“An exploratory research study at George Brown College in Toronto sought to augment classroom learning by designing mobile-assisted language learning (MALL) solutions which would promote out-of-class listening practices, thus offering added language learning without increasing classroom time.”

“A hybrid course was developed to offer a combination of face-to-face classes, online components, and mobile devices used for listening practice. This mobile language learning model was designed for internationally trained professionals, with diverse cultural and educational backgrounds, in an Accounting program.”

“Students were provided with an iPod Touch and access to audio and video podcasts, internally produced and from external sources, for on-the-go retrieval and listening practice. Students were also encouraged to use the mobile devices to communicate by blogging or e-mailing and to record their reflections on the experience. As part of the 15-week pilot course, research was done on student learning and preferences for activities in mobile learning.”

“The research revealed that:

- Students expressed a high degree of satisfaction with the MALL component of the course, citing flexibility, portability, access to resources and convenience as the key benefits;
- Students identified cost and limited connectivity as the primary shortcomings of MALL;
- Mobile devices were used primarily as listening devices, with minimal interaction and connectivity; and
- MALL had to be re-designed to build in communication and activities and to take better advantage of the capacities of mobile devices.

“A second pilot study phase was designed to distil a set of design principles for effective mobile-assisted listening learning tools to be used for student-centred instruction.”