Mobile-Assisted Language Learning

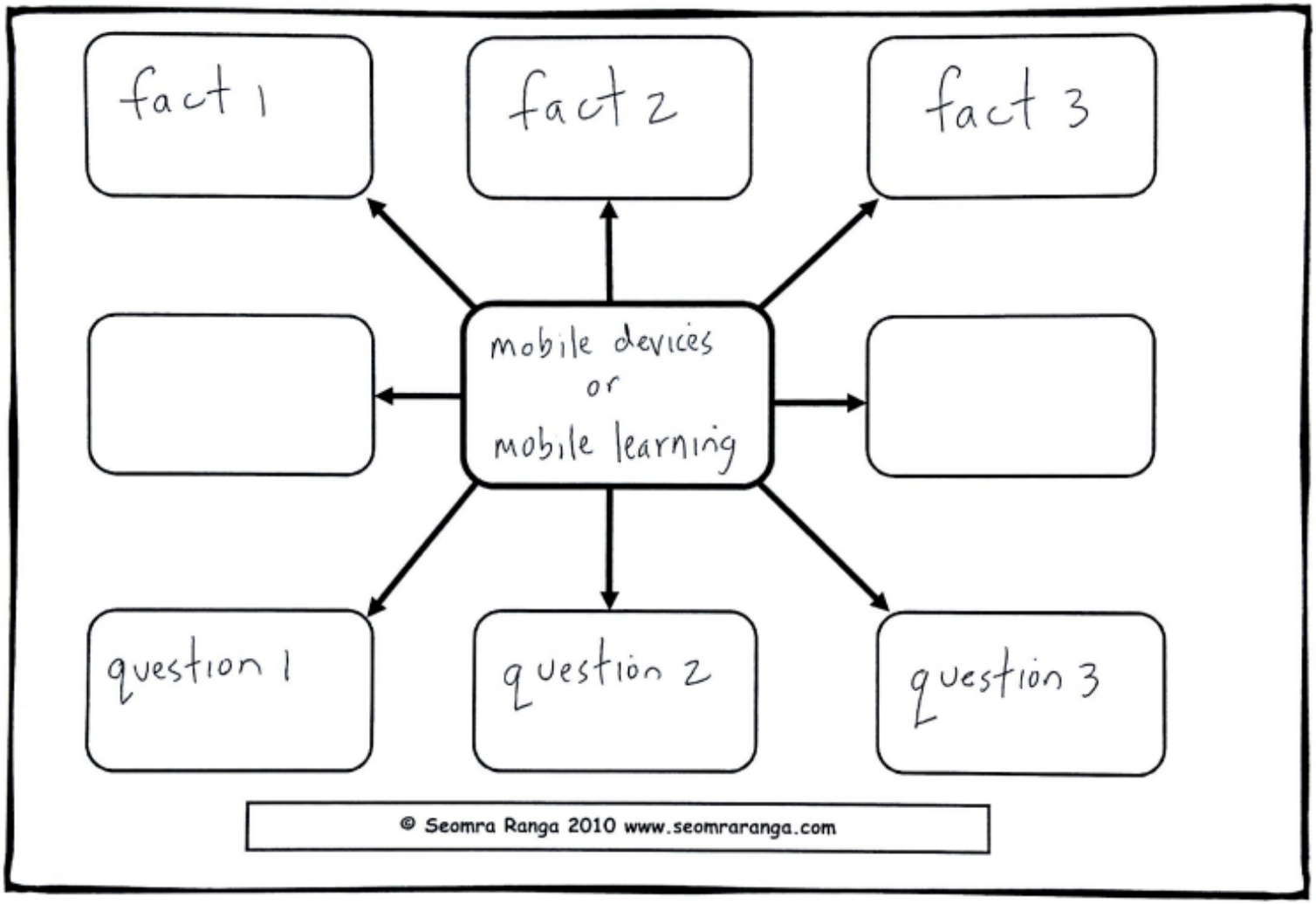
Mike Kealey
Daegu KOTESOL

September 13, 2014

Overview

- introduction / advance organizer
- the past: early mobile devices to post-pc era
- the present: still on the fringes?
- the future: what's next?
- summary & resources

advance organizer / conceptual schema



Some Terms

- mobile device
- mobile learning
- mobile-assisted language learning (MALL)
- ubiquity
- app
- affordance
- bandwidth

