

# TWENTY YEARS OF MALL PROJECT IMPLEMENTATION: A META-ANALYSIS OF LEARNING OUTCOMES

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## KEY TERMS

### MALL

#### Mobile-assisted Language Learning

*The use of mobile phones to assist or enhance language learning*

## WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

How effective is MALL in language learning?



## WHAT EVIDENCE IS SUMMARISED?

# 291

articles were used in this meta-analysis

## WHAT DOES IT FIND?

- Short messaging service (SMS) provides better vocabulary retention than printed paper after one week
- Multimedia messaging service (MMS) helps learners learn more vocabulary than web-pages and printed papers
- iPod-supported activities help learners with automaticity in speed and more accurate segmental and prosodic features of oral reading
- Personal digital assistants (PDAs) help learners with vocabulary acquisition, as well as speaking and listening skills
- Learners who use PDAs can make greater learning gains with less time on task and less teacher support.

## HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers are encouraged to adopt a purpose-driven approach to using MALL i.e., use MALL tools in alignment with the target language skills in focus
- MALL tools can be used to support language learning beyond the classroom and they provide an excellent opportunity for developing learner autonomy