analysis of Photo Story from students from Class B resulted in the following five main themes of which only one is considered negative: “engagement”, “fun”, “practical”, “collaboration”, “active German usage limited”.

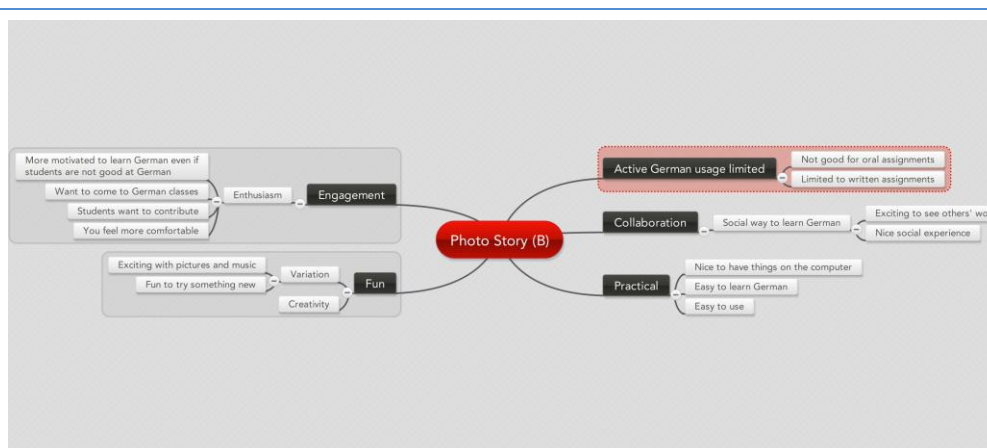


Figure 2. Thematic map of Photo Story, Class B

Engagement: The first theme is Engagement. The students indicated that they participated and contributed much more than before and that they were less afraid of being in the limelight. They indicated that they were less anxious and felt more comfortable in class discussions: “I think I get more motivated and happier to study German though I’m not good at it”, “You want to contribute more, when you feel more comfortable”, “everyone can contribute something, even if you are not good at it”, “those who usually do not say much start contributing”. These claims are supported by the teacher who said: “Others who are not good at German and don’t stand out much in class get the chance to participate ... they start to be more active and hand in assignments”. Thus there are indications that the need for competence is fulfilled because now even students who are not good at German start participating in class and start handing in assignments. This suggests that these students believe more in themselves and that they start to feel more competent than before.

Fun: The second theme shows that like in Class A, students from Class B also perceive Photo Story as fun: “So fun to make photo shoot”, “Photo Story has been fun”, “learning German is more exciting with pictures and music”, “It is more fun to learn when you have to make it yourself than just listening to the teacher”. This indicates that not only is learning more fun but also the need for autonomy is promoted. The fun aspect is supported by the teacher who said:

”They definitely want good grades, but they get involved because they think it is fun (...) otherwise their attitude towards German is: “What do we need that for?” The tool is perceived as fun and even extrinsically motivated students can be moved towards intrinsic motivation when using the tool. This is a typical example of internalization of extrinsic motivation, a transformation from extrinsic to intrinsic motivation. In addition, the tool is perceived as fun because it is also a creative learning method and brings variation into the classroom: “I am really creative and look forward to the classes”, “One learns in a different way”. “It offers variation to classes and makes me more motivated to learn”.

Collaboration: With theme three we see that just as is the case with Class A, students in Class B see Photo Story as a social way to learn German: “Socially it has been really good”, “we got the chance to get to know one another”, “it’s quite entertaining to see what the others had made”, “you learn to work with other people”. These claims are supported by the teacher who said: “It’s a social work method”. The fact that Photo Story is a tool that enables students to interact more with each other and create social bonds is indicative of the fact that it can facilitate the fulfillment of the need for relatedness, which is important for the facilitation of intrinsic motivation.

Practical: The fourth theme that emerged was the fact that Photo Story was a practical tool: “it’s nice to have things on your computer”, “it’s practical and you have everything you need on the screen”. The fact that the tool is practical makes language easier to learn and students are not discouraged/demotivated from learning German.

