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Mobile pedagogy for English language teaching: a guide for teachers

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Introduction

This guide responds to an identified desire among English language teachers to make sense of the rising tide of possibilities created by mobile language learning (also known as mobile assisted language learning or MALL).

The ideas in this guide are based on a research project conducted at The Open University in 2013–14, funded by a grant from The British Council Research Partnerships scheme. This project has investigated the experiences of English language learners and teachers who have explored mobile learning to some degree, even if only tentatively and informally. Recognising that we live in an increasingly mobile world, where travel and migration are more common and mobile devices are a part of everyday life, the research has focused particularly on the teaching and learning context of English for Speakers of Other Languages (ESOL) and English for Academic Purposes (EAP).

Teachers already know many of the ingredients that can spell success for language learning and this naturally leads to consideration of how language teaching might be enhanced by the careful use of mobile devices. In this guide we propose a new frame of reference designed to stimulate thinking around

key aspects of mobile-enabled language learning activities for students. One of the key aspects of successful mobile learning of English that the framework highlights is the use of activities which exploit a dynamic language and technology environment while drawing on the distinctive capabilities of teachers and learners.

It is our hope that this guide will be read widely and adopted in teacher development throughout the world. We look forward to receiving feedback on whether it has enabled teachers and learners to rethink and revitalise their practices.

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About the project

This guide to mobile pedagogy for English language teaching (ELT) springs from an Open University research project funded by a grant from the British Council Research Partnerships scheme. Mobile pedagogy for ELT is founded on the belief that while mobile devices can support self-directed learning and language learner autonomy, the role of teachers is equally important. Mobile-assisted language learning is not simply the transfer of current teaching and learning materials and practices to a mobile device, but a complete reconceptualisation of these. Existing mobile applications have yet to catch up with this idea, often transmitting content rather than exploiting opportunities for communication and collaboration.

Mobile pedagogy for ELT aims to enhance the mobile experience for adult learners and their teachers, specifically UK based immigrants who need to improve their English in order to be successful in securing or keeping a job, and international students needing to improve their English for access to study at UK universities, and those who teach or support them.

This guide aims to share knowledge and highlight some appropriate pedagogical strategies with teachers and support staff so that mobile devices can be used more effectively in teaching and learning English. The adoption of mobile devices has potentially far-reaching consequences for learners, learning design and how learning is supported by teachers and advisors.

Students, teachers and support staff took part in studies based around current language learning and teaching practices with mobile devices. Participants included recent migrants studying ESOL at City College, Brighton and Hove in order to further their employment opportunities, and international students studying EAP at the University of Brighton and the University of Sussex (and their teachers). Participants tried out some of the ideas included in this guide with their phones and tablets, as well as using and recording their experiences of using mobile applications. The voices of these learner and teacher participants are included throughout the guide, providing insights from their perspectives in their own words.

This guide is for anyone interested in teaching and learning languages. Although the research was conducted with learners, teachers and support staff

for adult students of EAP and ESOL in a UK environment, care has been taken to ensure the ideas within may be applicable to many other teaching contexts and environments. The project was a collaboration between the Institute of Educational Technology and the OpenELT Unit, Department of Languages, at The Open University, UK, involving researchers and practitioners spanning mobile learning and language teaching.

Key members of the team:

Professor Agnes Kukulska-Hulme is Professor of Learning Technology and Communication in the Institute of Educational Technology at The Open University. She is Past-President of the International Association for Mobile Learning, and serves on the Editorial Board of several journals including the International Journal of Mobile and Blended Learning. She has been researching mobile learning since 2001, most recently as part of the European MASELTOV project on smart and personalized technologies for social inclusion. Her original discipline background is in linguistics and language teaching.

Jim Donohue was Head of Open English language teaching in the Department of Languages at The Open University UK from 2006 to 2014. OpenELT produces online and distance courses in English for Academic Purposes and collaborates with faculties across the university to develop language-based approaches to teaching and learning. Jim now works at Queen Mary, University of London, as a member of the Thinking Writing team within Learning Development, promoting awareness of the role of writing in higher education. He has researched extensively in the fields of academic and professional communication using systemic functional linguistics approaches. He is currently secretary of the committee of the European Association for the Teaching of Academic Writing.

Lucy Norris is currently a Research Associate in the Institute of Educational Technology at The Open University. Her background is in language teaching and language teacher development as well as materials writing for ELT. She has lived and worked in Turkey, Indonesia, Italy, Spain, Australia and the UK, and has been involved in short term international CLIL (Content and Language Integrated Learning) and teacher training projects.

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Acknowledgements

We would like to thank the staff and students of Brighton and Hove City College, The International Study Centre, University of Sussex, and the University of Brighton for facilitating this study.

This guide was informed by feedback through consultation with the following international experts. We are very grateful for their insightful comments and suggestions which have informed the guide, and we would like to express our thanks to the following people:

Neil Ballantyne, The British Council, Hong Kong

Elena Bárcena, Universidad Nacional de Educación a Distancia (UNED), Spain

Linda Bradley, Chalmers University of Technology, Sweden

Gavin Dudeney, The Consultants-E

Diana Hicks, Consultant

Nicky Hockly, The Consultants-E

Mike Kealey, Kyngpook National University, South Korea

Tim Read, Universidad Nacional de Educación a Distancia (UNED), Spain

Shaun Wilden, Teacher Training Coordinator, International House World Organisation

Many thanks also to:

Sinéad Courtney and **Carl Williams,** Improvement and Innovation Leaders, Milton Keynes College

Rebecca Adlard, for editing this guide

Simon Cross, The Open University, UK

Gill Macmillan, The Open University, UK

Elena Martín Monje, Universidad Nacional de Educación a Distancia (UNED), Spain, for the list of ELT apps (pp. 35–36)

Martyn Ford for his drawing (p. 16) and cartoon (p. 24)

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Opening address to teachers

Dear English language teachers, teacher educators and support staff

In this guide, pedagogy, or the art and science of teaching, is combined with the term mobile, which refers to learners and language learning being mobile, moving between places, linking classroom learning with work, home, play and other spaces and embracing varied cultural contexts, communication goals and people. The word 'mobile' in the title is not simply synonymous with a mobile phone.

Mobile pedagogy for ELT sets out a philosophy and proposes a framework to help guide teacher-thinking when designing learning for their 'mobile' learners in and beyond the classroom. The guide was informed by research conducted with students and teachers studying or teaching in the UK in different settings: international students engaged in university language study and migrants on employment related language courses. However, the guide is intended to be of relevance to anyone involved in English language teaching to adults in many other international settings. It is also intended to address those interested in the following two questions:

1. Do we need to reconsider English language teaching pedagogy at a time when "21st century skills" have already been incorporated into other educational arenas for over a decade and considerable debate rages about the place of 'Edtech' in ELT?

2. Do we need to consider what language learners do to learn English beyond the classroom?

Cambridge ESOL gives a guideline number of approximately 600 hours to reach level B2 (an independent speaker) on the Common European Framework, which will take five to eight years to achieve in a formal educational setting outside an English speaking country (see discussion related to immigrants in the UK here http://bbc.in/1oxQWv5). Lightbown and Spada refer to this as a 'drip-feed approach' and point out that studying like this "often leads to frustration as learners feel they have been studying 'for years' without making much progress" (2006: 186–7). Van Lier describes how learners who only engaged with language during lessons would find themselves in the situation where "progress will either not occur or be exceedingly slow.

The students' minds must occupy themselves with the language between lessons as well as in lessons, if improvements are to happen" (1996: 42).

