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# Localizing Mobile Learning

Conventional Cell phones as teaching tools for  
English language learning

Gisela Martiz  
Utah State University



# What is Mobile Learning?

- There is not an agreed definition
- It is defined in terms of:
  - The devices and technologies used
  - Learner mobility
  - Learning mobility



# Definitions

- Sub-division of e-learning (Chinnery, 2006)
- Combination of mobile devices with e-learning (Corbeil & al, 2007)
- Learning assisted by mobile technologies (Lu, 2008)
- Learning mediated via handheld devices, potentially available anytime, anywhere (Kukulsma-Hulme & Shield, 2008)
- Learning sustained by portable electronic media (Cavus & Ibrahim,2009)



# Devices used for mobile learning

- Personal Digital Assistants (PDAs)
- Audio and video players: mp3 players, dvd players, iPods, iTouch
- Smart phones: Iphone, Blackberry, Android
- Hand-held game consoles: PSPs, Nintendo DS
- Conventional/Features/traditional cell phones

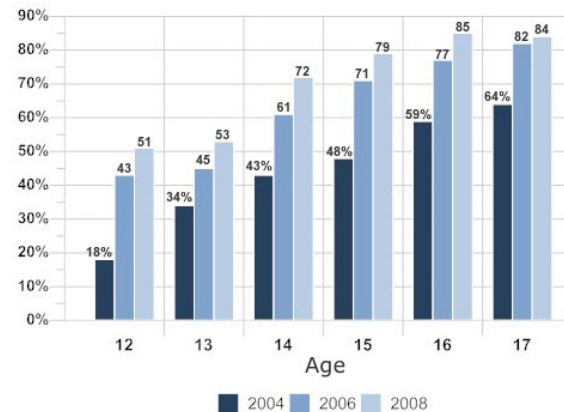


# Some statistics about cell phones

- Cell phones are the most popular mobile devices among teenagers and young adults

## Older teens more likely to own cell phones

Percentage of teen cell phone owners by age, 2004-2008



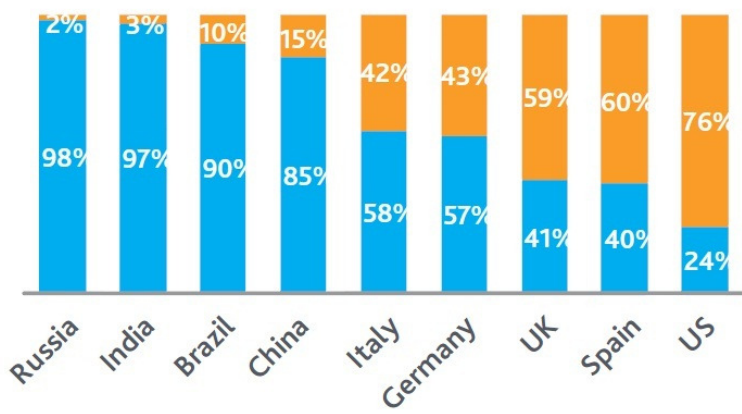
All data based on teens ages 12-17. Source: Pew Internet & American Life Project, Gaming and Civic Engagement Survey of Teens/Parents, Nov. 2007-Feb. 2008. N=1,102 and margin of error is ±3%. Margin of error for teens in the Oct.-Nov. 2004 survey is ±3% (n=1,100), and margin of error for the Oct.-Nov. 2006 survey is ±4% (n=935).



