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# MALL and collaborative learner interaction in and out of the classroom

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# Aim

- *To assess the affordances and constraints of MALL in EAP*
- *To explore the tensions between mediated interaction and communicative language learning*
- *To suggest that interaction may take place around rather than through the devices and applications*

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# Outline

- *Terminology and overview of MALL functionality*
- *Model of learner interaction vs teacher involvement in the language classroom*
- *Map of MALL activities and implications*

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# Terminology

*Mobile Assisted Language Learning (MALL) = mobile devices, applications and related activities*

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# Mobile device

a small, hand-held portable computing device, such as an iPad, iPod, or iPhone / mobile phone, MP3 player, PDAs or palmtop computer, typically having a display screen, capable of sending and receiving messages and operating with wireless technology.

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# Mobile devices (Kukulska-Hulme & Shield 2008)

**Affordances**

- Personal learning needs (rare)
- Collaborative learning (rare)
- Speaking and listening (rare)
- GPS

**Constraints**

- Learners reluctant to use devices with strangers
- Learners avoid intrusive devices, eg camcorders

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# MALL dichotomy

**Learning materials**

- More formal contexts
- Individual learner

  eg vocabulary learning, quizzes & surveys
- One-way T-L
- Text-based

**Communication & interaction activities**

- Less formal contexts
- Learners define own learning / provide materials to other learners
- But ‘the activities … rarely allow for collaborative learner interaction’ (K&H 2008: 280)

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# Mobile phone affordances

- dissemination of learning objects such as quizzes
- institutional information delivered direct to learners
- fieldwork evidence gathering
- can enable interactive learning

(HEFCE 2005)

- But the devices **mediate** learning, so can MALL support synchronous collaborative speaking and listening activities in the classroom?

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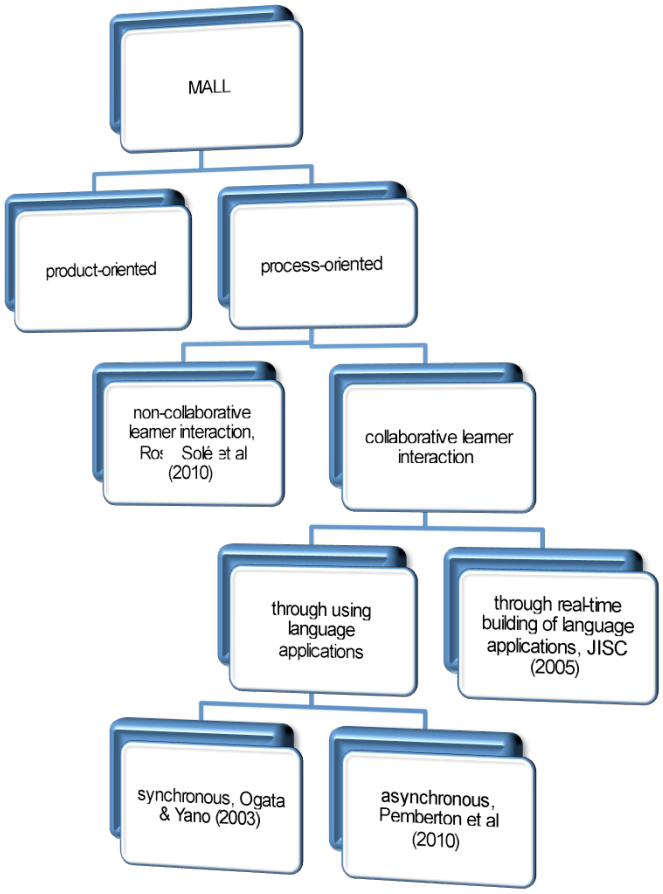
# Communicative forms of MALL (based on Kukulska-Hulme and Shield 2008)

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# Ros I Solé et al (2010)