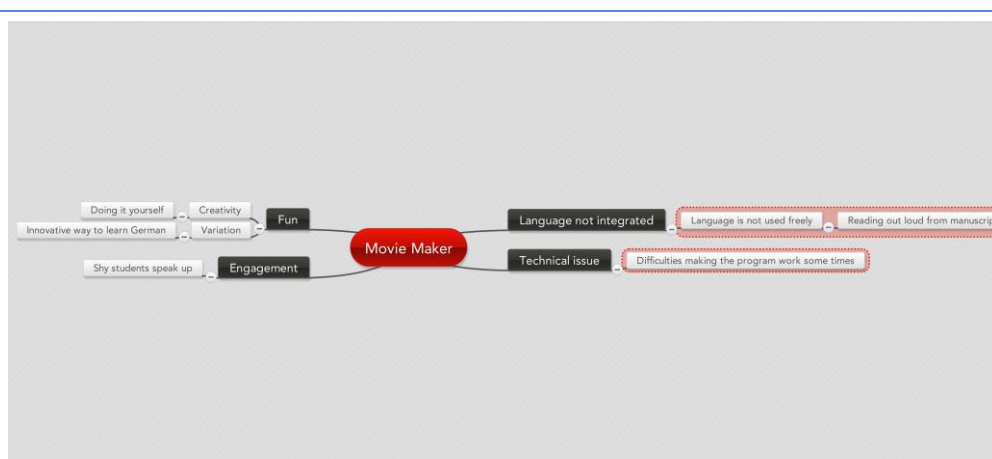
Active German usage limited: The fifth and less positive theme is that students indicated that there has not been enough language in using Photo Story: “It takes a lot of work compared to what you get out of it”, “I think there could be more language involved”, “better if we could use our German more than we did”, “you don’t get the opportunity to speak German freely because the text was read out loud”. This is in alignment with the teacher’s comment who said: “They don’t get the chance to use language freely like in the old class conversations”. This aspect may indicate to things: either the tool has not been adapted to the learning context or the tool lacks the necessary inherent features to facilitate the language learning process. In either case this aspect negatively influences intrinsic motivation as the tool, in the long run, may be perceived and thus rendered obsolete.

Our thematic analysis indicates that when Photo Story is used students are more engaged and involved primarily because they find Photo Story a fun and creative tool. The tool is also perceived as practical and promotes collaboration between students. In general, students are more intrinsically motivated to learn German. Even students who are not good at German become increasingly active. In addition, students who are initially extrinsically motivated become gradually intrinsically motivated: e.g. “I think I get more motivated and happier to study German even though I’m not good at it”. Also, “It is more fun to learn <http://www.lom.dk>

when you have to make it yourself than just listening to the teacher”. Students feel more engaged and start believing more in themselves. In turn this gradually facilitates intrinsic motivation, which is manifested in increased participation: e.g. “those who usually do not say much start contributing”. These claims are supported by the teacher who said: “Others who are not good at German and don’t stand out much in class get the chance to participate ... they start to be more active and hand in assignments”. The only demotivating aspect pointed out by the students is that students think that they cannot use their German freely when using Photo Story – which was backed up by the teacher.

Movie Maker

The thematic analysis of Movie Maker from students in Class B generated the following four main themes: the two positive themes “fun”, “engagement” and the two less positive themes “language not integrated” and “technical issues”.



Figur 3. Thematic map of Movie Maker

Fun: The first theme shows that as in the case of Photo Story, also Movie Maker is perceived as being fun primarily because it brings variation and creativity into the classroom resulting in higher level of student engagement: “German lessons are much more fun now”, “it’s fun making movies”, “making movies can be very fun”, “It varies teaching very much” ”variation makes you become more engaged”, “I think it is cooler to do something different”, “fun to have things on the screen and be creative”, “a creative way to learn German”. These student comments are in line with what the teacher said: “The variation that comes with it motivates them”, “It is nice to work with texts in this way; texts that are otherwise one-dimensional”. An even more remarkable observation is that some students said that they now had a desire to learn German: “More motivated to learn the language”, “now I have a desire to learn German”.

