

MALL in the Federation Wallonia-Brussels

Towards an effective use of MALL

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Introduction : MALL

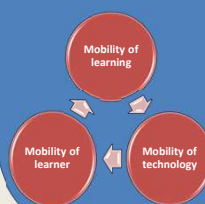
What is *Mobile-learning*?

“(…)namely any form of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies” (Shield & Kukulska 2008 in Soleimani, Ismail & al. 2014: 458)

What is MALL?

"Although, in general, MALL has been considered as a subset of both mobile learning and computer-assisted language learning, Kukulska-Hulme and Shield (2008:273) note that MALL differs from CALL "in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use" (Kim & Kwon : 2012 :31)

Which mobility?



Kukulska 2009	Kim & Kwon 2012	Ogata & Yano 2005 about MALL
- Personalized - Authentic - Spontaneous - Informal - Situated	- Personalized - Collaborative - Flexible - Ubiquitous - Situated	- Immediate - Interactive - Permanent - Accessible - Situated instructional activities

Context of study

Education in Belgium

- Federation Wallonia-Brussels (French-speaking part of the country)

ICT in Wallonia (2013)

- Strategic plan : integration of ICT in schools
- 82% Walloon households have an internet connexion
- 28% Walloon households have a tablet PC
- 25% Walloons have a smartphone with an internet connexion (AWT, Baromètre TIC 2013)

MALL in Wallonia

- **TELL-OP (preliminary findings)**
- 40% teachers use web services in their language teaching
- 15% teachers use a tablet in their language teaching
- 10% teachers use a smartphone in their language teaching
- More than 40% teachers **never** use mobile devices for their language teaching



- More results soon!

Object of study

The uses of MALL in FWB

- Understudied field
- Need of training modules
- Any evaluation of MALL?

The attitudes of the different actors in education toward using MALL

- Factors to success
- Obstacles to success

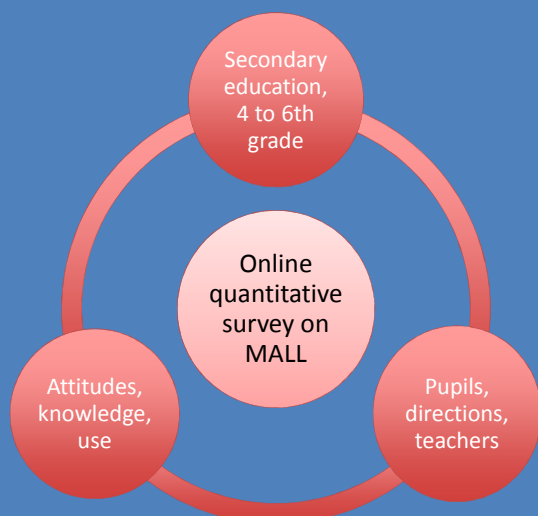
Aims of the study

Description of the actual uses of MALL in secondary education in FWB

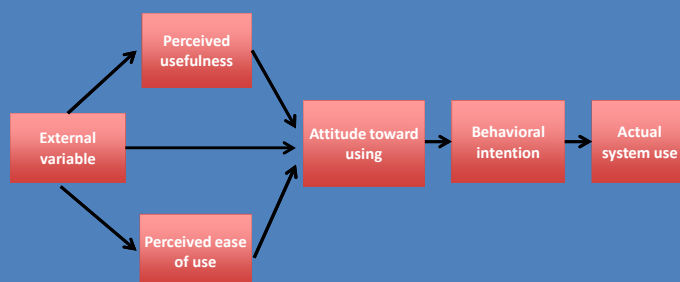
Analysis of the actors' attitudes towards MALL

Pedagogical implications

Methodology



Davis' technology acceptance model 1989



Analysis of the results

- Descriptive statistics
- Use of TAM for teachers and pupils
 - List of obstacles and factors to success

Training modules

References

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TELL-OP project: www.tellon.eu