Mobile Devices

Mobile Learning (m-learning)

- learning across multiple contexts, through social and content interactions, using personal electronic devices

Mobile-Assisted Language Learning (MALL)

- an approach to language learning that is assisted or enhanced through the use of a handheld mobile device
- MALL is a subset of both mobile learning (m-learning) and computer-assisted language learning (CALL)

Ubiquity

- being present everywhere
- learning anytime, anywhere

App

- “application software”
- a **mobile app** is a computer program designed to run on smartphones, tablet computers, and other mobile devices

Affordance

- the qualities of an object (e.g., mobile device) that define its possible uses

Bandwidth

- the rate at which data can move through an Internet connection

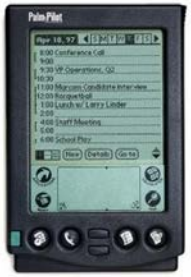
Part 1: The Past

The history of mobile devices and mobile language learning: 1973-2010

first handheld mobile phone Motorola 1973

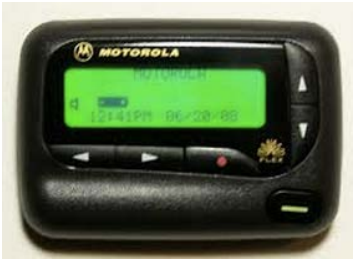
first MALL implementation study 1994

- use of personal digital assistants (PDAs) to improve L1 English writing skills of Canadian high school students (Callan, 1994)



