



University of Sussex

Sussex Centre for Language Studies

**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*

Outline

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

Terminology

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

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.

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

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)

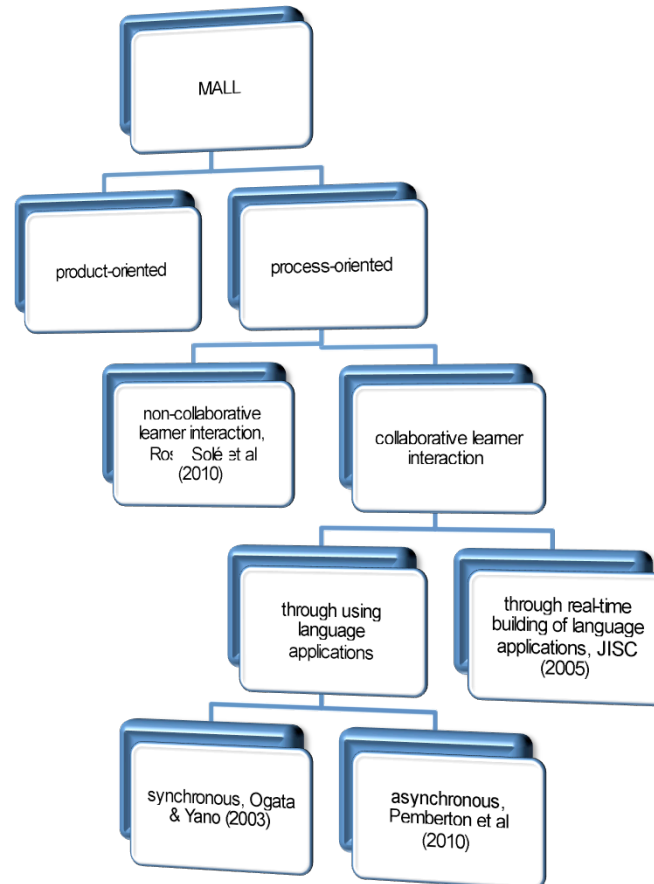
Mobile phone affordances

- 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?

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



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)



The screenshot displays the Lingobee website interface. At the top left is the Lingobee logo, a cartoon bee. To its right is a login form with fields for 'Username' and 'Password', and buttons for 'Sign In', 'Forgot password', and 'Sign up'. Below the header, the page is titled 'Recent posts in group "Nederlands DAB6"'. The main content area lists four posts, each with a thumbnail image, a title, a description, a user profile picture, a post date, and the user's name. The posts are: 1. 'Bagagekluis' (Baggage locker) with a photo of a locker and the text 'Afsluitbaar ruimte om tijdelijk bagage achter te laten'. 2. 'Passagiers' (Passengers) with a photo of people on a train and the text 'Iemand die zich laat vervoeren in een trein of een vliegtuig.'. 3. 'Trein' (Train) with a photo of a train and the text 'Vervoermiddel dat rijdt over rails.'. 4. 'Spoorweg' (Railway) with a photo of train tracks and the text 'Rails met toebehoren, waarover rijdt een trein.'. Each post has a five-star rating and a share icon. To the right of the posts is a 'Filter Options' section with dropdown menus for 'Filter by Language' (set to 'Select Language') and 'Filter by Usergroup' (set to 'Nederlands DAB6'), and a 'Show all' button. Below the filters is a 'Share' section with buttons for '+1', 'Tweet', 'Like', and '0', and a 'Follow @lingobee' button. At the bottom right is a 'Show on map' section with a map of Europe showing the location of the Netherlands.

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

Advantages of MALL for learners

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

How would you exploit MALL?

collaborative?

user-created content?

