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ABSTRACT

This paper provides an overview of Student Modeling techniques that have been employed in Intelligent Languages Tutoring Systems (ILTSs) over the past decade. It further discusses the Student Model of the English-as-a-Second-Languages (ESL) Tutor, an ILTS for ESL. The Student Model is based on student subject matter performance and provides feedback and remedial exercises suited to learner expertise. The paper further reports on a study in which the extent to which the Student Model addresses the need for an individualized languages learning environment is determined. (Contains 14 references, 1 table, and 2 figures.) (Author)

Student Modeling in Computer-Assisted Language Learning

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Abstract: This paper provides an overview of Student Modeling techniques that have been employed in Intelligent Language Tutoring Systems (ILTSs) over the past decade. We further discuss the Student Model of our *ESL Tutor*, an ILTS for English as a Second Language. The Student Model is based on student subject matter performance and provides feedback and remedial exercises suited to learner expertise. We further report on a study in which we determined the extent to which our Student Model addresses the need for an individualized language learning environment.

1. Introduction

Individualized language instruction has long been recognized as a significant advantage of Computer-Assisted Language Learning (CALL) over more traditional workbook tasks. A "one size fits all" approach is not appropriate for a learning environment. Students learn at their own pace and often, work for their own purposes. Learners also vary with respect to prior language experience, aptitude, and/or learning styles and strategies. According to the Individual Differences Theory as described by Oxford (1995), if learners learn differently, then they likely benefit from individualized instruction.

Despite the need for an individualized learning environment, Student Modeling has not been a strong focus of CALL. One likely reason is that in order for a computer program to adapt itself to different learner needs, the system needs a dynamic model of the strengths and weaknesses of the learner (McCalla & Greer, 1992). Even when it comes to Intelligent Language Tutoring Systems (ILTSs), only a few have employed Student Models to individualize the learning environment. According to Holland & Kaplan (1995), this is likely due to the challenging task of representing the domain knowledge itself, the module which contains facts and information about the language being taught. If the grammar is not accurate and complete, even a precise Student Model cannot compensate. For instance, Holland (1994) states that a system which does not detect ambiguous errors accurately will obscure a Student Model.

There are a number of modeling techniques that can be implemented in a computer program. The system can model subject matter performance, students' learning strategies and/or cognitive styles. ILTSs primarily model subject matter performance, that is, students' surface errors. While such a Student Model might not be complete, it assists in individualizing the language learning process and "is sufficient to model the student to the level of detail necessary for the teaching decisions we are able to make" (Elsom-Cook, 1993: 238).

In this paper, we describe the Student Model of the *ESL Tutor*, our Web-based ILTS for English as a Second Language (ESL). The *ESL Tutor* analyzes sentences from the student and detects grammatical and other errors. The feedback modules of the system correlate the detailed output of the linguistic analysis with an error-specific feedback message. The Student Model is based on student subject matter performance. It provides feedback and remediation suited to learner expertise.

In the following section, we provide examples of CALL systems that employ Student Models and discuss their distinct emphasis. In section 3, we describe the architecture of the Student Model of the *ESL Tutor*. Section 4 reports on a study in which we determined the extent to which our Student Model addresses the need for an individualized language learning environment. Concluding comments can be found in section 5.

2. Student Modeling and Intelligent Language Tutoring Systems

In analyzing Student Models, McCalla (1992) makes a distinction between implicit and explicit Student Modeling which is particularly useful in classifying the Student Models in ILTSs.

An implicit Student Model is static, in the sense that the Student Model is reflected in the design decisions inherent to the system and derived from a designer's point of view. For instance, in an ILTS the native language of the learner can be encoded as a bug model that includes frequently made errors and ultimately diagnoses them.