**Advantages:**

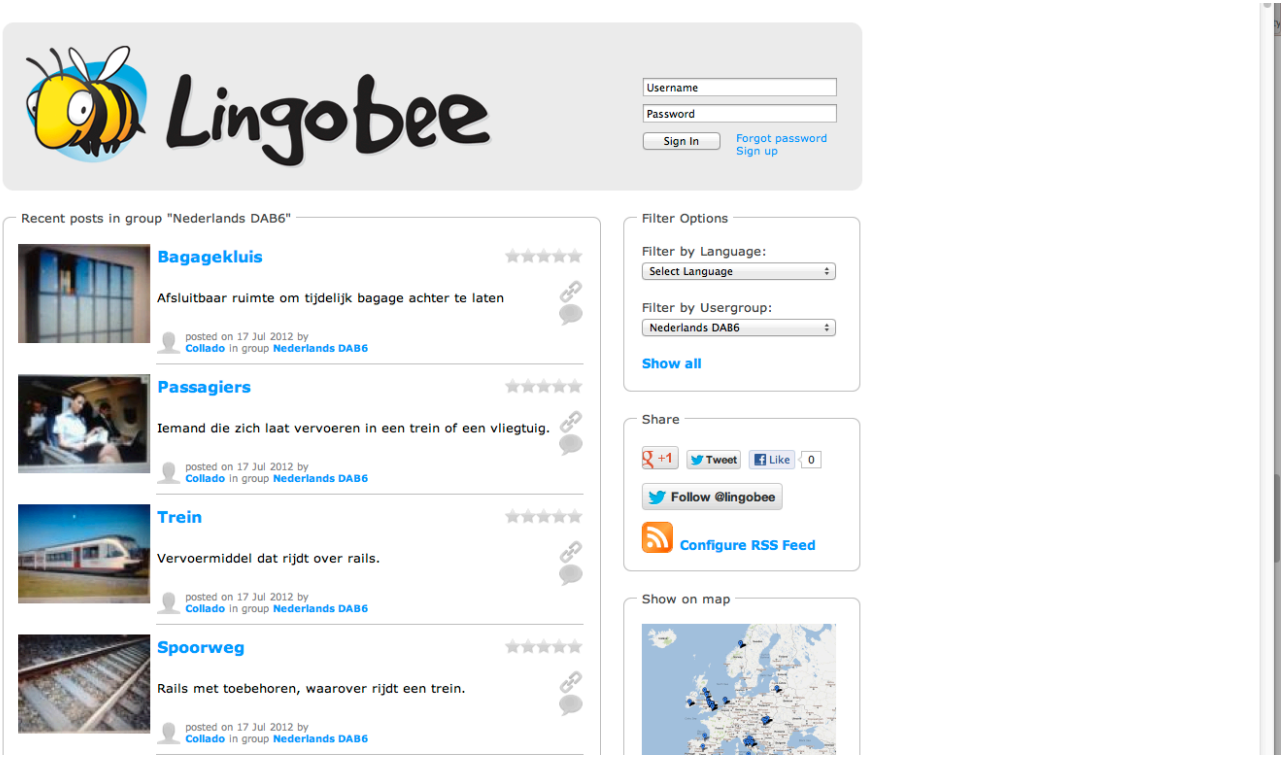
- Portability
- Social interactivity
- Context sensitivity
- Individuality
- Immediacy

(Naismith et al 2004)

# JISC (2005)

- City College, Southampton
- Mobile phone-based MALL
- Web-based media board (portability)
- but asynchronous

# Pemberton et al (2010)

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# Why use MALL with EAP learners?

- Foundation-level EAP learners often work alone
- Learners adopt a passive learning style
- Learners seldom use the TL outside classroom

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# Advantages of MALL for learners

- Encourages creativity
- Enables social relationships
- Permits repeated attempts
- Fosters self-confidence

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# How would you exploit MALL?

collaborative?

user-created content?

publicly-available output (motivation)?

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# Teacher-imposed use of mobile devices

Inside the classroom

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While Desdemona was walking, her handkerchief fell off on the garden.  Iago followed Desdemona and took her handkerchief secretly.