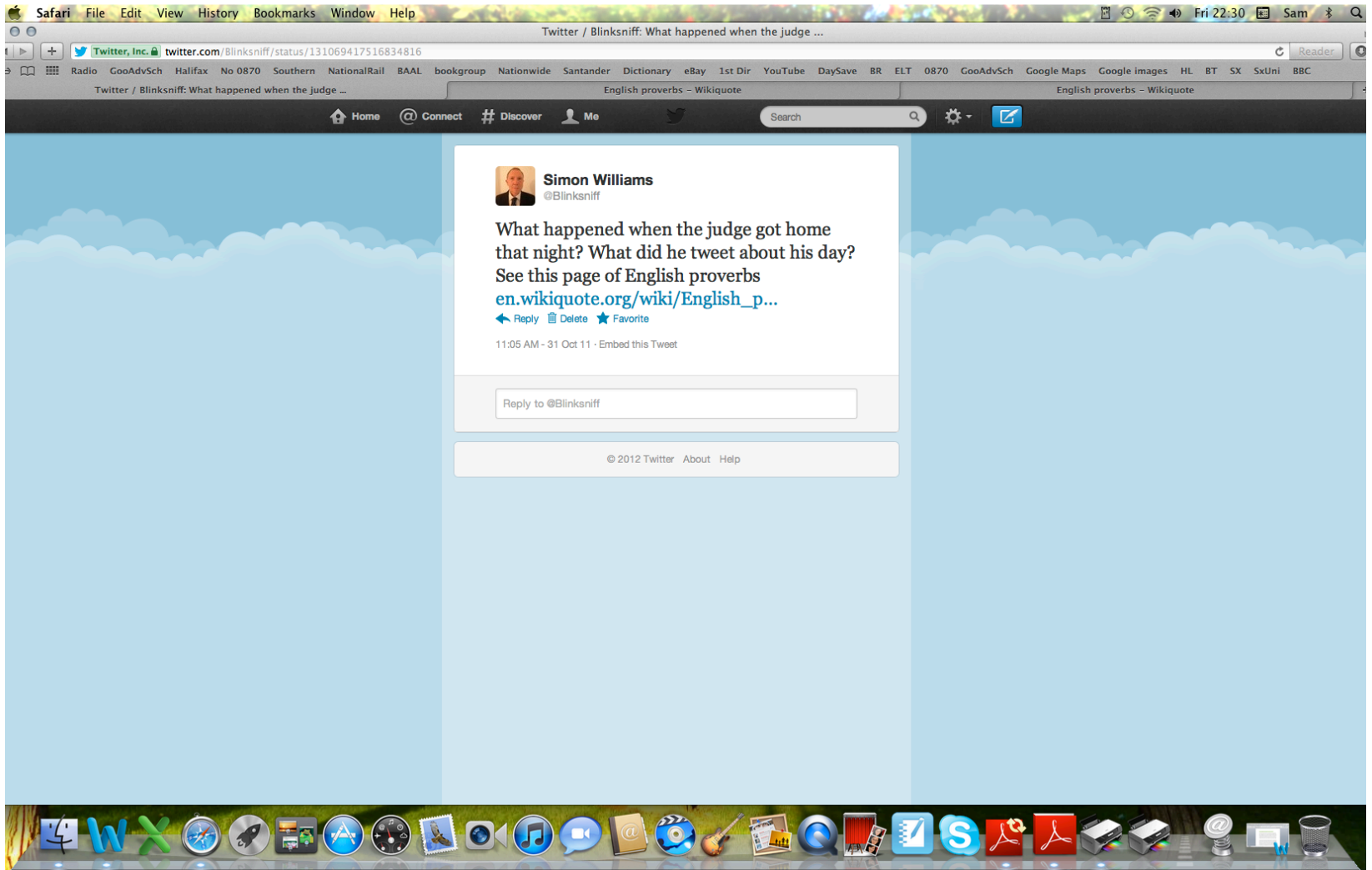
publicly-available output (motivation)?

Teacher-imposed use of mobile devices

Inside the classroom

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





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Learning activities



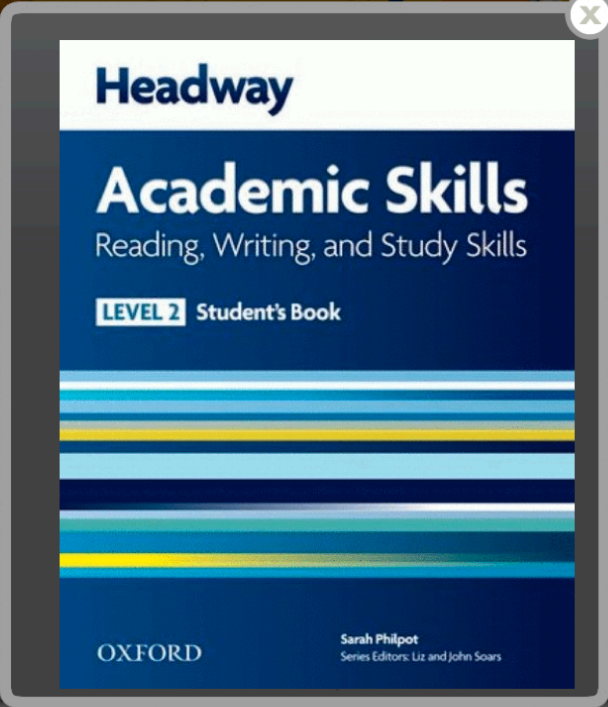
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Online resources



Check your timetable and keep up-to-date with lecture slides, notes, recordings and other course resources online.





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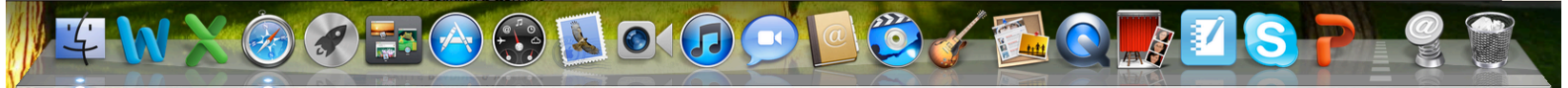
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Description

Headway Academic course focuses on developing students' reading and writing skills. It also offers

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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)