The lessons were very boring; we just followed the book and did exercise after exercise, the same stuff I could do by myself outside class.
Dario, 24, ESOL student

You look at all the EAP books and they are all cloned versions of each other, and they've been like that for 15 years … Now my students want more social stuff. For example they've made short videos synthesizing certain teaching points we've covered and discussed which the best one was.
Zoe, EAP teacher

It is important to note that language education, teacher training policies, examinations, curriculum documents and materials have yet to catch up with and reflect the range of digital media that has become so much part of many of our learners' lives, and that we are in a stage of transition (Walsh 2010: 212). National and international English language testing today mostly involves listening to audio (not video), reading print and writing texts with pen and paper. It is likely that the same holds true for homework tasks, in which learners mostly read, write or do exercises online or on paper (gap-fills or multiple choice, for example).

There is a disconnect between this world of language education and the multimodal text processing and creation that learners engage in beyond the classroom, where they may, for example, share video clips on social media which interweave words, sound and image (photography, graphics and film). Menezes claims there is a gap between student and teacher perceptions of what studying a language is, and this disparity leads learners to seek out cultural products in the form of such media. As one of her learners puts it "everything around us like books, TV, friends could be a teacher for us." (Menezes 2011: 68).

This guide follows Menezes' observation that "anyone who is interested in knowing how languages are learned should pay attention to what learners have to tell us" (2011: 60). Learner voice, in the form of anonymised quotations from the students we interviewed, is included throughout to illustrate and inform, along with their anonymised teachers' voices.

We begin by presenting the pedagogical framework with examples of how it might translate into a lesson, and go on to consider the features of a successful language lesson, and how these might be aided by the principled use of the framework.

Throughout the guide there is a strong focus on the teacher, but the pedagogy is described in terms of what learners might do in and beyond classrooms. The pedagogical framework aims to guide teacher-thinking around the design of fruitful and enriching language learning experiences. We provide a number of language and learning activities. We recognise that the scope and nature of this open guide is somewhat limited, so we include references and suggestions to further thinking, reading, ideas and sources for possible further development and training.

It's like having the ancient library of Alexandria restored and evolving at the tips of your fingers

Vivian, English language teacher

Before this practice with apps I've never really used my phone to study before and nowadays I use it every day. In my country is not a common attitude. No one when in the class is using a cell phone. When they are using it is nothing related to education and here you're free every time to watch it to study, it's a new thing!

Enrico, 19, ESOL student

Honestly before here I used a mobile phone only for entertainment. Now I came here I know many academic applications so I start here.

Thea, 18, EAP student

Students have realised that you can actually write half of it when it is still fresh in your mind on the way home and then you can send it to yourself... so I think that's great because they are not sitting there looking at a blank page and thinking 'where do I start?'

Zoe, EAP teacher

I appreciate the functions it offers, the notepad is transportable to record everything that passes through our minds, but also the ability to archive my notes, lists, reference data and the ability to add attachments to my notes.

Aurelie, 23, EAP student

So, for example, when you study English you always have the same scenarios ... and every single application or book has the same topics and grammar and scenarios like I know how to ask for a bottle of water I don't need an application that repeats again all the time the same scenarios.

Baris, 34, ESOL student

This app? It's boring because of the topic or because you just have to press a button... Maybe it could be good if you had the option to speak, it could be more funny if it will speak back to you... My dream app? When I will say something in Czech English and it will change the words and make it proper English so I can see how it would be written.

Pavla, 29, ESOL student

Basically it's a sort of validation, isn't it, instant feedback that tells them if they've got it right or wrong...or it feels like a fun game I guess ... It's nice to see as a class and they talk about it before going on to the next one and people can ask why something is wrong, you know it builds discussion about the language in itself.

Jon, ESOL teacher, describing how students use the Socrative app on their phones in class.

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A framework for mobile assisted language teaching and learning

Our philosophy

Mobile pedagogy is an unusual term since it is more common to talk about mobile learning. The use of mobile devices, which is often accompanied by learner mobility across diverse contexts and settings, puts a spotlight on learners and their experiences, but in so doing it may obscure the vital role played by teachers. This guide redresses the balance by exploring what it means for teachers to implement a mobile pedagogy in the classroom and when designing learning activities that may be carried out beyond the classroom.

Our approach to mobile pedagogy for English language teaching is based on the belief that teachers and learners are active participants in making and shaping language learning.

By 'language learning' we mean the development of interpersonal communication resources which are multimodal, but among which language is the primary resource. Language resources comprise knowledge of the language system (phonology, lexis, grammar and discourse) and language use (the exploitation of the system in order to communicate meaningfully in context).

Active participation in language teaching and learning implies that learners take responsibility for their own learning and that teachers play their part in enabling this. This has long been the philosophy of good English language teaching. Mobile technologies enable the implementation of this philosophy in ways that were previously impossible. Students now carry with them powerful devices with which they can:

- create and share multimodal texts
- communicate spontaneously with people anywhere in the world
- capture language use outside the classroom
- analyse their own language production and learning needs
- construct artefacts and share them with others
- provide evidence of progress gathered across a range of settings, in a variety of media.

What does all this imply for the language teacher, the 'language lesson' and the teacher-learner relationship when the boundaries between the classroom and the outside world are dissolving?

Figure 1: A pedagogical framework for mobile assisted language teaching and learning
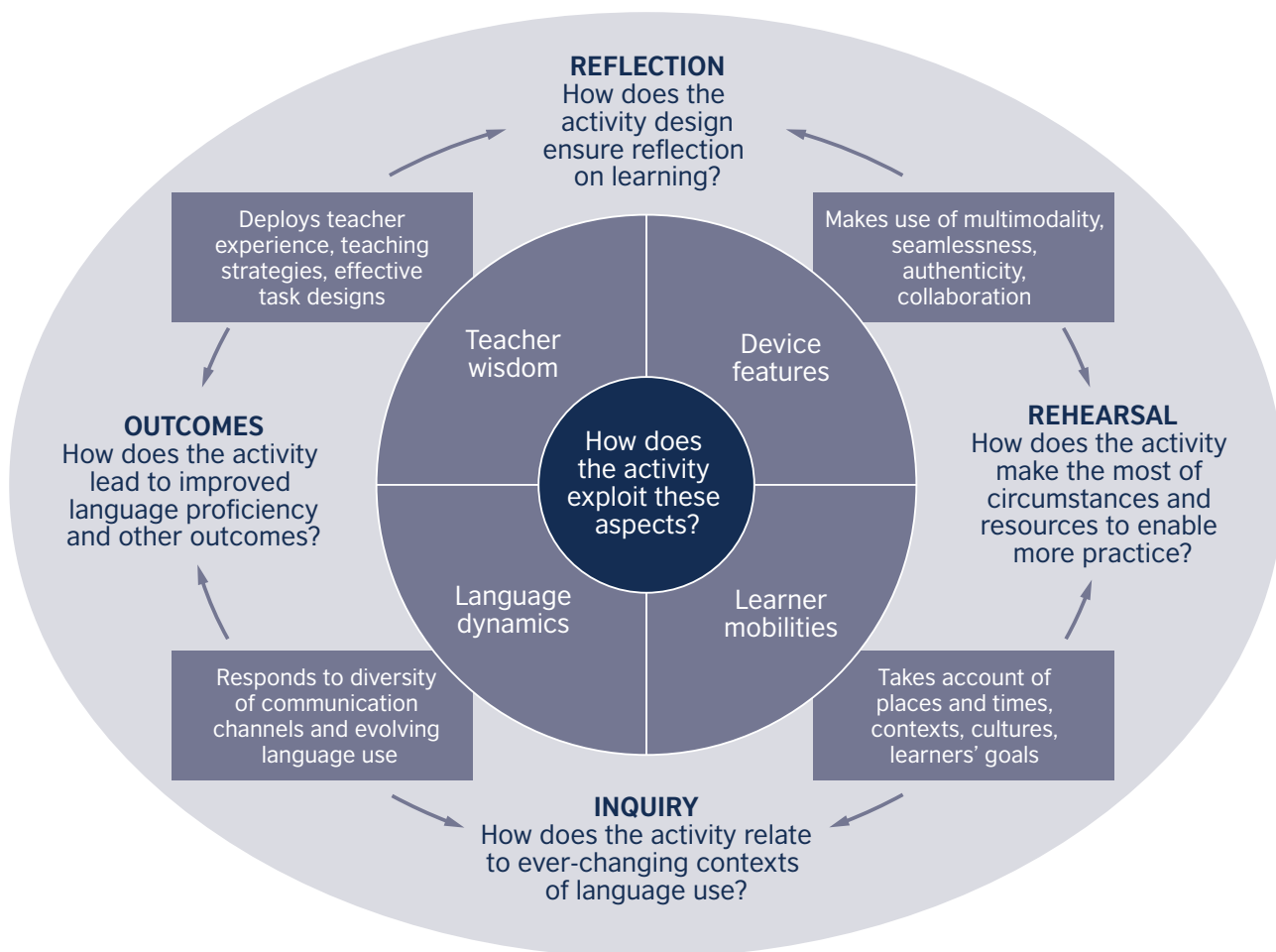
A pedagogical framework