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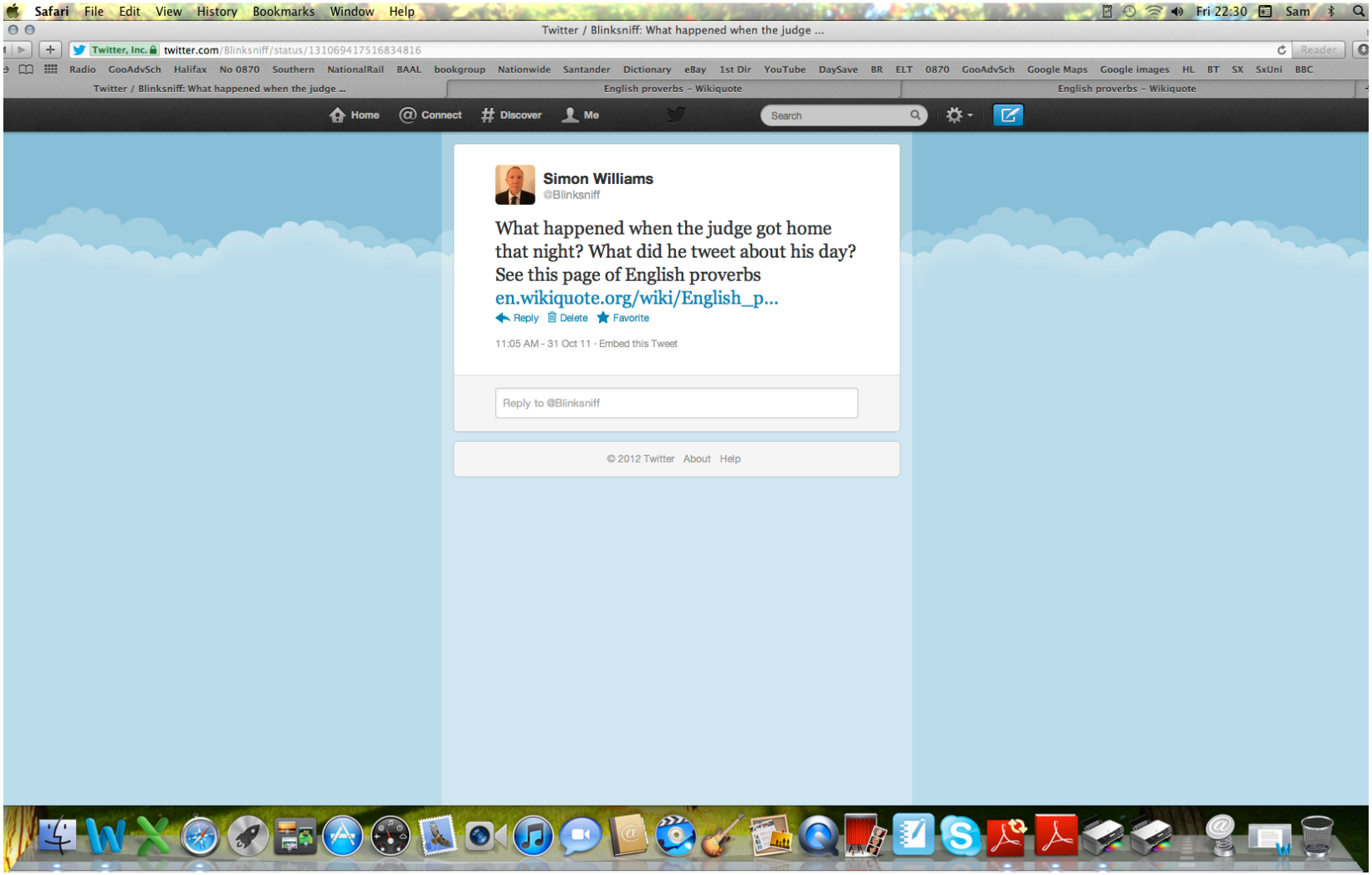