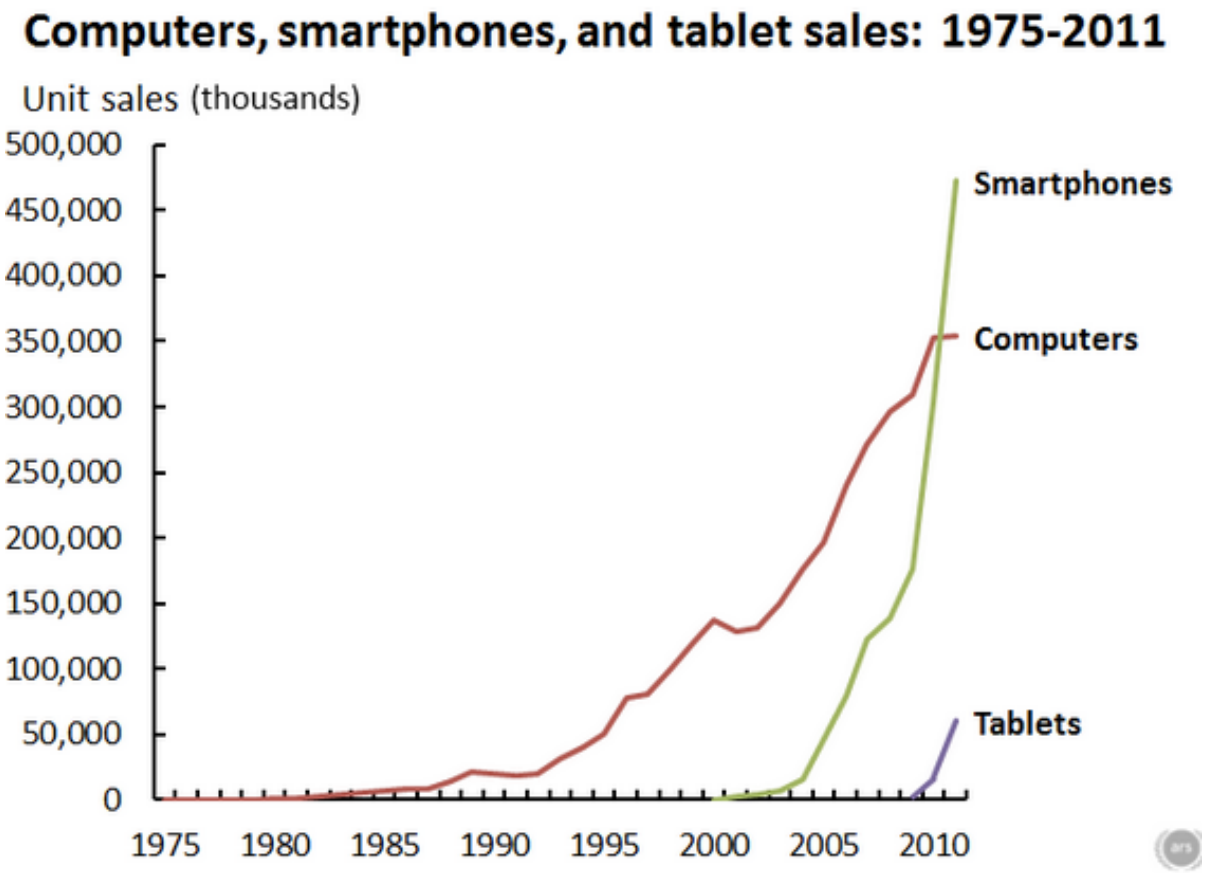
the evolution of mobile phones

the evolution of mobile phones cont’d



other (obsolete?) devices

The “post-PC” era



iPhone 2007

Android 2007

app stores 2008

LTE Standard 2009

iPad 2010

The Rise of Social Media
2004-2010

Part 2: The Present

MALL: Still on the fringes?

Activity 2

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Affordances/Uses of Mobile Devices

- camera (photo, video recording)
- social network apps (Facebook)
- cloud storage
- media player (audio, video)
- microphone (audio recording)
- web browser/access to websites
- dictionary app
- calculator
- podcast aggregator/player
- mobile office apps
- local flash storage
- geolocation
- messaging (FB, Kakao, etc.)
- QR code reader
- email
- telephone/voice communication
- eBook reader
- clock

Think of **three successful activities** that you have implemented with your students that involve the use of mobile devices. Share these with your group:

1.

2.

3.

Think of **three challenges or difficulties** related to the use of mobile devices in your classes. Share these with your group:

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smartphone penetration by country

Rank	Country/Territory	Penetration
1	United Arab Emirates	73.8%
2	South Korea	73.0%
3	Saudi Arabia	72.8%
4	Singapore	71.7%
5	Norway	67.5%

4G LTE penetration by country

Rank	Country/Territory	Penetration
1	South Korea	62.0%
2	Japan	21.3%
3	United States	21.1%
4	Australia	19.0%
5	Sweden	14.0%

Internet connection speeds by country

Rank	Country/Territory	Avg. connection speed (Mbit/s)[4]
-	*Global*	3.9
1	South Korea	23.6
2	Japan	14.6
3	Hong Kong	13.3
4	Switzerland	12.7
5	Netherlands	12.4

The Adoption of MALL: Enabling Factors

- all students are “digital natives” (post 1985)
- device ownership near 100% (BYOD)
- two mature mobile platforms
- mobile app economy surging