An interesting observation is that students report that one of the fun aspects is that they are doing things themselves thus ‘getting their hands dirty’: “It’s

different when you make a movie all by yourself”, “you learn more when you have to do things by yourself”. This is an important observation as it is indicative of a higher degree of student autonomy.

Engagement: Engagement is the second theme. An important observation is that shy students and students who are normally afraid to speak up would start participating and contributing. Students said: “everyone in our group participated quite actively in class and contributed with good ideas” “you want to contribute more”. This is supported by the teacher who said: “there is greater enthusiasm to figure out a problem”.

This is an important observation that indicates that students are undoubtedly more motivated and that students who were normally not that motivated to learn German begin to show interest in German and start believing more in themselves, thus feeling more competent than before.

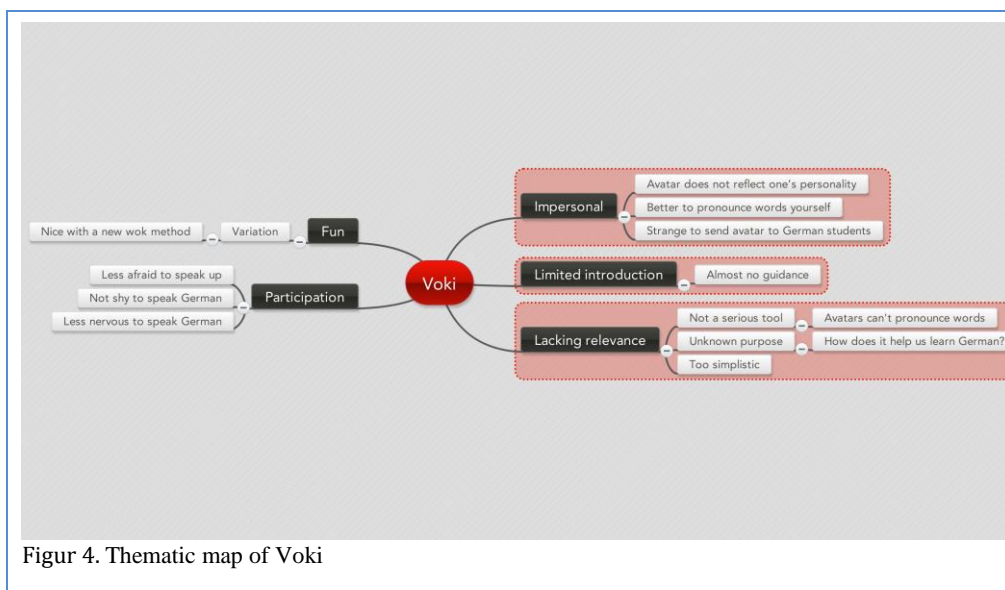
Language not integrated: The third theme and one of the negative aspects is that majority of the student stated that language was not integrated when Movie Maker was used in class: “I would’ve liked to use my German a bit more“. This is supported by the teacher who said: “there is not enough language in it”. This shows that the tool has not been adapted to the learning context.

Technical issues: The fourth theme which is on the negative side is that students reported that there were many technical problems connected with the tool: “The technical aspect can be too much some time”, “there were a lot of technical problems”, “especially in the beginning there were several technical problems and we couldn’t make it work”. The underlying reasons for the occurrence of the technical problems were not evident in the collected data.

According to our thematic analysis, there is strong evidence that Movie Maker has the ability to facilitate students’ intrinsic motivation because it is perceived as a tool that is fun to work with, thus resulting in a higher degree of student participation and engagement. Students become more enthusiastic when using the tool and motivated to learn German: “More motivated to learn the language”, “now I have a desire to learn German”. Students start contributing actively: “everyone in our group participated quite actively in class and contributed with good ideas”, “you want to contribute more”. This is supported by the teacher who said: “there is greater enthusiasm to figure out a problem”. However, there are also demotivating aspects in connection with the tool. First of all, language has not been integrated. Second, students experienced technical difficulties when they used the tool.

Voki

The thematic analysis of Voki from students from Class A generated the following five main themes: “fun”, “participation”, “impersonal”, “limited introduction” and finally “lacking relevance”.



Fun: The first theme derived from the data is that Voki was fun to use because it created variation. Students said: “More fun than normal classroom teaching”, “fun to learn language in a different way”, “variation is good”.