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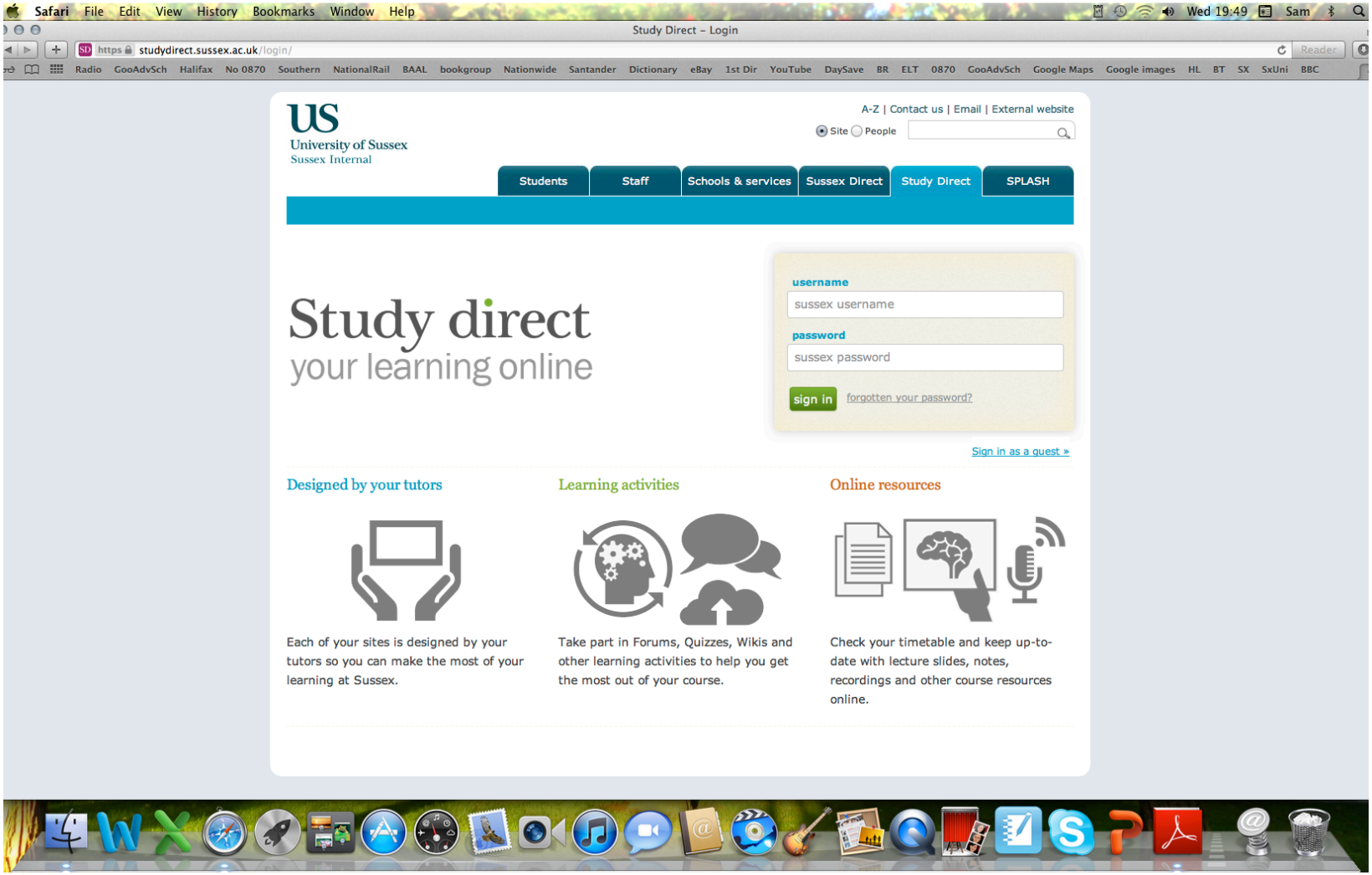


