

Best Practices in Mobile-Assisted Language Learning (MALL)



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Outcome:

To identify the best practices for Mobile-Assisted Language Learning design, delivery, outcomes, and learning experience.

Select Benefits of MALL 1/2

- Communication support (all four language skills)
- Multimedia support
- Portability
- Access to language resources, supports, scaffolding
- Access to mentors, tutors and others learners
- Spaced learning in smaller chunks
- Situated language practice



Select Benefits of MALL 2/2

- Creativity, fun, engagement
- Rehearsal and practice - less threatening environment
- Student-centred and personalized learning
- Capturing of data, record of learning processes
- Language assessment tools
- Language games
- Scaffolds for group language activities

MALL: Built-in Tools

- E-mail
- Web browser
- Audio and video player
- Voice recorder
- Camera – photo and video recording
- Notes
- SMS/texting
- GPS



Built-in Tools and Their Application

- Audio and video player
 - podcasts
 - audiobooks
 - YouTube videos
- Voice recorder (Voice Memos, Record)
 - record and share speech sample
 - record parts of the class – replay, rehearse
 - create mini-stories
 - record speech for feedback
- Camera – photo and video recording
 - capture communicative situations
 - record speech sample for evaluation
 - be creative, e.g., role-play, stand-up comedy



MALL: Mobile Apps

- Feedback, polling, student response system
 - [Polleverywhere](#), [Socrative](#)
- Vocabulary acquisition
 - [Dictionary.com](#), [WWAudioUS](#), [Flashcard Machine](#), [Flashcards](#)
- Speaking and Listening (phlogging, pronunciation)
 - [Audioboo](#), [iPadio](#), [Free Audiobooks](#), [Sounds](#)
- Integrated
 - [Story creators](#), [Evernote](#)

Emerging Theoretical Framework: Ecological Constructivism

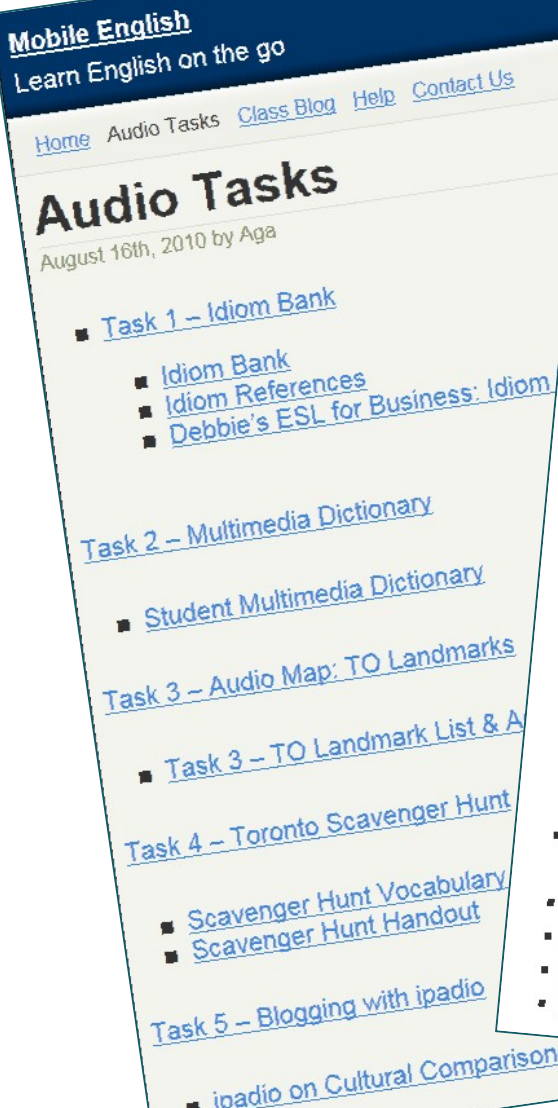
- Social Constructivism + Sociocultural Theory + Ecological Linguistics + Contextual and Situated Learning
- “The recent metaphor of *ecology* attempts to capture the interconnectedness of psychological, social, and environmental process in SLA” (Lam & Kramsch, 2003, p.144)
- active learning around real-life problems
- interaction mediated by “cultural tools such as language and technology” (Pachler, 2009, p. 5)
- community-based communication
- scaffolding and guidance
- feedback from facilitators and peers

Ecological Constructivism

- Learning mediated by communication and interactivity in social contexts
- Learning mediated by the tool
- Learning mediated by the context
- Learning mediated by the affordance in the context
- **Affordances:**
 - exist as an initial state in the dynamic environment
 - represent a relationship (reciprocal interaction) between the actors (learners) and elements of the environment
 - are for learners to perceive, construe and act purposefully upon, both individually and in collaboration with others

(Palalas & Hoven, 2013)

