Citation

Demouy, Valérie; Eardley, Annie; Kukulska-Hulme, Agnes and Thomas, Rhodri (2009). The L120 Mobile Project. In: Mobile Learning and autonomy in second language acquisition (MLASLA), 17-19 Sep 2009, Toledo, Spain.

URL

https://oro.open.ac.uk/21158/

License

None Specified

Policy

This document has been downloaded from Open Research Online, The Open University's repository of research publications. This version is being made available in accordance with Open Research Online policies available from Open Research Online (ORO) Policies

Versions

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding
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**
Group 2

- Type of activities: listening, oral presentations, pronunciation or grammar drills and dialogues
- Example
- Participation

**Participation rate - Group 2 (from questionnaires)**

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6

Percentages
So where did they do it?

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

- At home
- On public transport
- In your car
- Other

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6

Group 2
Where did you do the L120 speaking activities using your device?

- At home
- On public transport
- In your car
- Other

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6
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%
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
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

- Work/life pressure: 4
- Technical: 2
- Difficulty of content: 3
- Cost: 6
- Didn't meet expectations: 2
- Sound quality: 4
- Didn't receive info: 1
- Study pressure (L120): 7
- Functionality: 3
- No new content: 2
- Dropped out of L120: 2
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)
Contacts

- Valérie Demouy (Lecturer in French - Department of Languages) v.e.demouy@open.ac.uk
- Annie Eardley (Senior Lecturer - Department of Languages) a.f.eardley@open.ac.uk
- Agnes Kukulska-Hulme (Professor of Learning Technology and Communication – Institute of Educational Technology) a.m.kukulska-hulme@open.ac.uk
- Rhodri Thomas (Senior Project Manager - Learning Innovation Office) rhodri.thomas@open.ac.uk