Participation: The second theme is that there was less focus on students who did not wish to be in the limelight resulting in lower level of anxiety. Students said: “You’re not so nervous when you use Voki”, “very nice to have something in the background in case you panic”. These statements are supported by the teacher who said: “It is like a role-playing game that breaks affective barriers”.

Impersonal: The third theme on the negative side is that students thought that Voki made communication with their German peers impersonal. Students said: “Voki is frivolous ... it’s just a doll ... it does not say anything about me as a person”, “The avatar does not reflect me as a person.... would be better with own picture”, “strange to send an avatar of myself to the Germans”. These comments stand in stark contrast to the teacher’s comment, referring to Voki as: “identity creation in virtual space that you can take with you into the classroom” and “a cultural ice-breaker”. This indicates a serious mismatch between the tool’s intended purpose and the actual perception of it.

Limited introduction: The fourth and rather negative theme is that the students said that they were not given proper introduction to Voki: “You need more introduction and guidance from the teacher”.

Lacking relevance: The fifth theme is that not all students found Voki relevant for several reasons: “Voki is not complex enough...it’s too childish”, “it’s not a serious tool”, “I’m not sure about the purpose of Voki”, “technically it doesn’t work...it can’t pronounce the words correctly”. This aspect indicates lack of a general introduction (previous theme) to the tool and that the purpose of the tool

has not been communicated clearly by the teacher. It could also indicate that the tool does not fit the students' age group.

There is no evidence that Voki can facilitate intrinsic motivation although there are elements of intrinsic motivation, e.g. language learning is perceived as being more fun and increased student participation as a result of lower anxiety levels. However, there are many demotivating aspects connected with Voki, e.g. Voki is impersonal, limited introduction and lacking relevance.

Conclusions

The aim of this study was to investigate whether tools such as Photo Story, Movie Maker and Voki had the ability to promote students' perceived intrinsic motivation to learn German language and culture. Generally, the results of the study show that Photo Story in Class B and Movie Maker (Class B) contributed mostly to students' perceived intrinsic motivation to learn German compared to Photo Story in Class A and Voki (Class A).

Photo Story in Class B: Our thematic analysis suggests that when Photo Story is used students are more engaged and involved primarily because they find Photo Story a fun and creative tool. In general, students are more intrinsically motivated to learn German. Even students who are not good at German become increasingly active. In addition, students who are initially extrinsically motivated become gradually intrinsically motivated.

Movie Maker: There are strong indications that Movie Maker has the ability to facilitate intrinsic motivation because it is perceived as a tool that is fun to work with, thus resulting in a higher degree of student participation. Students become more enthusiastic when using the tool and motivated to learn German.

Photo Story in Class A: Students reported that Photo Story was a tool that is fun to use due to variation and creativity, though it cannot be concluded that the tool has made the students more intrinsically motivated to learn German.

Voki: There is no evidence that Voki can facilitate intrinsic motivation although there are elements of intrinsic motivation, e.g. language learning is perceived as being more fun and increased student participation as a result of lower anxiety levels.

Discussion

When it comes to Photo Story in Class A, a critical point is that in order to intrinsically motivate students, it is paramount that the students find the tool relevant, and from the student comments we can see that this is not the case. The reason for the lacking perceived relevance is that majority of the students said that they had not been introduced to the tool. Another reason for the lacking relevance, according to the students, was that not much language was involved which resulted in the tool being perceived as irrelevant even though it creates more socially challenging contexts. In class B student were quite happy

<http://www.lom.dk>

with Photo Story, although they thought that they could not use their German freely when using Photo Story; a thought that the teacher also shared with the students.

When it comes to Movie Maker, according to the students there were two major demotivating factors in connection with Movie Maker. First of all, just like in the case of Photo Story language students said that language had not been integrated. Second, students experienced technical difficulties when they used the tool. Technical problems may or may not be avoided but the lacking integration of language seems to be a problem in the case of Photo Story as well as Movie Maker.