English language teachers have always aimed to make learning relevant to their learners' lives and language needs. Mobile learning facilitates this by strengthening connections between people, and between the places where language is learned and used. Mobile learning takes advantage of powerful features on mobile phones and other devices that make it easy for users to create simple content (photos, videos, texts, recordings) and to share them with others. It can also make use of device features that detect a user's location and their movements.

■ **Teacher wisdom:** highlights the teacher's personal role and experience in enacting pedagogy. Enacting a mobile pedagogy means considering pedagogy in relationship with the other three spheres of the framework.

■ **Device features:** Mobile technology can be understood in simple terms as the mobile device features that enable multimodal communication, collaboration and language rehearsal in the course of everyday or professional settings. These features are relevant for teachers and learners, both of whom may need to keep enhancing their knowledge and skills over time. Mobile technology partly depends on the ability to connect to the

internet in different locations, ideally seamlessly, but we still need to be aware of aspects such as availability of Wi-Fi or how much it may cost to download a very large file.

■ **Learner mobilities:** Learner mobilities include the places and times when people can learn, the range of contexts and cultural settings they occupy and the personal goals that motivate learners to keep on learning beyond the confines of the classroom.

■ **Language dynamics:** Language is dynamic, and, partly due to the rapid evolution of communications technology, is in constant flux. New channels and media become available for learning and interpersonal communication, and these may be used to conduct language teaching (e.g. via social media), to practise the target language, and to initiate inquiries about language meanings and language change.

Our pedagogical framework (see Figure 1) is intended to help teachers think about how any new language learning activities they might design for their mobile learners will be different from activities they may have planned or designed before. We highlight four important 'connecting concepts' that link the four spheres described above:

Outcomes

How does the activity lead to improved language proficiency and other outcomes?

Teaching practice involves consideration of learning outcomes, both those that can be predicted and other outcomes that may arise as a by-product of participating in a lesson or language learning activity. Teacher wisdom informs the 'design' of outcomes while remaining open to other possible outcomes including those that will likely arise from the dynamic nature of language and contemporary communication channels and media. Mobile learning outcomes may include some of the following:

- identifying gaps in knowledge
- developing a habit of reflection on language learned
- learning to notice (how language is used, how I use the language)
- connecting language users (more expert and less expert)
- using language for real purposes in real world contexts
- developing ability to respond to a context
- rehearsing, experimenting
- developing multiple perspectives
- learning to learn, developing autonomy
- developing digital (mobile) literacies.

Inquiry

How does the activity relate to ever changing contexts of language use?

Mobile devices are not only tools for teaching and learning but should also be viewed as instruments to help teachers and learners conduct inquiries into changes within disciplinary knowledge. The mobile device can be used to capture and share language data, for example new expressions or pronunciations that are encountered. Since language evolution is influenced by use of communication channels and media, mobile devices should also be instruments to pose questions and seek answers to how language is used in emerging social networks supported by communications media.

Rehearsal

How does the activity make the most of circumstances and resources to enable more practice?

A classroom environment can only do so much when it comes to helping learners practise their target language and become more aware of specific individual gaps and problems that should be addressed. It offers a supportive environment in which to prepare for target language communication outside the classroom and receive helpful personal feedback. Mobile technologies expand and extend the territory where language may be rehearsed and practised. Mobile learning can support a greater variety of language forms, including succinct forms of expression such as 'tweets' and summaries.

Reflection

How does the activity design ensure reflection on learning?

Teachers deploy their teaching experience, for example by using specific strategies that they know will work with their learners. They enable the learning process and provide feedback. The teacher role includes modelling good practices (e.g. correct language forms) and crucially, helping learners reflect on their learning – what has and has not been learnt or understood, how it may be applied, how to improve and progress, what new learning goals may be set and so on. Mobile devices can assist in this process, enabling more frequent reflection.

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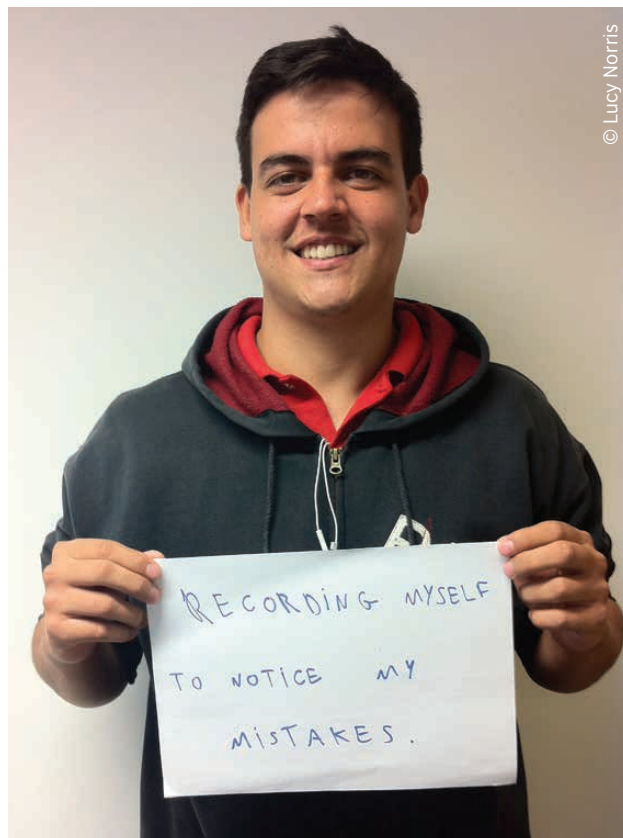
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How does the framework relate to a lesson?

We provide two illustrations of how the framework can be applied: the first is a whole lesson, from a series relating to job applications, and the second is a task relating to the personalisation of published course materials. The activities are presented and analysed in terms of the spheres and connecting concepts of the Framework, with the addition of a comment about the environment in which the activity takes place.

1. Job applications

In this task learners prepare a draft letter to accompany a job application, highlighting past experiences, and are prepared to discuss this at interview. The learning outcomes are achieved through a focus on lexis, structure, degree of formality and appropriacy in written and spoken language.

Teacher wisdom

The teacher knows how to foster and create an atmosphere of trust and empathy among and between learners and understands the psychological barriers and unease that might spring from those who have no previous experience of work or have done work that could be perceived as low status. The lesson starts with learner contributions and reflections which are considered again at the end of the lesson.

Learner (and learning) mobilities

This lesson includes learning environments and input beyond the classroom. Learners arrive having already watched an online job interview of their choice and reflected on it in terms of what was useful or not useful for them. At the start of class they share these reflections and think about what they would like to learn during the lesson.

Lesson part 1 description:
- Interviews based on questions from students (starting from any in the videos they watched) are displayed on the board.

- Pairs ask the questions first in the role of interviewer and then change roles and answer the same questions in relation to their own previous (or invented) work background.