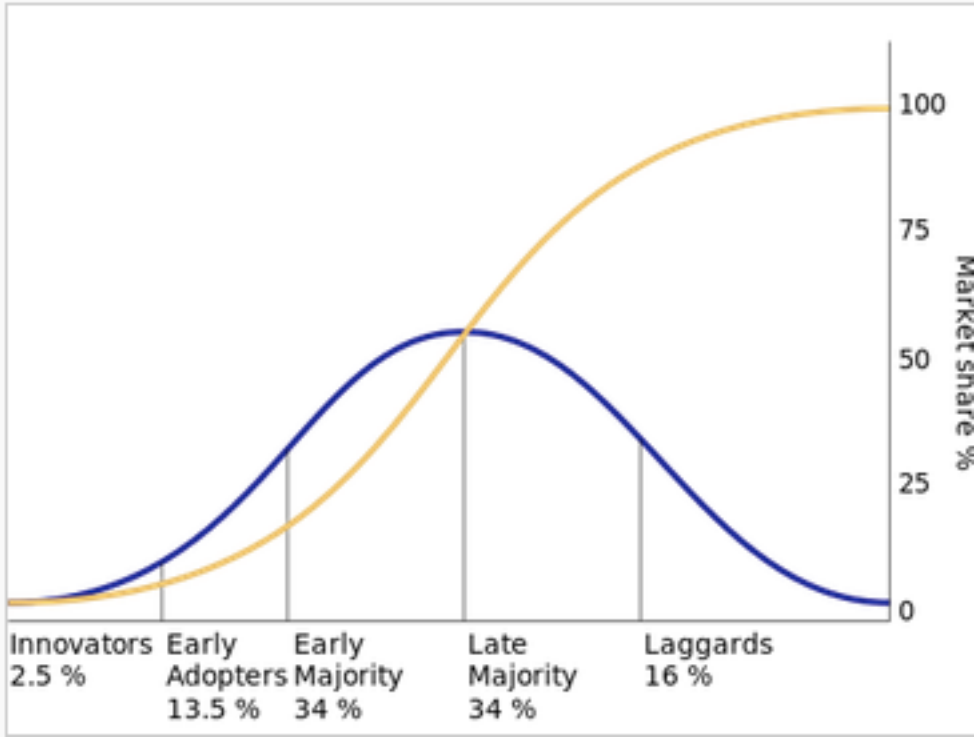
The Adoption of MALL: Limiting Factors

- over 600 MALL publications over the last 20 years
- over 345 implementation studies
- very few statistically reliable measures of learning outcomes
- absence of follow up reports of curricular integration

Limiting Factors cont'd

- still in "early adopter phase" (see Roger's model)
- lack of training available
- lack of integrated mobile learning management systems

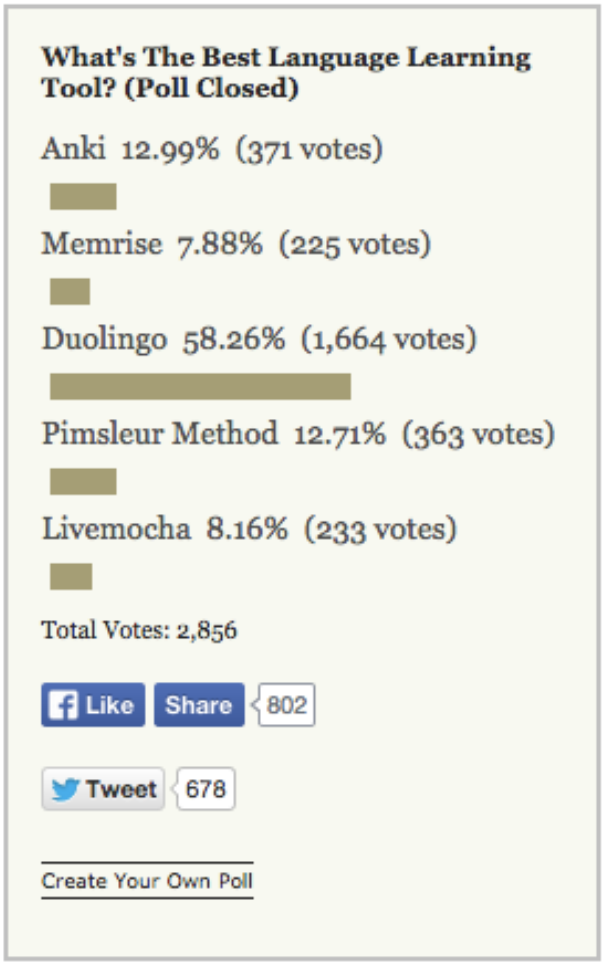
Roger's Model of Diffusion of Innovations



Some Apps & Projects

Most Popular Language Learning Apps
Lifehacker (2013)

