### **OED** pronunciation symbols





# Students' spontaneous use of mobile devices

Outside the classroom







## Learner interaction vs teacher involvement (based on Bowers, 1980)

Direct teacher	1	2	3	4	5		
Indirect teacher Involvement	Teacher presentation	Teacher / student question and answer	Class conversation and discussion	Teacher / student conversation	Interpersonal group with teacher as member		
	6 Dictionary Cooney & Ceogh (2007) Supervised individual seatwork	7 Headway Class and group drills and exercises	8 Woices  JISC (2005)  Problem-centred group activity	9 Twitter Communication games	10 Shakespeare Free dramatisation and role-play		
	11 Vocab learning, quizzes & surveys  Haiku Individual self- access study	Pemberton et al (2010) Ogata & Yano (2003) Individual self-access study with interactive (audio) support	Lan et al (2007) Wise Judge Controlled simulation and role-play	Business inteviews Student / student conversation	15 Turkish news  Ros I Solé et al (2010)  Interpersonal group without teacher as member		
Whiteboard photo Tree photo	No genuine interaction						
	Genuine interaction						



#### Advantages of MALL for EAP learners

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



#### Advantages of MALL for EAP learners

- Successfully supports collaborative listening and speaking activities?
- Yes, but starting outside the classroom.



## Learner interaction vs teacher involvement defined by MALL (based on Bowers, 1980)

Direct teacher involvement	1	2	3	4	5			
	6	7	8	9	10			
			MALL-defined problem-centred group activity					
	11	12	13	14	15			
Indirect teacher involvement								
	No genuine interaction							
	Genuine interaction							



## References

Bowers, R., 1980. Verbal behavior in the language teaching classroom. University of Reading, England: Unpublished Ph.D. Thesis.

Cooney, G & Ceogh, K (2007) Use of mobile phones for language learning and assessment for learning. Paper presented at *MLearn 2007*.

http://www.learnosity.com/files/learnosity-use-of-mobile-phones-for-language-learning-and-assessment-for-learning.pdf

Hwang, G-J., Tsai, C-C., 2011. Research trends in mobile and ubiquitous learning: a review of publications in selected journals from 2001 to 2010. British Journal of Educational Technology 42 (4), E69-E70. Available at

http://onlinelibrary.wiley.com.ezproxy.sussex.ac.uk/doi/10.1111/j. 1467-8535.2011.01183.x/pdf Accessed 10 November 2012.



## References contd

JISC 2005. Multimedia learning with mobile phones. Innovative Practices with e-Learning. Case Studies: Any time, any place learning. Available at

http://www.jisc.ac.uk/uploaded\_documents/southampton.pdf Accessed 26 October 2012.

Kukulska-Hulme, A., 2009. Will mobile learning change language learning?, <u>ReCALL</u> 21 (2), 157-165.

Kukulska-Hulme, A., Shield, L., 2008. An overview of mobile assisted language-learning: From content delivery to supported collaboration and interaction. <u>ReCALL</u> 20 (3), 271-289.

Pemberton, L., Winter, M., Fallakhair, S., 2010. Collaborative mobile knowledge sharing for language learners. Journal of the Research Center for Educational Technology (RCET) 6 (1), 144-148.

Philpot, S (2011) Headway Academic Skills, Level 2, OUP

Ros i Sole, C., Calic, J., Neijman, D., 2010. A social and self-reflective approach to MALL, ReCALL 22/1: 39-52



## Thank you!

Any questions?



## Contact

Simon Williams s.a.williams@sussex.ac.uk