- The teacher scaffolds the interview role play with appropriate language (lexis, structures, 'chunks' of language) from students' current linguistic knowledge and recasts, fine tunes and corrects their contributions as well as providing input.

- The resulting language to support the role play is provided on the board, as well as a set of prompts or cues on handouts.

- The room and learners are arranged in such a way as to support the collaborative interview role plays appropriately, and timing is made clear with pre-agreed signals for the change in role from interviewee to interviewer.

- Learners are asked to record the interviews on their smartphones, using the voice recorder function or a voice-recording app.

Rehearsal
- While the activity is being carried out the teacher monitors and troubleshoots, maintaining awareness of all participants, the flow of the activity, where communication may be breaking down and providing on the spot prompts, language or guidance.

- The teacher notes down (or voice records on a smartphone) some areas of lexis, grammar, discourse or phonology to respond to.

Reflection (post role play)

Lesson part 2 description:
- Pairs of learners complete the table by listening to their recordings and choosing three language chunks for each column

useful language to share

what I am not sure about

what needs editing/correcting

- Groups of four or six learners go on to compare, edit and research the expressions/language in all three columns, checking and peer-editing all three columns. A member of each group puts the correct/corrected ones on the board.

- The teacher scaffolds and gives input to repair and correct these (if needed) as well as working with the whole class on language and appropriacy of discourse for the ones that need further work.

- Learners can use their mobiles to research grammar and lexis from recommended on or offline references, and call on the teacher.

- Learners need to write down or otherwise record what they have learnt from this process, and reflect on what helped. (Note: Many learners simply photograph board work, which is NOT the same thing).

- Pairs are re-jigged so people work with a different partner and role play the interview again, one person recording with their phone (in interviewee role), and perfecting their answers. A strict time limit is observed with the use of the timer on the other partner's phone.

Outcomes
- The second interview should have gone more smoothly and learners gained in confidence after the rehearsal, scaffolding and extra language work.

- There is an artefact (the recording) as evidence of progress or achievement, or for assessment (by self, peers or teacher).

Learner mobilities: beyond class
- The recording can be taken home to help with the job application letter. Learners will use their notes and further scaffolding in terms of further language models as appropriate (linking and cohesive devices, for example).

Inquiry and reflection
- Learners will become more conscious of the differences between the grammars of spoken and written language, and actively search for and record further examples from real life/media relating to past work experience (YouTube has many clips with search term 'past work experience + interview' and web sites like LinkedIn for letters).

- These examples can be shared with the class on a learning platform or via an online shared repository (Facebook, VLE, or websites like Pinterest or Padlet) with illustrative images or links to media. Pairs or groups plan their own job application letters.

Device features
- The device is used as a research and recording tool, where important information about language is also stored (as speech and image, e.g. photos of the board/notes or other materials as screen shots) and as an aid to reflection and repair (during and after the class) as well as a prompt bridging in and out of class contexts.

- It would be useful for students to use a mobile device as a process reflection tool as they write their application letter i.e. taking a photo of their work every 15–20 minutes so they can discuss this process of writing in the lesson in groups in a following class.

- The recording mechanism of 'think aloud' protocol would also be of value here, so learners would be asked to talk about and record voice notes of what they are thinking, doing and feeling as they write their letters, access the notes they made in class etc.

Learner mobilities
- Both the learner and the learning could be seen as mobile across settings, and written work could be shared on a learning platform or other virtual shared space, OR edited using Google Docs.

- The learner can take the artefacts produced into other contexts and add to them.

- These artefacts can be shared with any absent learners so they still feel included and part of the ongoing learning in class, and enabled to produce their own letter.

Language dynamics
- This lesson allows for normally transitory language to be captured for repair, on the spot, or later, by teacher(s), learners and peers.

- The teacher is the 'expert', but allows for and encourages individual and collaborative research on grammatical and lexical patterns for whole class learning and sharing.

- The link between the more dynamic spoken language describing previous work experience and the more fixed written expression is a feature of such a lesson, and the teacher provides support material (e.g. an example letter).

Reflection
Learners go back to the things they identified as those they would like to learn in the initial stage and decide on how much they have gained, what they need to follow up on, etc.

Environment

- The language classroom can tend towards a noisy, bustling buzz when pair or group work is being conducted, which is a positive thing, and trains learners that they will need to hold their own in real-life, crowded situations with multiple conversations being conducted simultaneously, like in pubs, cafes, restaurants, train stations, etc.

- However, in an authentic job interview there is less likely to be distracting background noise. In a class of say 30 learners, perhaps 15 would be speaking at one time, so if it is possible it might be a good idea to send some learners to other spots in or near the building to record their interviews. Headphones might be a good idea to listen to these in the next phase, so they can hear the recording sufficiently well to extract the language, although this might affect the interpersonal dynamics as collaboration is more difficult when pairs are plugged into their own devices rather than sharing. Some learners might share a set of headphones here, with one bud apiece.

2. Personalising course materials

Imagine that your ESOL or EAP learners are required to complete a module/course book task that focuses on language related to describing spaces and rooms in homes, classrooms and campus buildings, as well as the furniture and resources found within. The course book or course materials use generic library stock photos and actors provide dialogues on an audio CD or MP3 and video.

Teacher wisdom
The teacher understands that localisation, personalisation and authentic tasks are more meaningful for students and more motivating. S/he decides to replace some of the images and recordings with those that students generate, and use the class and school location as the sources for the language input, but still uses the target language provided by the course book which students have. Some of the tasks will include homework or beyond/ outside the class image or video capture.

Rehearsal
Learners could be seen to physically and mentally rehearse language, or the gaps in L2, as they select the photos or make a short video tour of a building or room and realise what they are able and not yet able to describe.

Reflection
Learners can reflect on what the spaces, places, resources and locations mean to them, as well as the language used to describe them, and consider and 'notice' the differences between L1 and L2 (e.g. L2 may locate differently from L1, from current space,

speaker's perspective or from the perspective of the place, or ground floor versus first floor in some languages). This is aided by the ownership of the real images captured on learners' phones in combination with discussion and collaboration with peers in class.

Outcomes
Learners create personalised, authentic artefacts for their learning, using learner-created contexts (combining images and descriptions, tags, etc.) rather than relying on 'pre-masticated' one-size-fits-all materials from global course books, websites and materials.

Learner mobilities: beyond class
Learners will be capturing images (moving or still) of spaces in buildings and homes of their choosing, both in and around their learning location, as well as in their village, town or city.

Device features
The students' mobile phones can make videos with sound and take photos which can be shared. The language is rooted in relation to the images of the places and locations chosen, and tags and geolocation can be brought into play.

Language dynamics
Using real life authentic buildings, rooms and furniture selected by the learners is bringing the target language alive from the flat pages of their books (with stock photos of places with no relation to the learners) to stimulate and prompt meaningful, purposeful 'real life' language use and practice. These are learner-generated contexts for language required by the syllabus or curriculum.

Inquiry
Learners might actively seek to research lexis to describe furniture, resources and locations they have captured in photos or video footage using dictionaries or other language resources.

Note: Any course book materials (or portions of these) may be selected to personalise with learners' own photographs and texts (or audio/video recordings), and stimulate ongoing reflection on learning.

A word about the environment
Linking the physical environments inhabited by and selected by learners with the language of this lesson is enabled by their devices. The environments for such a learning design include the immediate class/ school/campus as well as those beyond it, and these can be brought into the class for consideration, description, language scaffolding and input. Equally, language work done in class can be applied to wider learner world contexts beyond the class setting where learners can use their devices to marshall their linguistic resources and record examples in situ.

7

Ways to implement mobile pedagogy

What makes for a successful language lesson? Teachers, linguists and researchers have concerned themselves with this question throughout the history of language teaching, and while there is no definitive answer, some features are outlined here, to which other ideas can be added.