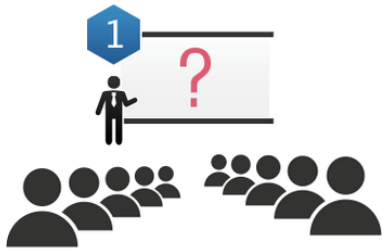
1. Duolingo
2. Anki
3. Pimsleur Method
4. Livemocha
5. Memrise



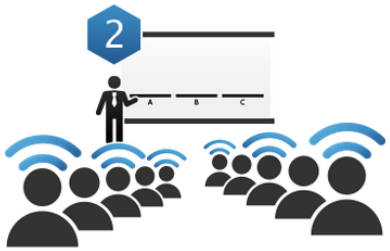
socrative
by MasteryConnect

HOW IT WORKS

i>clicker provides user-friendly technology that enables instructors and students to interact dynamically in minutes.



Instructors ask questions through any presentation application



Students answer questions with a remote or smart device

Instructors display results in real-time and record responses

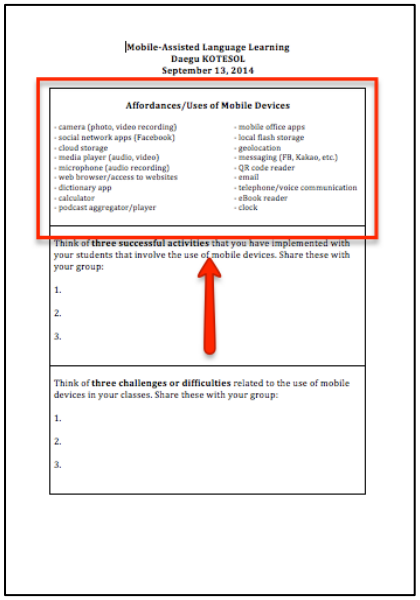
Digital Storytelling

Digital Research Projects

Part 3: The Future

What’s next?

Activity 3



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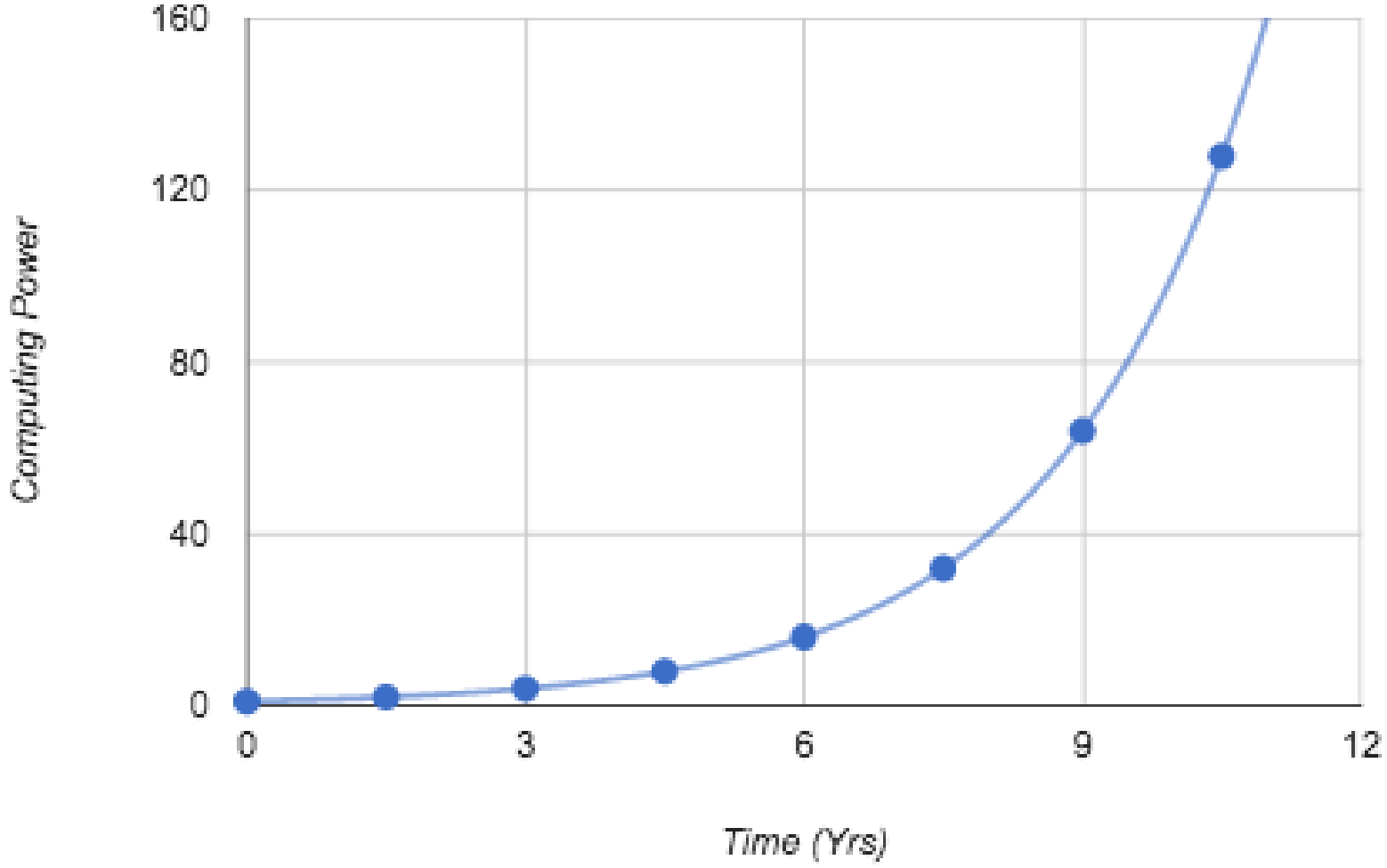
The Future of MALL