Moving on to Voki. Voki was the tool with the most demotivating aspects. According to the students the tool was perceived as impersonal, the introduction to the tool had been quite limited and finally, it was not perceived as relevant. A highly critical point here is that in order to intrinsically motivate students, it is paramount that the students find the tools used relevant, and from the student comments we can see that not all students considered Voki a tool that matched their age group. It is our recommendation that the teachers consider using other and perhaps more age appealing tools that offer matching facilities.

Looking at our data in connection with the three tools, one of the more thought-provoking results of our work is the apparent gap between what the teachers believed they had given as instructions about the use and purpose of the respective tools, and what the students perceived as the instructions given. A considerable number of students commented that they believed that the instructions given had not been sufficient, clear and precise. Here we may have come across what recent research (Prensky 2001; Helsper & Enyon 2009; Jones et al. 2010) term the “digital disconnect”, or as Prensky (2001) puts it: “the natives are being taught by immigrants who are, in effect, not talking the same language”.

The study highlights a challenge that is not easily addressed: language and culture learning are inherently personal competences that are only acquired in contexts where the necessity to use the competences is evident. CALL may enhance competences, but the question is whether the competences enhanced are language competences and not interactional competences? Interactional competences are inherent to culture competences, but if the ICT tools used in language and culture classes mainly support relationship-building, students will not perceive this as a tool to increase language competence per se. In other words, students will not perceive the activities as pertaining to language competence building. The students state that ‘not much language is involved’ and the knowledge component of language competences is played down. Some remedying may take place through a more consistent teacher approach focusing on language use in the relevant contexts, but it remains a challenge for language and culture teachers to make the language relevant and a natural part of an otherwise amusing and intrinsically motivating activity.

<http://www.lom.dk>

Based on the discussion of the results, our general recommendation is therefore that the tools should be better integrated in ICT-based language learning. This should be done by 1) adapting the tool to the course content 2) introducing students to the tool by telling them what the tool is, how it should be used and finally why it should be used with reference to clear learning objectives and contextualization.

However, it should be noted that the current study has several limitations. First, we only looked at three ICT tools because it is impossible to investigate all ICT tools. We can therefore not generalize and assume that ICT in general facilitates motivation. Future studies should study the use of other ICT tools and their effect on motivation to learn German language and culture in order to compare and evaluate effects on a broader basis. Second, ICT usage at other Upper Secondary Schools in other geographical areas should be studied. Our students and teachers were from two metropolitan schools and availability of ICT tools may vary a good deal across regions and schools. Third, longitudinal studies should be conducted to capture motivation over a longer period of time as motivation is a dynamic process and not a static construct.

References

- Benson, V. & Avery, B. (2008). "Embedding Web 2.0 Strategies in Learning and Teaching," in *Web 2.0: The Business Model*, P. O. D. P. Miltiadis Lytras, (Ed.) USA: Springer Science and Business Media
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology* 3 (2) pp. 77-101. ISSN 1478-0887
- Deci, E. & Ryan, R. (2003). The paradox of achievement: The harder you push, the worse it gets. In E. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors in education* (pp. 62-90). Boston: Academic Press.
- Dirckinck-Holmfeld, L. (2010). ICT and Innovative Learning Environments in a National and European Perspective. Presentation held at Danish conference on IT and innovative learning environments by the Danish Ministry of Science and Technology, 19 and 20 August 2010.
- Due, B. et al. (2011). *Sprog er nøglen til verden – Anbefalinger fra arbejdsgruppen for uddannelse i fremmedsprog*. Videnskabsministeren/Undervisningsministeren. Retrieved on 15.09.2014, from <http://fivu.dk/publikationer/2011/sprog-er-noeglen-til-verden/sprog-er-noeglen-til-verden.pdf>.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26, 331-362.