This section looks at some ingredients of a successful lesson, and goes on to consider how mobile pedagogy for ELT helps teachers enhance what they do on a daily basis and focus on language and learning goals in new ways.

Successful language lessons

- incorporate tasks relating to learners' communicative needs within and beyond the classroom

- expose learners to language as a dynamic system

- integrate the four skills of speaking, listening, reading and writing

- provide learners with timely feedback and scaffolding

- give opportunities for learners to interact socially, negotiate meaning and produce varied and creative communication with peers and with English language users beyond the classroom across boundaries of time and place

- enable learners to rehearse speech and writing, which can be particularly challenging in a classroom setting

- encourage learners to develop skills in 'learning how to learn' and attend mindfully to the learning process

- allow learners choices in what and how to learn

- contribute to learners' sense of progress and achievement.

Features of mobile pedagogy for language learning and teaching	How teachers can enable mobile pedagogy for language learning and teaching
Learning is mobile, situated, contingent, context-aware, and authentic. Learning happens both formally and informally, in and between classrooms, homes, transport and other spaces, and in communities extending beyond learners' immediate physical environments and networks. Classrooms may be 'flipped', or blended, combining face-to-face learning with online learning.	1. Seek opportunities to guide, ask for and include learners' questions about language encountered informally or more formally outside class. One way of achieving this is by asking learners to post questions on to a class blog or VLE well in advance so peers have time to respond. This might expose learning needs, which can then be taken into account when planning. 2. Welcome a choice of response to language practice homework, inviting narrated and tagged images (using Thinglink www.thinglink.com), or voice recordings as well as more traditional pen and paper tasks. 3. Give learners outside-class learning tasks that involve interacting with other English users (face-to-face or online) in order to situate learning, involve a learner's community and add authenticity. A homework task could be to conduct and share a one minute interview (voice or video) incorporating language studied in class, e.g. asking a work colleague or family member to describe something in English (best friend, pet, good study habits, recycling habits, etc.) which can be used in a subsequent class.

Features of mobile pedagogy for language learning and teaching	How teachers can enable mobile pedagogy for language learning and teaching
Lessons start from learners. Language needs emerge and are focused on in a variety of ways with an emphasis on pair and group collaborative work, reflection and rehearsal. Learner autonomy and learner training are important.	**i.** Ask learners to record language practice activities in class and use these recordings collaboratively to help each other correct errors, and to research and reference grammar rules based on common problem areas. Acting as a guide and facilitator here will expose shared areas of linguistic needs that can be dealt with in another, future lesson. Many practical ideas for teaching language in this way can be found in Teaching Unplugged (Meddings and Thornbury 2009) – www.deltapublishing.co.uk/titles/methodology/teaching-unplugged **ii.** Mobile devices can capture samples of speech and writing from learners working in class for later reflection and repair. **iii.** Allow space and time for guided learner reflection on their own performance, choice of strategy and involvement in the process. Learners can complete sentence stems such as "when I got stuck, I…" "something I might do differently next time is…because…" "something that helped me to learn today was…" "I worked well when I…" This encourages learners to be more active participants in the processes of language learning. **iv.** Encourage learners to record, discuss and document their insights, share their helpful language learning and technology strategies and practices and introduce new ones when needed. This shows that the time spent in class on becoming better language learners is valued and encourages digital literacies. A practical example of a project for teenage language learners demonstrating how these elements can be implemented can be found on this blog – http://blog.matbury.com/resources/english-language-learners-blog-project/
Learning, knowledge and texts can be created, curated and constructed by learners for peers and teachers as well as selected by teachers.	**i.** Ask learners to make their own shared class multimedia dictionaries containing examples of new language chunks, definitions, illustrations, translations and recordings of their pronunciation using Evernote – https://evernote.com/ **ii.** Learners can be asked to research and post multimedia texts for each other to read and comment on. The example here was created by a teacher for a unit of work on digital literacy and Genetically Modified Food, as well as to introduce learners to the online tool Padlet – http://padlet.com/lemnorris/ul1xksv1ckzy. Following this learners were asked to select and post (i.e. 'curate') different multimodal texts for another unit of work. After this, learners created their own multimedia texts to post. Learners were asked to share questions and answers and feedback on the class blog. **iii.** A good example of a digital book created by Norwegian secondary school learners with their teacher for teachers worldwide can be found with accompanying videos describing the process here – http://connectedlearners.com/

Features of mobile pedagogy for language learning and teaching	How teachers can enable mobile pedagogy for language learning and teaching
Teaching and the use of technologies can be learner-led and involve multiple connections between learners and expert users anywhere.	i. Ask learners to select which tools they or you might use and reflect on their appropriacy. This will help motivate, involve and engage learners in the process of learning. ii. Learners as well as teachers can share ideas for useful apps or web 2.0 tools to achieve the objectives of a task in or out of class. iii. Mobile social media such as Twitter or Facebook can be used as tools for seeking out answers and input from a wider community of English language users under discussion in class. iv. Two or three learners could be responsible for creating polls or collecting tweets in answer to a question posed at the end of a class, to be shared in a subsequent lesson. v. A good thinking resource and ideas for exploiting web-based communication from Nik Peachey can be found here – http://slidesha.re/1A1RwaX
An emphasis on language fluency and creativity with more open tasks (i.e. where many answers are possible) and cognition are encouraged and required. An iterative task design taking into account evolving learning needs as well as technologies.	i. Rather than gap-fill or more traditional closed tasks, ask learners to create their own generative examples of how the language they have studied is used. For example, use digital storytelling, e-book creation or short video creation. ii. Look at teachers describing their own experiences in these video case studies from The Consultants-E – www.theconsultants-e.com/training/resources/m-learning.aspx
Inclusion, accessibility, diversity and access (often made possible by means of mobile devices) are paramount.	i. Ask learners to share language learning and homework tasks from class with absent or late learners by means of recordings and images. This is one way of improving access. ii. Learners with a range of special needs can be helped by tools available on mobile devices such as screen-reading, sound amplification, text-to-speech and braille displays for visually or hearing challenged learners, as well as speech recognition, closed-captioning applications and video conferencing technologies that facilitate sign language and lip-reading. Learners with mobility and motor issues benefit from speech recognition tools that turn speech into sharable text, e-books that eliminate page turning and portable eye-gaze devices powered by blinks. iii. Diversity and inclusion are also improved by providing learner choice of media. Collaborative group tasks involve different skills allowing learners to work more diversely; for example the creation of a 'how to' video or slide presentation ('how (not) to introduce yourself at a meeting/party', 'how to do a literature search for the term paper').

A combination of i) teacher wisdom, ii) good choice of pedagogic strategies and iii) the ability to access information on the spot, to record experiences and to make and share artefacts via mobile devices will aid the teacher in achieving some of the features of successful language lessons listed previously. This section looks at each of these features in turn, with the inclusion of ideas from learners and teachers involved in the study which informed this guide.

> ....the use of mechanical aids in the classroom is justified only if they can do something which the teacher unaided cannot do, or can do less effectively.
>
> (Pit Corder 1966: 69)

In this quote from Pit Corder the teacher is positioned as a motivator or conductor of learning. The classroom is a place with learners 'doing', 'making' and 'sharing'. Pegrum points out that mobile pedagogy depends on teachers (and their learners) seeing the benefits of both knowledge construction and collaborative networking. In his view this 'may require both teacher and learner training in the developing and developed world alike' (2014: 109).

This drawing shows an example of how a classroom might link to other places and people in a mobile pedagogy (original artwork by Martyn Ford).

Incorporating tasks relating to learners' communicative needs

I took a picture of the food hygiene rating in the window of a restaurant so later I could look up the website, prepare for interview and ask my teacher for help [with] the next lessons. It's easy to take a picture and put in notes on your phone.

Magda, 34, ESOL student

■ Learners can play an active part in identifying their own communicative needs by taking photographs of places and situations where they were 'stuck', and making notes or voice records of problems. Of course, learners may make notes in a notebook to ask about in class, but images and recordings are rich reminders, and add context.