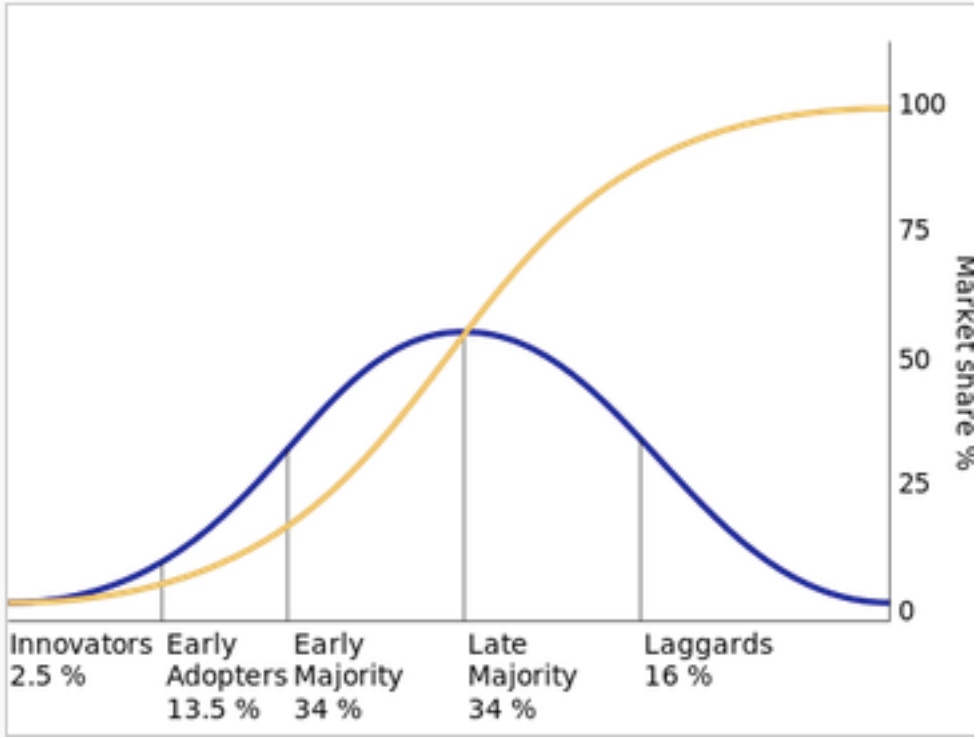
- transition from fringe to mainstream technology
- wearable devices
- Moore’s law
- mobile learning management systems