In contrast, an explicit Student Model is dynamic. It is a representation of the learner which is used to drive instructional decisions. For ILTSs, for instance, the Student Model can assist in guiding the student through remedial exercises or it can adjust instructional feedback suited to the level of the learner. In either case, the decisions are based on the previous performance history of the learner. The following discussion will provide examples of ILTSs which have implemented implicit and explicit Student Models.

2.1 Implicit Student Models

Implicit Student Modeling has been applied to ILTSs to diagnose errors. For example, in Catt & Hirst's (1990) system *Scripsi* the native language of the student represents the learner model. It is used to model the learner's interlanguage. With regard to Student Modeling, the pitfall of such an implementation is that it is a static conception. The system's view of the learner cannot change across interactions with the system. It has no impact on instructional decisions and provides only a gross individualization of the learning process when ideally, a Student Model is dynamic (Holt et al., 1994).

In a more individualized example, Bull (1994) developed a system that teaches clitic pronoun placement in European Portuguese. The Student Model is based on the system's and the student's belief measures, language learning strategies, and language awareness.

The system's belief measure is comprised of the proportion of incorrect/correct uses of the rule; the students provide the data for the student's belief measure, being required to state their confidence in their answer when entering sentences. Learners also identify their preferred learning strategies when using the program. According to Bull (1994), language awareness is achieved by allowing the student access to all information held in the system. The information, however, is not used to drive the instructional process. A number of studies have also shown that students tend to not take advantage of the option to access additional information. For example, Cobb & Stevens (1996) found that in their reading program learners' use of self-accessible help was virtually non-existent, in spite of their previously having tried it in a practice session, and also having doubled their reading performance as compared to either a no help or dictionary help option in the practice session.

2.2. Explicit Student Models

In developing an explicit Student Model one typically starts by making some initial assumptions based on pretests or stereotypical postulations about the learner. For example, initially every student could be assessed as an intermediate. During the instructional process, the Student Model adjusts to student's behaviour moving to a novice or expert profile, as appropriate. This technique is used in explicit Student Models to make instructional decisions.

Explicit Student Modeling has been used in a number of ILTSs, primarily in the form of tracking. Tracking can be as simple as calculating percentages of correct answers or more sophisticatedly, identifying particular errors which occurred in the student's input. The information is then used to alter the instructional process, either in the form of further language tasks or feedback.

Explicit Student Modeling is found in the system *The Fawlty Article Tutor* (Kurup, Greer & McCalla, 1992) which teaches correct article use in English. The system presents the student with scenarios whereby the student must select the correct article form and the appropriate rule. The tutor keeps an error count and selects the scenarios on the basis of the performance of the student; thus the path through the program is individualized by altering the instructional process according to prior performance of the student.

Bailin (1988, 1990) in his system *Verbcon/Diagnosis* also employs the tracking method. *Diagnosis* provides practice in using English verb forms in written texts. All verbs are presented in their infinitival form challenging the student to provide the appropriate verb form. The system tracks the most frequent error occurrence and the context in which the error occurred. The information is used to provide informative feedback based on contrasting correct and ungrammatical uses of tenses. In addition, *Diagnosis* suggests exercises to help with the remediation process.

In the following section we describe the *ESL Tutor* and discuss the modeling technique used.

3. The *ESL Tutor*

The goal of the ILTS we have developed for ESL is to provide meaningful and interactive vocabulary and grammar practice for second language learners. The *ESL Tutor* analyzes sentences from the student and detects grammatical and other errors. The feedback modules of the system correlate the detailed output of the linguistic analysis with an error-specific feedback message.