■ Learners can post or share problems for comment and help from peers and teachers in a shared online space like a class blog, or mobile social media. Equally, this can become an in-class routine, using a teaching strategy like 'Exit ticket' whereby learners hand their question or answer to a reflection prompt to the teacher as they leave class. By giving teachers time to think about and research learners' problems they will be more easily incorporated into subsequent lessons.

It is easy to share with more students and no limit in time and place.

Jerry, 24, EAP student

In our class, we have been using WhatsApp to communicate between us and it really helps. We can ask about doubts, words, meanings, about exercises, share some sheet given in class, when you are lost.

Raksana, 23, EAP student

Exposing learners to language as a dynamic system

- Teachers already provide for this for both in and out of class learning with a variety of carefully selected input from texts and multimedia.

- Learners can, in addition, access and select further sources of L2 input on their own devices incorporating sound, image, video and written texts via podcasts, multimedia presentations from web-based sources such as Slideshare, YouTube, e-books or PDFs. Learners can also share some of these with teachers and peers.

Radio podcasts… it really helps because you are killing two birds with one stone – you are learning new words and you're also updated with news, current affairs.

Kofi, 22, EAP student

Integrating the four skills

- Language activities that include listening or viewing video clips can be enhanced by the use of learners' own devices (with headphones). This will increase learner autonomy by allowing learners to make decisions about pausing, rewinding and the use of subtitles. This practice will provide a more focused, less distracted listening or video watching environment than a single teacher-controlled central player.

- As learners go on to discuss their responses to, and comprehension of reading, listening or video texts, their spoken discussion can be recorded and used to provide feedback or analysed for further work on communication activities in a subsequent lesson.

- Teachers can ask students to take photographs at spaced intervals of their work to record the process and discuss afterwards during a reflection stage. Teachers can prompt reflection by providing questions such as 'What helped me understand better?' 'What skills did this task practise and when will they help in the future?' 'What helped me (or didn't help) when I wasn't sure?'.

Now when I'm writing I've got my phone right there, they save you a lot of time…so instead of writing the same word three or four times I can look very easily for synonyms for some word or other meanings of a word.

Rawa, 24, EAP student

Actually, you can search for some information regarding your assignments, like the main points, and then you can develop your ideas and use them at home.

Jao, 24, EAP student

I generally use my mobile phone to take notes of whatever I see on the board, or take photos of diagrams. It's a very good tool for my education. Whenever my English teacher asks me to write anything down in seminars I write it down without using a physical actual pad. There's an app that synchs everything basically, so whatever pictures I take or whatever I write on my phone goes to the internet, I can open up my laptop later on and review from it and so on.

Ali, 21, EAP student

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Providing learners with timely feedback and scaffolding

- Teachers and learners are able to 'capture' multiple fleeting moments of classroom interaction alongside more planned language output such as presentations, by using either voice or video recording functions on their mobile devices. These recordings allow teachers and learners to rewind, replay, and subsequently recast language performance, as well as to save and share this for assessment or achievement purposes.

- It is important that something is done with photographs made in class. Shared collaborative written work on posters, in notebooks or on paper can be recorded by taking a photograph. This saves class time spent on copying information from one source to another, and provides useful scaffolding for work to be done outside class or at home. Audio or video recordings of pair or group work may also provide information for written or other work to be produced outside of class.

- Self-evaluation, peer and teacher feedback, as well as a record of ongoing progress or developmental needs are greatly facilitated by recordings made in or out of class. These strategies for enabling feedback justify the use of mobile devices in a way Pit Corder (cited earlier) may have approved of. Teachers move from one place in the classroom to another to provide on the spot help, but are also potentially enabled to evaluate, prompt self-correction, raise awareness or scaffold learners' language output after the activity, during a reflection stage using learners' (and their own) recordings, or at some later point in a course. Some ideas on tools and ways of supporting mobile feedback (including shared Evernote books) can be found here http://oupeltglobalblog.com/2014/03/18/efeedback-ict-tools-i-use-to-give-my-students-high-quality-feedback/

I just said 'please record it on your phone and email it to me'. I got an amazing response, basically everyone did their homework! I sat down, listened to it, made a few notes, some of them I emailed back with a few things, some of them I just talked about it in class. To be honest I found actually feedback was more useful in class because I could check their pronunciation.

Jon, ESOL teacher

Giving opportunities for learners to interact socially, negotiate meaning and produce varied and creative communication with peers and with English language users in and beyond the classroom across boundaries of time and place

- Teachers plan for language classes containing activities and tasks that ensure learners generate their own utterances, sentences and texts for a variety of purposes. They may design materials and learning activities relating to their learners' differing needs as well as using those from a wide range of published materials.

- During both in or out of class individual or collaborative work, reference tools and apps on learners' own devices (e.g. concordancers, synonym finders, dictionaries or thesauri) might help scaffold more creative language use with ease and speed.

Mobile social media supports many useful applications for students to learn English. It is a world-wide communication – students can learn English in many way such as chatting with international friends via Skype, Facebook, Twitter, etc.
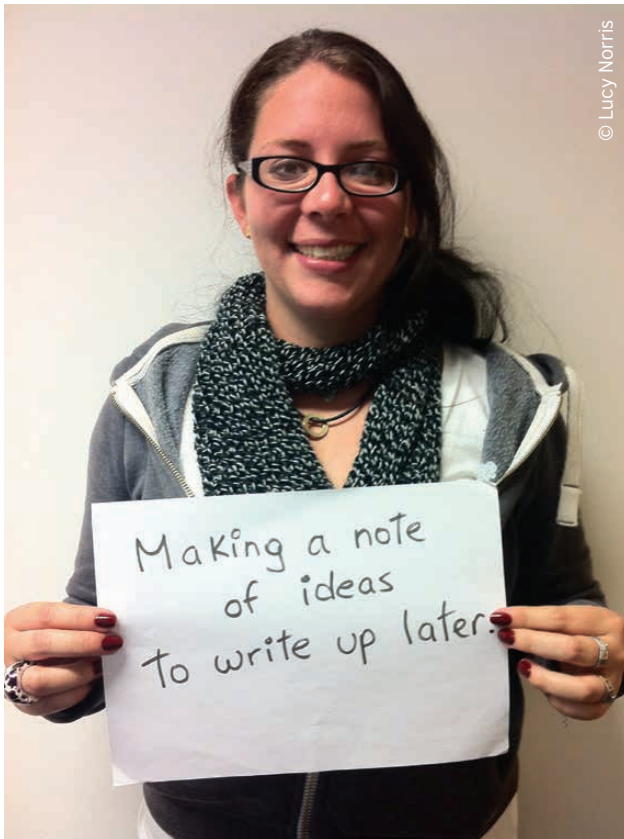
Ratana, 31, ESOL student

- A powerful extension to classrooms and other spaces, making language learning mobile provides the possibility for learners and teachers to be able to communicate in English with peers and experts via free online tools (e.g. Skype, Twitter, Google Hangouts) in real time both in and out of the classroom. Learners may seize for themselves opportunities to communicate in English and share outside class with peer groups of interest. For instance, pairs or small groups of learners could be asked to tweet a question or seek feedback on an idea using a hashtag provided for them so that the resulting conversation can be followed and discussed. Similarly, groups could summarise a text in a tweet or create their own micro stories or flash fiction; see www.sixwordmemoirs.com for ideas.

We share just one time but everyone in the group can see, there is an unlimited number of attendance, it is easy and fast. It is an effective way to communicate, we can respond immediately.

Somchai, 22, EAP student

- Responses to communication breakdown in collaborative group work can be facilitated in cases where the teacher might be temporarily unavailable while working with other learners. The judicious consultation and use of reference resources on mobile devices such as dictionaries and translators will ease and facilitate communication in such a classroom situation, much as learners will need to solve their language problems outside and beyond class.

