The L120 Mobile Project

Conference or Workshop Item

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The L120 Mobile Project

Valérie Demouy, Annie Eardley, Agnes Kukulska-Hulme and Rhodri Thomas
Introduction

• Languages at the Open University
  – Distance learning
  – Tutor supported
• L120 and Blended learning
  – Printed material
  – DVD-ROMs
  – Asynchronous online activities
  – Online and Face-to-face tutorials
  – Assessments (oral & written)
The project

• 2 groups of 35 students
  - Group 1: iPods or MP3 players (listening)
  - Group 2: mobile phones and Learnosity (interactive speaking activities)
• Over 6 weeks
  - 6 online questionnaires
  - audio feedback on activities for group 2
Objectives & Outcomes

- What are the contexts in which students engage in ‘mobile’ activities?
- How often do students engage in mobile activities and how long do they spend on them?
- What aspect or what type of activities do they find most or less beneficial and why?
- to evaluate the benefits of providing our students with mobile listening and speaking activities
- to understand better how to integrate interactive activities with mobile technologies into our courses
- to integrate mobile speaking activities (if appropriate) in the design of new courses
Group 1

- **Type of activity**
  - a variety of audio clips
  - no question or activity linked
  - reinforcement

- **Participation**

![Participation rate - Group 1 (from questionnaires)](image-url)
Group 2

- Type of activities: listening, oral presentations, pronunciation or grammar drills and dialogues
- Example
- Participation
So where did they do it?

Group 1
Where did you listen to L120 audio clips using your device? (Tick all that apply)

Group 2
Where did you do the L120 speaking activities using your device?
Group 1
How often have you used your device to listen to L120 audio clips?

Group 2
How often have you used your device to do the speaking activities?
So did Group 1 find it useful?

In relation with your studies on L120, how do you rate the usefulness of listening to L120 audio clips on mobile devices?

- Extremely useful: 42.9%
- Very useful: 42.9%
- Useful: 14.3%
- Not very useful
- Not useful at all
- Don’t know
Which aspect did Group 1 find most useful?

In listening to the audio clips on your device, which aspect did you find most useful? Group 1 week 1

![Bar chart showing preferences for different aspects of listening skills.]
What did Group 2 like?

• Additional practice on pronunciation and grammar provided prompts/answers were short and it did not rely too much on memory
• The challenge (being stretched) & the ‘authentic’ aspect
• The potential to complement the DVD-ROM or the other course materials
What did Group 2 not like?

- Lack of sample/model answers in the review mode
- Issues around sound quality and functionality
- The high level of difficulty:
  - relying too much on memory
  - relying too much on course material content
  - hard to understand
### Reasons for dropping out

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/life pressure</td>
<td>4</td>
</tr>
<tr>
<td>Technical</td>
<td>2</td>
</tr>
<tr>
<td>Difficulty of content</td>
<td>3</td>
</tr>
<tr>
<td>Cost</td>
<td>6</td>
</tr>
<tr>
<td>Didn't meet expect.</td>
<td>4</td>
</tr>
<tr>
<td>Sound quality</td>
<td>2</td>
</tr>
<tr>
<td>Didn't receive info</td>
<td>4</td>
</tr>
<tr>
<td>Study pressure (L120)</td>
<td>7</td>
</tr>
<tr>
<td>Functionality</td>
<td>3</td>
</tr>
<tr>
<td>No new content</td>
<td>2</td>
</tr>
<tr>
<td>Dropped out of L120</td>
<td>2</td>
</tr>
</tbody>
</table>
Possible practical applications

• Encouraging the use of iPods and MP3 players for listening practise
• Standalone repetition activities (pronunciation/intonation)
• follow-up activities (complementing other medium such as DVD-ROM) focusing on practising grammar or oral skills in general such as grammar drills, dialogues and short oral presentations
• Approaching listening differently (developing memory and comprehension as well as immediate response)
Lessons learned

• Don’t assume that even basic technology is easy to master
• Don’t forget that the sound quality so important in listening and speaking skills might be an issue on mobile phones
• Match content with the medium and its functionality (including its limitations)
• Educate the students to the potential of approaching listening and speaking skills in a less supported way. (lack of visual can help with listening skills)
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