Wearable Devices

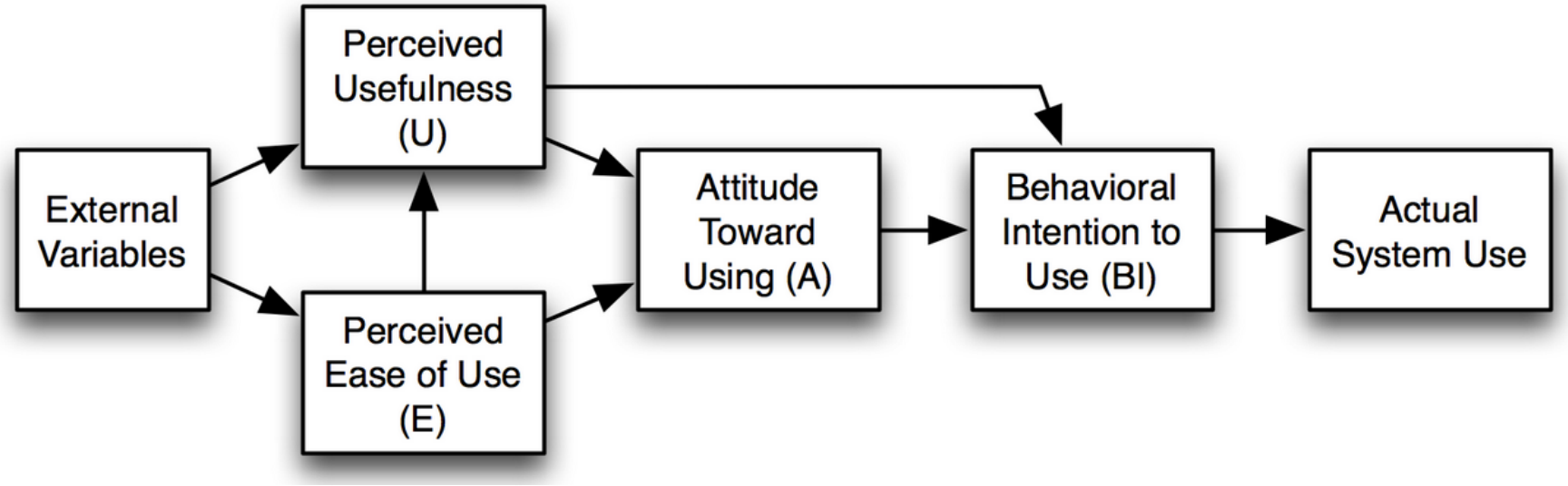
Moore’s Law



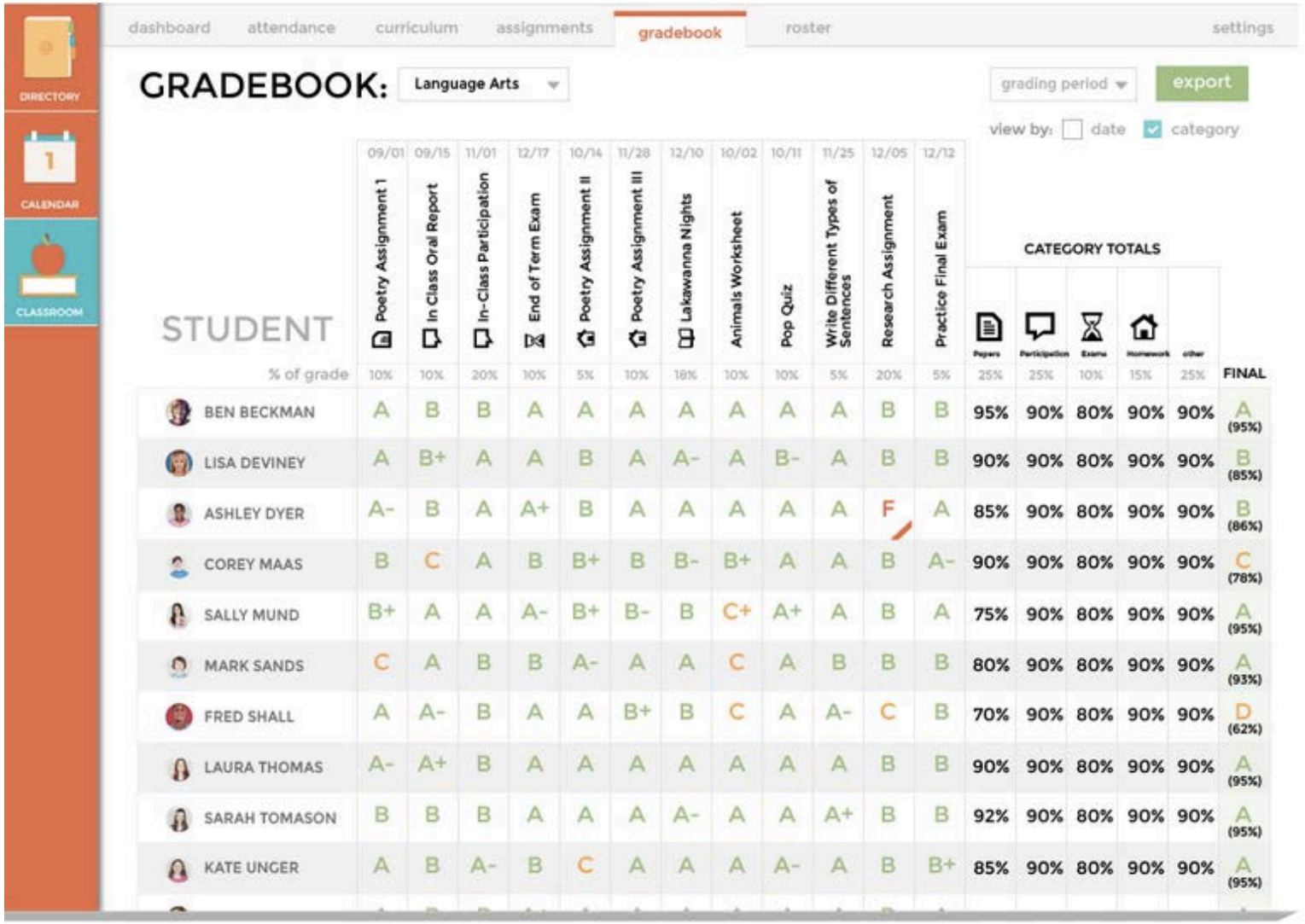
Roger's Model of Diffusion of Innovations



Technology Acceptance Model
Davis (1989)



Integrated MLMS / Dashboard / Gradebook / Assessment & Feedback Tools



Summary

- Context
  - rapid evolution
- Enabling factors
  - Networks and devices in place
  - Students love to use their mobile phones!
- Limiting factors
  - Critical lack of supporting research
  - Lack of tools and training for teachers
- Future direction
  - Continued exponential increase in mobile computing power
  - Majority/mainstream adoption inevitable

Burston's statement on the potential of MALL (2014)

There is every reason to expect that MALL can make significant contributions to improving language learning in the following ways:

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- increasing time spent on language acquisition out of class

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- exploiting mobile multimedia facilities to engage learners in task-based activities

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- increasing time spent on language acquisition out of class
- exploiting mobile multimedia facilities to engage learners in task-based activities
- using the communication affordances of mobile devices to promote collaborative interaction in the L2

Resources

- Google scholar
  - “mobile-assisted language learning”
  - Agnes Kukulska-Hulme
  - Jack Burston

Resources cont’d

- Mobile Pedagogy for English Language Teaching: A Guide for Teachers
  - Kukulska-Hulme, Donohue, & Norris (2014)
  - British Council

Resources cont'd
Coursera.org

UNIVERSITY OF HOUSTON SYSTEM

Powerful Tools for Teaching and Learning: Digital Storytelling

Learn the digital storytelling process and use the skills learned from the course to create a digital story for use in a K-12 classroom, composed of still images, audio narration, music and text.