Sometimes, you know, you don't want to have the big books with you so the phone is much easier, quicker.

Ana, 41, ESOL student

- Many teachers have reported feeling uneasy about the potential for the use of devices to interrupt collaborative work and interfere with interaction, or distract learners from what is going on in front of them. However, like in real life, in order that communication does not become disrupted by inappropriate use of mobile devices during social interaction, some ground rules may have to be negotiated and established. See the next section for examples of these.

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Making a note of ideas to write up later.

Allowing learners to rehearse speech and writing

- Teachers are aware of the benefits of allowing learners two or three opportunities to try out oral communication in, for example, a role play. This might be in the preparatory stage, when pooling language resources in pairs or groups, followed by a rehearsal with one group before going on to a 'final' version.

- Allowing learners to record a short section of the rehearsal, and asking them to listen, reflect, research and repair these short recordings collaboratively means their final version will be stronger as a result. If learners record a similar short section to compare with their earlier versions, their confidence and motivation are allowed to develop. The practice of rehearsing and reflecting in class, when transferred to the wider world outside class is beneficial to learner confidence and linguistic awareness.

And to record myself is very very useful, now I'm recording myself almost every day, not every day but almost every day… I think it's useful because I can tell about my mistakes when I speak and also for example in my case I don't feel very confident to speak in front of English people so if I know I go to a place that I will have a conversation I try to prepare a little bit this conversation and have a conversation with myself pretending that I am speaking with this person so after that I listen to me and I can realise about my mistakes, my mistakes in my pronunciation.

So since I started using this method I speak slowlier because I learnt that it's much better to speak slowlier but to be understood than speak very quickly and people can't pick up what you are saying.

Eduardo, 29, ESOL student

Encouraging learners to develop skills in learning how to learn and attend mindfully to the learning process

What I do sometimes is take a picture of a text so later I can read it and understand more…

Susanna, 35, ESOL student

- Learners need guidance from teachers to ensure that their language learning strategies are beneficial both in and out of class. Purushotma claims that while classroom environments and learning have evolved considerably over the past century, "the guidance students receive on how to continue learning a language outside of class has remained relatively the same" (2005:81).

- Many learners can identify and obtain resources, but are unable to work out appropriate ways of using these to construct, transform or apply L2 knowledge, or evaluate the usefulness of their out of class learning. Learners may be adept users of new media and technologies, but their language study skills may be ineffective, like the learner whose notebook is shown here, carefully pausing and rewinding a movie clip on her tablet, and writing down every unknown word or phrase from the subtitles.

© Lucy Norris

Developing my personality and english skills for presentations

- Asking learners to record and document their learning practices by taking photographs or making recordings on their mobile device provides the teacher with a greater understanding of language learning strategies used by different class members and will encourage more critical reflection and sharing of different beneficial practices.

Allowing learners choices in what and how to learn and including reflection

- Reflecting and engaging with "their own language learning selves in significant ways" is of great benefit to learner identity, and it can be enhanced by using a variety of locations to "enact and rehearse a personal voice" (Ros i Solé et al. 2009).

- An important way of supporting learner autonomy is by learner engagement with choice. Student-centred learning approaches encourage and support learner involvement in decision-making and the processes of learning during and between lessons. An example of this might be the learners bringing in examples of cultural and language communication problems from outside the classroom for teacher help, scaffolding and input. This process can be assisted by recordings, images or notes made when the problem arises. For example, instructions, rules or guidelines relating to a learner's workplace or point of connection within a community can be 'captured' on mobile devices for discussion and negotiation of meaning with peers and teachers in class.

- Learners should also have a say in how they will work, who they will work with and what tools and media they might use for both in or out of class projects. For example, a poster presentation produced after a language production task will stimulate a range of responses from different groups, depending on how they choose to go about the process and the time constraints. Some groups might use sound, video, animation, images (or a combination of these) to create and produce a poster collaboratively and post online, and others may prefer tangible collage, coloured pens and handwritten posters. A variety of learner processes and artefacts (or products) should be celebrated.

- A critical reflection stage following such a productive task should allow learners to consider the effectiveness of their language texts and ideas, and the effect on their audience, as well as the suitability of their choice of media and tools to convey their intended messages and meanings. Audiences for learners' texts can be expanded from peers and teachers to include visitors and students at their place of learning by posting them on walls and noticeboards. Student work can be augmented with recordings of learners discussing how they produced it, and include self, peer or teacher evaluation via QR codes or other apps to be viewed on visitors' mobile devices.

- The use of learners' mobile devices to produce multimedia texts or augment physical ones described in this section is one that fits Pit Corder's definition of something the teacher cannot do unaided, as well as enhancing learners' digital literacies.

Contributing to learners' sense of progress and achievement

- Traditionally, homework or self-study language practice or production tasks set by teachers for their language students have been based on 'pen and paper' or word-processed writing, with spoken practice confined to class. Integrated skills in home learning tasks such as those involved in producing videos, audio interviews, talking posters, animations, narrated photos, presentations and podcasts are other possibilities. Learners' mobile devices enable publishing of these language-rich multimedia texts for teachers and peers. See www.pinterest.com/storyintef/storytelling-with-mobile-devices/ for practical ideas and examples of digital storytelling.

- These language outputs might also be usefully shared with others online, allowing 'real' feedback and interaction with a wide international community of English language users. This gives an authentic experience of second language use which will contribute to learner motivation and a sense of belonging to a community of those sharing English as an international language. See www.uq.edu.au/tediteach/social-media-tools/about.html for key features, and why and how to use social media tools for teaching and learning.

- Recordings and texts learners make during the course of their studies could be used by teachers for assessment of group interactive communication, for individual or collaborative oral and written language outputs and performance. Progress can be tracked by learners and teachers. Records like these "take assessment to a new and quite powerful level" (Meskill and Anthony 2010, cited in Pegrum 2014). Learners might be encouraged to become proactive in selecting which pieces of work they would like to include in portfolios for assessment. See Pegrum for discussion of issues surrounding the potential 'mismatch' between the types of assessment enabled by a mobile pedagogy and traditional assessment involving "appraisal at the end of a course of study", and the vital need for learners to be active in "creating and collating digital records of their learning" (2014: 124).

8

Caution: some important considerations

There are some important questions to consider with colleagues and learners about the use of mobile devices in language classes and beyond. These questions might provide a useful focus for discussion in professional development sessions as well as with learners in class.

Do all the learners have mobile devices?

Clearly, no member of the class should be made to feel disadvantaged either in or out of class, so learning tasks need to be carefully designed so that the desired learning outcomes for learners are not constrained by lack of a smartphone or tablet.

It is not envisaged that all learners in a class would be working individually with their own devices in most situations. Studying in a language class generally implies collaboration and oral communication, not individual work that could be done elsewhere. Depending on the task, learners can usefully share and work together with one device per pair or group. However, listening or viewing may sometimes require use of one device per person.

Are learners willing to use their personal mobile devices as part of their language learning in or out of class?

This is something to be established very carefully. The following considerations need to be taken into account.

Cost: Contracts vary in terms of charges for internet use and data downloading. Is Wi-Fi free and available in class? Do learners have internet access at home? It is important to ensure learners are not required to use their own contract allowance and incur costs.

Wi-Fi connection: How strong is the signal in classrooms and school buildings? What happens when many learners log on to use the Wi-Fi at once? Many of the activities in this guide use features of mobile devices that do not require internet access, but collaborative work and sharing most likely will. If Wi-Fi is not available then it might be possible for learners to continue working on tasks outside class and at home, including places that offer free Wi-Fi.

Data storage: How much free space is there on learners' devices? Recordings, photos and video can require a considerable amount of space. Downloading an app requires storage space and while some apps work offline, many function only with internet access.