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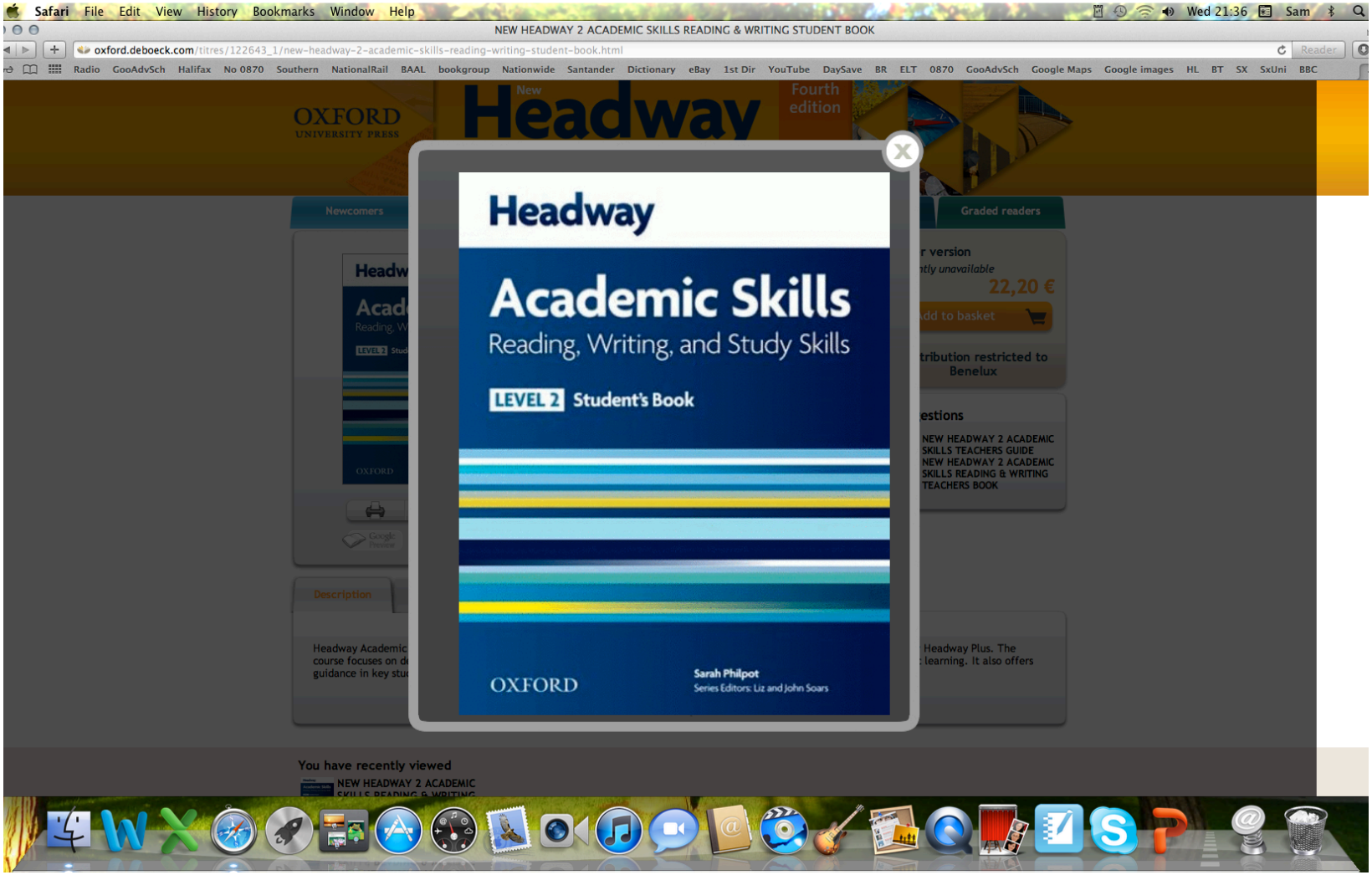


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# Exercise

Unit 7

Research: Information on the Net

Exercise 2. Look at the three questions. Use a search engine to find the answers.

1 What is Chopin famous for?
(Search: **Chopin**)

2 When did Jane Austen write *Persuasion*?
(Search first: **Jane Austen**, search second: *Persuasion*)

3 What is Angola's main export?
(Search phrase: **Angola's main export**)

(Philpot 2011: 42)

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