- Ghasemi, B. & Hashemi, M. (2011). ICT: Newwave in English language learning/teaching. *Procedia Social and Behavioral Sciences* 15 (2011) 3098–3102, Published by Elsevier Ltd.
- Grabe & Grabe. (2004). *Integrating technology for meaningful learning*. USA: Houghton Mifflin
- Haberland, H.; Mortensen, J.; Fabricius, A.; Preisler, B.; Risager, K. & Kjærbeck, S. (eds.) (2008). *Higher Education in the global village. Cultural and linguistic practices in the International University*. Roskilde: Roskilde University, Department of Culture and Identity
- Helsper, E. & Eynon, R. (2009). Digital natives: where is the evidence? In: *British educational research journal*. pp. 1-18; retrievable from: <http://eprints.lse.ac.uk/27739/>
- Jones, C.; Ramanau, R.; Cross, S. & Healing, G. (2010). *Net generation or Digital Natives: Is there a distinct new generation entering university?* In: *Computers & Education*, 54(3), pp. 722–732; retrievable from: <http://dx.doi.org/doi:10.1016/j.compedu.2009.09.022>
- Levy M. (1997) *CALL: context and conceptualization*. Oxford: Oxford University Press.
- Marshall C. & Rossman G.B. (1995). *Designing Qualitative Research*. Sage Publications, London.
- Marty F. (1981). "Reflections on the use of computers in second language acquisition", *System* 9, 2: 85-98.
- Meyer, S.B. & Lunnay, B. (2013). The Application of Abductive and Retroductive Inference for the Design and Analysis of Theory-Driven Sociological Research. *Sociological Research Online*, 18 (1)
- Mondahl, M.; Svendsen, L. P.; Ingstad, L. & Rasmussen, J. (2011). Sociale medier som læringsredskaber. In: *Dansk Universitetspædagogisk Tidsskrift*, No. 10.
- Mondahl, M. & Svendsen, L. P. (2001). Tools for teaching the 'digital natives'. In: *Læring & Medier (LOM)*, No. 7/8.
- Kvale, S & Brinkman, S. (2008). *InterView – Introduktion til et håndværk*. København: Hans Reitzels Forlag. 2. Udgave, 3. Oplag 2009
- Mondahl, M.; Razmerita, L. & Rasmussen, J. (2009). "Web 2.0 Applications, Collaboration and Cognitive Processes in Case - Based Foreign Language Learning" in *Visioning and Engineering the Knowledge Society - A Web Science Perspective. Lecture Notes in Computer Science, Subseries: Lecture Notes in Artificial Intelligence* , Vol. 5736. Lytras, M.D.; Damiani, E.; Carroll, J.M.; Tennyson, R.D.; Avison, D.; Naeve, A.; Dale, A.;

Lefrere, P.; Tan, F.; Sipior, J.; Vossen, G. (Eds.) . SpringerLink.

Mondahl, M. et al. (2011). Sprogkernen – En undersøgelse af fremmedsprogsundervisningen i det almene gymnasium. Copenhagen Business School & Københavns Universitet. Retrieved on 15/11/2011, from <http://www.sprogkernen.dk/media/205/rapport-sprogkernen.pdf>

Oxford Research (2007). Expat Study 2006 - Udenlandske Videnarbejdere i Danmark. Copenhagen: Oxford Research/The Copenhagen Post.

Preisler, B., Klitgård, I. & Fabricius, A. (eds.) (2011). Language and Learning in the International

University: From English Uniformity to Diversity and Hybridity (Languages for Intercultural

Communication and Education). Bristol: Multilingual Matters.

Prensky, M. (2001). Digital natives, digital immigrants. On the Horizon. MCB University Press 9 (5). Retrieved October 2, 2014, from <http://www.webster-city.k12.ia.us/phocadownload/administration/principal/Digital%20Immigrants.pdf>

RIU (2010). Uddannelser til et globalt arbejdsmarked. Rådet for Internationalisering af Uddannelserne. Copenhagen: Styrelsen for International Uddannelse.

Ryan, R. M. & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. Contemporary Educational Psychology 25, 54–67. Academic Press

Sternberg, J. (2011). Social Media's Slow Slog Into the Ivory Towers of Academia. Retrieved on 22/11/2014, from <http://www.theatlantic.com/technology/archive/2011/09/social-medias-slow-slog-into-the-ivory-towers-of-academia/244483>

Verstraete-Hansen, L. (2008). Hvad skal vi med sprog? Holdninger til fremmedsprog i danske virksomheder i et uddannelsespolitisk perspektiv. Institut for Internationale Kultur- og Kommunikationsstudier, CBS – Handelshøjskolen i København.