# Some statistics about cell phones

Prepaid/Postpaid among youth is comparable to general population

### Prepaid/Postpaid, Age 15-24 H1 2010

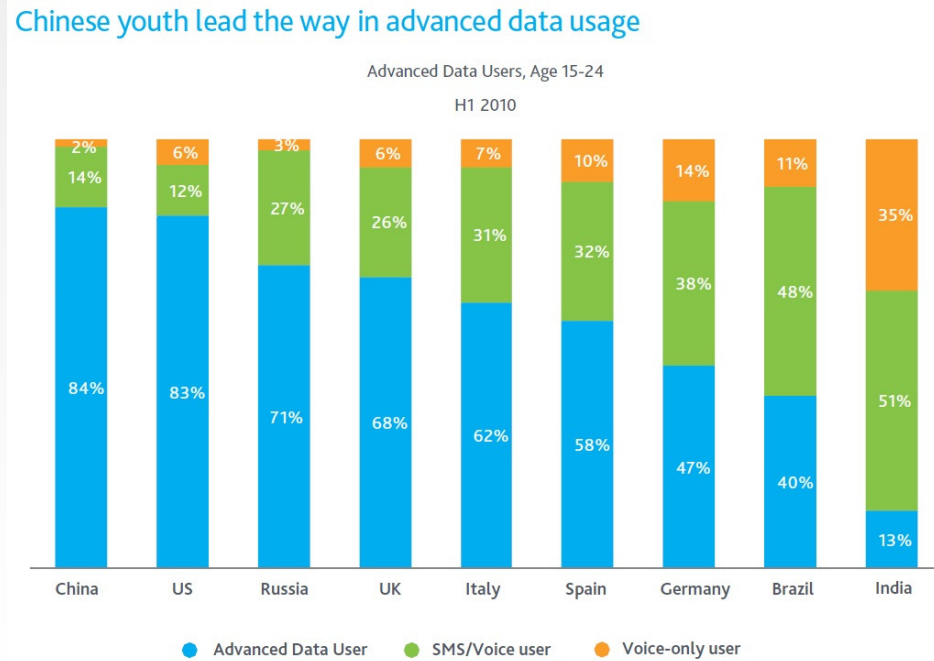


Source: The Nielsen Company

● Prepaid ● Postpaid



# Some statistics about cell phones



Source: The Nielsen Company





# Smart phones vs. conventional phones



## Cell phones use in Mobile learning for language teaching purposes

- Although research in mobile learning is in its emergent stage, several studies have been conducted using cell phones as language teaching tools:
- Instructional material sent via sms (Saran et al, 2008)
- Short quizzes via mms for assessment (Cooney & Keogs, 2007)
- Vocabulary words sent via sms (Lu, 2008; Cavus & Ibrahim, 2009)



## Cell phones use in Mobile learning for language teaching purposes

- Cell phones are the most used mobile devices in studies about mobile learning among teenagers and young adults
- Many studies are conducted using cell phones that required the students to have internet access or the creation of an additional software was needed.
- According to the literature reviewed. Most studies about language learning have been conducted in Asia, Europe and Africa.
- A large number of adolescents in developing countries own a cell phone, many cannot afford the technology necessary to benefit from its potential educational use.



# Localizing Mobile Learning

- **Localization:**

Adapting products, services or materials to a specific culture, so it can be easily used by the people in that culture (DeBry, 2001)



# Localizing Mobile Learning

- Use the functions in a conventional cell phone that not require internet access:
  - Short message service (sms):** delivery of new vocabulary word for review and reinforcement.
  - Picture camera:** gather data about an assignment.
  - Bluetooth:** share pictures with other classmates
  - Video and voice recording:** record a dialogue for speaking activities.



# Advantages

- Small size and light weight.
- Increase teen learner's motivation and engagement in learning a new language.
- Complementary teaching tools inside the classroom.
- Students' access to material taught in class outside the classroom.



# Disadvantages

- Their primary use is recreational, not instructional
- Small screens to read the material sent.
- Considered disruptive devices
- Expenses in text messaging service



# Recommendations

- Inform students and school authorities about the potential benefits of cell phones to learn English.
- Delivery of short text messages so they can be easy to read.
- Use in-classroom activities with cell phones sparingly
- Use mobile carriers' websites to deliver sms to students





# Conclusion

- The exploration of mobile learning should not be restricted due to limitations in the access to online environments. It should be localized to meet the students and teachers' needs, so they can also obtain the benefits it provides.



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