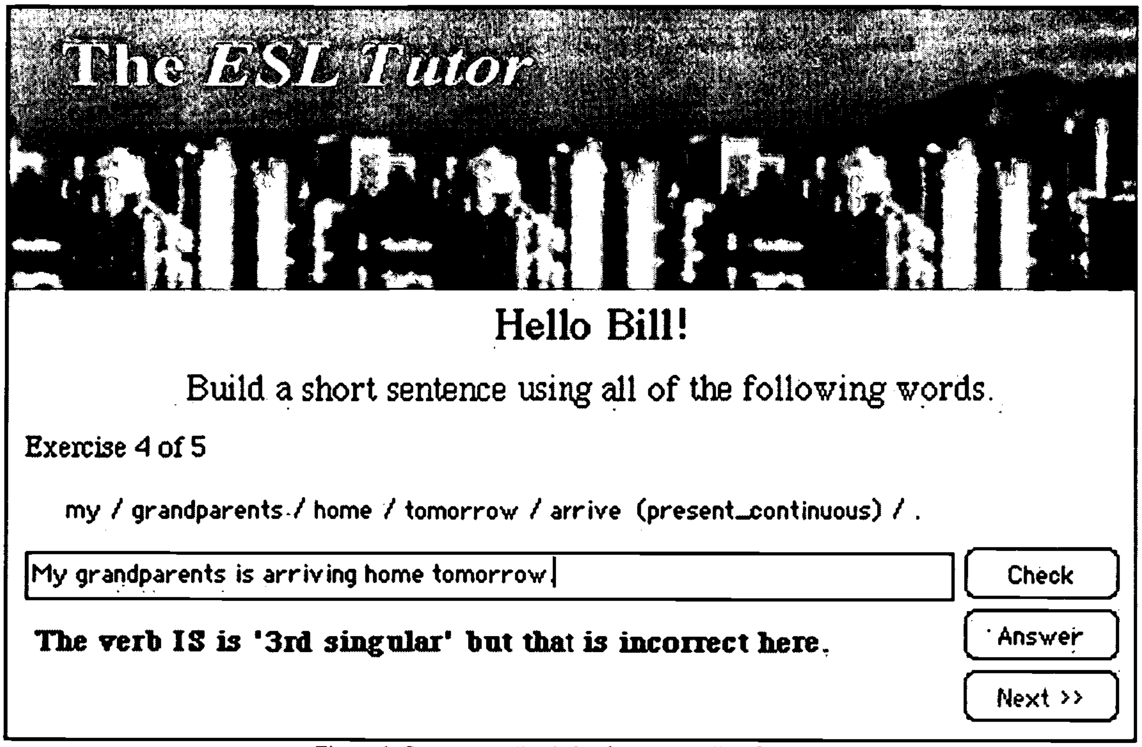


Figure 1: System Feedback for the Intermediate Learner

In the *ESL Tutor*, feedback is individualized through an adaptive, explicit Student Model, which monitors a user's performance over time across different grammatical constructs. This record of strengths and weaknesses is used to tailor feedback messages to learner expertise within a framework of guided discovery learning: a beginner student will receive the most explicit feedback while the instructional messages for the expert will merely hint at the error. The feedback aimed at the beginner will also contain less technical terminology than that for the intermediate and expert. For example, Figure (1) shows a feedback message for an intermediate student, which indicates incorrect subject-verb agreement.

In contrast to Figure (1), the feedback message for the beginner learner will provide less linguistic terminology and state that *The verb IS is not correct here.* For the advanced learner, the feedback will provide less of a clue and simply display *There is an agreement error in this sentence.*
In the following section we discuss the technique employed in the Student Model of the *ESL Tutor*.

3.1. The Student Model of the *ESL Tutor*

The Student Model of the *ESL Tutor* dynamically evolves based on the student's performance. The information in the model is used for two main functions: modulation of instructional feedback and assessment and remediation.

The Student Model keeps track of an individual student's performance on a variety of grammar skills; from subject-verb agreement to passives to count/mass nouns. A student has a score for each grammar skill. This score ranges from 0 - n, where we have set n to 30. The score increases when the student provides evidence of a successful use of that grammar skill, and decreases when the student provides evidence of an unsuccessful use of that grammar skill. The amount by which a student's score increases or decreases can vary depending on the current value of the score. Initially, we set all scores to an intermediate level.