MALL Listening Tasks



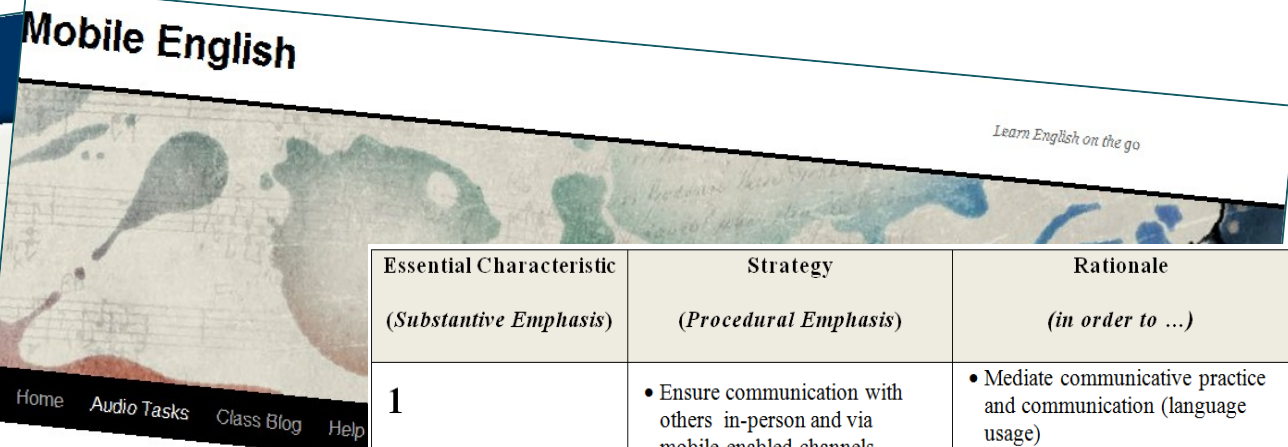
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Learn English on the go

Home Audio Tasks [Class Blog](#) [Help](#) [Contact Us](#)

Audio Tasks

August 16th, 2010 by Aga

- [Task 1 – Idiom Bank](#)
 - [Idiom Bank](#)
 - [Idiom References](#)
 - [Debbie's ESL for Business: Idiom](#)
- [Task 2 – Multimedia Dictionary](#)
- [Student Multimedia Dictionary](#)
- [Task 3 – Audio Map: TO Landmarks](#)
- [Task 3 – TO Landmark List & A](#)
- [Task 4 – Toronto Scavenger Hunt](#)
 - [Scavenger Hunt Vocabulary](#)
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- [Task 5 – Blogging with ipadio](#)
- [ipadio on Cultural Comparisons \(Biz s](#)



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 - [ipadio on Cultural Comparisons \(Biz Students\)](#)
- [Task 6 – Student Radio](#)
- [Task 7 – Listen on the Go](#)
- [Task 8 – Your Reflections](#)
- [Recording Evaluation Rubric](#)

Essential Characteristic <i>(Substantive Emphasis)</i>	Strategy <i>(Procedural Emphasis)</i>	Rationale <i>(in order to ...)</i>
<p>1</p> <p>Balanced combination of individual and collaborative (group work) tasks</p>	<ul style="list-style-type: none"> • Ensure communication with others in-person and via mobile-enabled channels • Build in interaction with others in person and via mobile-enabled channels • Include discourse with diverse interlocutors • Incorporate language problems requiring negotiation of solutions • Inject fun and challenge • Ensure dynamic meaning-making and negotiation • Maintain regularity of group/class activities • Build individual tasks to feed into the group tasks 	<ul style="list-style-type: none"> • Mediate communicative practice and communication (language usage) • Allow for cognitive and collaborative knowledge creation • Enhance individual and group motivation • Offer peer scaffolding and support in problematic situation • Provide flexibility—time and place independent learning • Accommodate different pace of learning and levels of language proficiency • Support the learning network in and out of class • Support cognitive processes with social process • Glue the MELLES system together

(Palalas, 2012)

MALL Tasks

- Interconnected tasks
- Authentic communication challenges
- Co-learning: collaborative and individual
- Expert guidance
- Interaction: peers, L1 speakers, language experts
- Co-created multimedia artifacts
- Peer evaluation
- Evolving learning resource
- Aural focus but integrated all four language skills

Pedagogic Guidelines 1/2

1. Balanced combination of **individual and collaborative** (group work) tasks
2. **Learner-generated** linguistic artefacts (audio, video, photos, images)
3. **Game-like** real-life communicative tasks
4. **Expert facilitation**: scaffolding, feedback, and coordination
5. **Feedback** mechanism (immediate and delayed)
6. Focus on **authentic listening** tasks in the dynamic real-world communicative situations

Pedagogic Guidelines 2/2

7. Support of **self-paced individual** audio tasks feeding into/preparing learners for the real-life tasks
8. **Integrate all four** language skills but focus on listening outcomes
9. **Linguistic resources** (task-related): relevant vocabulary, dictionaries, pronunciation, clear task directions and explanations, examples
10. **Support of out-of-class learning with in-class** (f2f) instruction and practice (a blend of in-class and out-of-class context)

MALL Procedures

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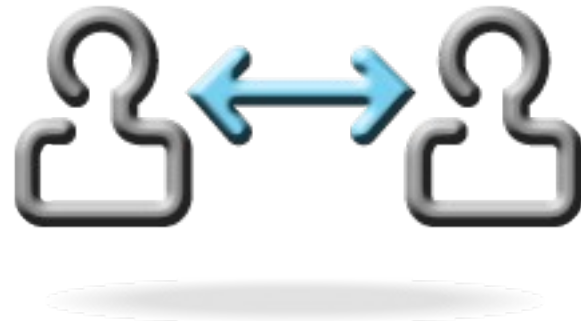
Re-

1. Replay/re-listen
2. Record
3. Rehearse
4. Repeat
5. Redo
6. Remember
7. Reflect



Co-

1. Communicate
2. Collaborate
3. Connect
4. Co-create
5. *Construct*
6. *Contextualize*



Thank you!

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References:

- Palalas, A. (2012). *Design guidelines for a Mobile-Enabled Language Learning system supporting the development of ESP listening skills* (Doctoral dissertation, Athabasca University). Retrieved from <http://hdl.handle.net/10791/17>
- Palalas, A., & Hoven, D. (2013). Implications of using DBR to investigate the iterative design of a mobile-enabled language learning system. CALICO.