For the purposes of modulating instructional feedback, we identify 3 categories of scores. Scores from 0-10 are assigned to the novice category, 11-20 to the intermediate category, and 21-30 to the expert category.

When a student makes an error on a particular grammar skill, the message they receive depends on their score for that skill. If they are ranked as novice, they will receive a more informative message than if they are ranked as an expert. Since the score for each grammar skill is independent of the score for the other grammar skills, a student may be expert at subject-verb agreement, but novice at forming the passive - and receive the appropriate message.

The score information is also used for a variety of remediation and assessment tasks. By comparing the Student Model at the beginning and end of a session, we can provide a summary of the mistakes that a student made during that session. In our current system, these are summarized into general categories such as "Verb Tenses", "Pronouns", etc. These groups are set by means of a parameter file. Similarly, we can also identify the grammar skills where the student was correct and provide a "positive" of what the student did right. At present we show a list of the errors at the end of each exercise set.

Further, one can also examine the Student Model overall and identify the current strengths and weaknesses of the student. We identify the strengths of a student as the five highest scoring grammar skills that have a score greater than 15 (half of the total scale). We identify the weaknesses of a student as the 5 lowest scoring grammar skills that have a score less than 15. Students can access this information.

Finally, the Student Model information can also be used to provide exercises to the student which focus on their areas of weaknesses. Instead of repeating the same exercise which the student made the mistake on, the *ESL Tutor* has the capacity to identify examples which require the same grammar skill. This avoids the problem of the student rote learning the solution to a particular example, without actually learning the general solution. We have not yet implemented this functionality in the *ESL Tutor*.

4. Evaluation

The Student Model of the *ESL Tutor* is based on our German system (Heift & Nicholson, 2001) which has been tested extensively. In one of the studies, we determined the extent to which the Student Model addresses the need for an individualized language learning environment. 33 students participated in the study and a total of 1352 sentences were considered for analysis.

When analyzing the data with respect to individualized instruction, we were interested in the types of errors that occurred during practice and their distribution with respect to the three learner levels: beginner, intermediate and advanced.

The error break-down in Table (1) shows that students were most often at the intermediate level, which is not surprising since each student is initially placed at the intermediate level. Nonetheless, approximately one third, or 30%, of the time, students either required more elaborate feedback suited to the beginner learner, or, in the case of the advanced learner, less detailed feedback was sufficient to correct the errors. Moreover, and although not illustrated in Table (1), ten students or 30.3% of all participants received remedial exercises for at least one of the six chapters.

	Beginner	Intermediate	Advanced	Total	%
Direct Objects (gender, number, case)	64	226	1	291	21.5%
Subject-Verb Agreement (person, number)	27	188	63	278	20.6%
Prepositional Phrases: Dative (gender, number, case)	48	185	1	234	17.3%
Indirect Objects (gender, number, case)	42	97	7	146	10.8%
Subjects (gender, number, case)	3	82	43	128	9.5%
Missing Words	17	37	12	66	4.9%
Prepositional Phrases: Two-way (gender, number, case)	21	47		68	5.0%
Prepositional Phrases: Accusative (gender, number, case)	15	39		54	4.0%
Extra Words	11	19	11	41	3.0%
Word Order	10	16	10	36	2.7%
Auxiliaries (*to havevs. to be*)	1	6		7	0.5%
Verb complements (infinitive vs. past participle)	1	2		3	0.2%
	260 (19.2%)	944 (69.8 %)	148 (11%)	1352	100%

Table 1: Break-down of Grammar Errors

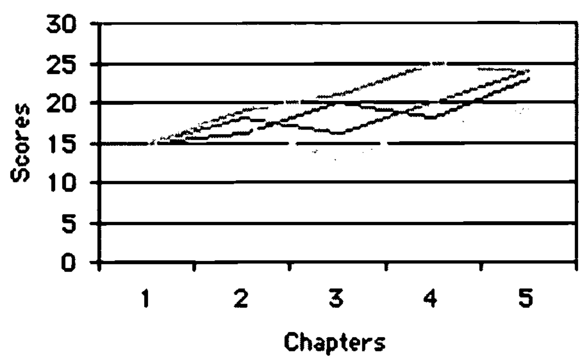
The data further indicate that most errors occurred with direct objects (21.5%) and subject-verb agreement (20.6%). However, these were the most frequent constructions contained in the 120 exercises of this study. For instance, only chapters 5 and 6 (40 exercises in total) focus on the present perfect and modals. These constructions are not contained in any of the previous chapters, thus there is less opportunity for errors with these grammar topics than, for example, subject-verb agreement.

It is interesting, however, to consider the number of grammar errors made by each learner level. From a learning perspective, the data in Table (1) indicate three distinct groups:

1. those grammar topics where the error distribution for the beginner and advanced levels is fairly balanced (missing words, extra words, word order, auxiliaries, verb complements),
2. those grammar points where students are far more often at the beginner than the advanced level (direct and indirect objects, accusative, dative, two-way prepositions), and
3. those grammatical constructions where students are far more often at the advanced than the beginner level (subject-verb agreement, subjects).

The data of our Student Model also allow us to gain insight into students' performance on a particular grammar skill over time. For example, Figure (2) illustrates the performance on direct objects by four students who were randomly selected from our data set. The x-axis displays the five chapters that contain direct object constructions and the y-axis shows the scores which correspond to the three learner levels. The graphs indicate that one of the students stayed at the intermediate level throughout practice. In contrast, the remaining three students shifted from the intermediate to the advanced level. The data confirm that while there is variation across learners each student also changes performance levels as s/he progresses through the course.

Figure (2): Student Performance on Direct Objects



The data support the need for an individualized system which makes subtle distinctions between learners and error types. Our Student Model has a number of advantages. It takes into account students' past performance, and by adjusting the score value to be incremented or decremented, it is adaptable to a particular grammatical constraint in an exercise or the pedagogy of a particular instructor. For example, a language instructor might rate some errors more salient than others in a given exercise. In such an instance, the increment/decrement of some grammar constraints can be tuned to change their sensitivity.

The main strength of our Student Model, however, is that a single erroneous message will not drastically change the overall assessment of the student. The Student Model indicates precisely which grammatical violations occurred, allowing for a fine-grained assessment of student competency. In consequence, a student can be at a different level for each given grammar constraint reflecting her performance of each particular grammatical skill. This subtlety of evaluation is desirable in a language teaching environment because as the student progresses through a language course a single measure is not sufficient to capture the knowledge attained and to distinguish among learners. The Student Model aids in directing each student toward error-specific and individualized remediation.

5. Conclusion

In this paper we provided examples of Student Models that have been employed in CALL over the past decade. We introduced our *ESL Tutor*, an ILTS that provides error-specific and individualized feedback. The Student Model of the *ESL Tutor* is based on learner performance history and makes system decisions accordingly.

A study in which we evaluated the extent to which our Student Model addresses the need for an individualized language learning environment emphasizes the importance of an adaptive language learning system that considers user diversity. Approximately one third, or 30%, of the time, students either required more elaborate feedback suited to the beginner learner, or, in the case of the advanced learner, less detailed feedback was sufficient to correct the errors. The data further confirm that while there is variation across learners individual students also change performance levels as they progress through a course.

Our study also provided some interesting insights into the error typology of different learner levels. Due to the constrained environment of the exercises of our system where students select from a given pool of vocabulary and grammatical structures, errors in omission, insertion and word order were less frequent than other grammar errors. Fewer errors occurred overall and thus the error distribution with respect to beginner and advanced levels was fairly balanced. We are currently establishing a similar error typology for our *ESL Tutor.*

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