Mobile applications: The majority of apps require permissions to access certain features of devices in order to function and create multimedia texts, for example the location data of photographs stored on phones. Some apps ask for permission to access contacts and share (or sell) this data. Learners and teachers need to understand what terms and conditions apply when agreeing to download and use apps for language learning.

Publishing online – privacy and appropriacy: Some learners may not be willing to make, or feel comfortable about making or sharing, recordings (video or photography) featuring their own image and voice. Such practices may be culturally inappropriate or forbidden. It is vital to ensure learners are not made to feel excluded while devising learning activities and tasks that include photography or recording, and always to ensure learners seek permission from other group members before sharing and publishing in open online forums.

Variety of devices: Most teachers will be confronted with a variety of models, brands and versions of operating systems on devices owned by a group of learners. This variety has implications for website functionality and display. For example, one or two learners in a group may be able to tap and post a comment or link to a video on their phones, whereas others accessing the same shared online space will not see or be able to do what their colleagues can. If the teacher displays the same website for the whole class it is usually possible to ensure that each group can contribute their work through the sharing of devices.

Do learners and teachers understand how their mobile devices work? It is worth noting that many people are unaware of exactly how their devices work, or what it is possible to do on or with their phones or tablets. The teacher's role is not to provide IT support for all (or any) of the learners' devices. However, devoting part of a lesson to group exploration of some features and capabilities while accessing peer expertise would be a good way of ascertaining those useful to language learning and contributing to digital literacy. In order to access peer and online help learners of English should be encouraged to switch their operating systems (interface language) to English. This is a useful and practical repository of L2 that will be evident on a daily basis.

Changing communication, classroom dynamics and management issues: The way we communicate is rapidly evolving, and there is some perception that mobile devices are interfering with the quality of human interaction, as this video shows: www.youtube.com/watch?v=u2V9-3ZwnIU Similarly people are using their mobile phones to avoid feeling awkward when alone in social situations; real or 'fake phone admin' is used as a self-comforting strategy, as the cartoon depicts.

Small Talk

In the past, when meeting people you didn't know, or didn't know well, you would be expected to open the conversation with a few general remarks on a simple, uncontroversial topic. In the 21st century, however, communication has evolved so that this kind of 'small talk' is now largely unnecessary....
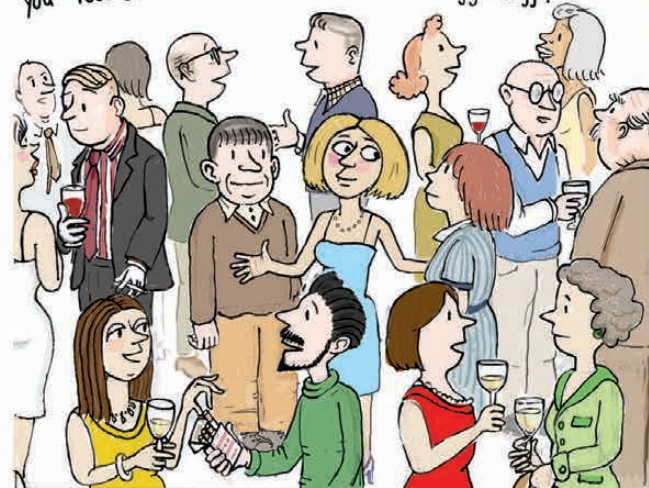
While in a language class, learners need time and space to focus, think and learn without distractions from their busy external lives and families. Many language teachers encounter learners who are expected by family members, employers or friends to interact and respond to texts, phone calls or emails immediately. Some learners place these expectations on themselves, and feel they are missing out or neglecting their obligations if they do not continue interacting with the world outside class or receiving news at the same time as learning. In either case teachers and fellow learners have to deal with the resultant distraction and possible emotion stemming from such interaction and information exchange. Teachers themselves face similar distractions should their own mobile device be brought into class.

One solution to ensuring mindful, undistracted attention in class is to ask students to switch phones to flight mode; in this mode, they may still use and make audio or video recordings and take photographs if required to. Ask learners to turn off the push notifications at the beginning of class so they will not be distracted by incoming texts or news updates if Wi-Fi is needed. Putting the phone on silent may not be enough.

This being said, dictionaries, translation, pronunciation and grammar tools and references are increasingly available online via learners' own devices, allowing them to access information at their own pace and when needed. Some learners want to use such resources on their devices in preference to consulting the teacher or peers in language classes. Such learning practices could be seen as potentially threatening for teachers more accustomed to the role of language and learning expert deciding the flow of access to information.

It is important to discuss the appropriate use of mobile devices for learning with colleagues and mentors, and consider negotiating policy on the appropriate use of devices in class with learners. An institutional policy might avoid conflict where learners are taught by teachers with different attitudes towards the use of mobile devices. It can be helpful to consult some examples of rules and strategies used in different contexts, e.g.: http://cellphonesinlearning.blogspot.co.uk/2008/05/what-would-be-in-your-classroom-rules.html, http://oupeltglobalblog.com/2013/10/23/eflproblems-cell-phones-in-the-adult-classroom-interruption-or-resource/ and http://otl.du.edu/teaching-resources/managing-mobile-devices-in-the-classroom/
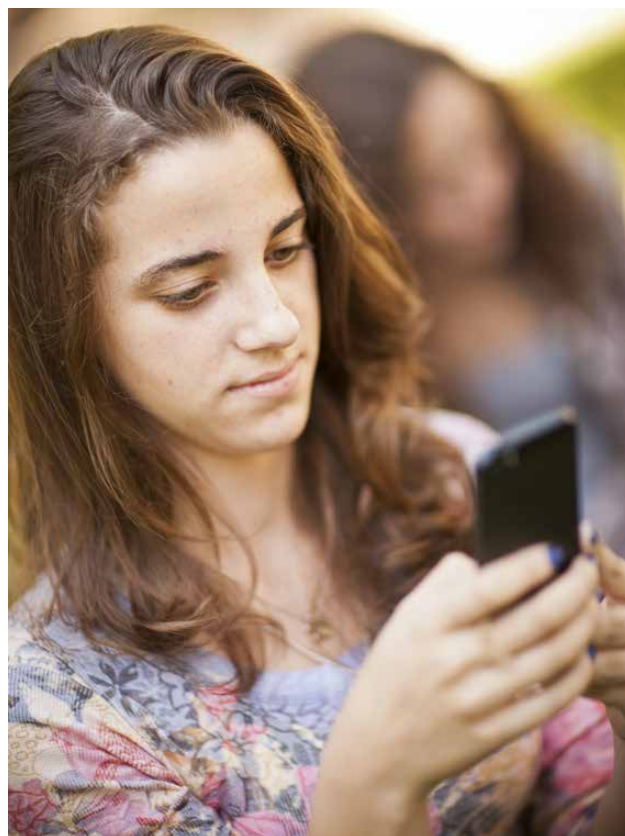
9

Further practical lesson and home learning ideas

Activity 1: Mobile phone functions

This activity might help with:

- upskilling learners who are less familiar with mobile technologies.

- inputting instructional language based around giving and following instructions (in relation to mobile phone functions).

- achieving inclusion and allowing learners to get to know each other and help one another.

This is an activity that would be beneficial at the beginning of term. It could also form an entire lesson, or go on to form part of a series of activities in lessons as 'bite-sized' ten minute 'tech tip of the day' slots.

NB: This activity might equally well form part of a professional development programme for teachers. Colleagues might also like to work together informally to further their own understanding of their own smartphones or tablets.

1. Learners work in groups and assign themselves the following roles: scribe, language researcher and technical researcher (extra roles could be chairperson and timekeeper).

2. The group task is to combine language and skills knowledge to make a list of things the group can do with their mobile devices that might be useful in activities to enrich, practise, use or study language. Put some of the following ideas on the board (and learners should add more of their own):

- switch their operating systems to English

- log onto Wi-Fi

- switch on (and off) the silent mode and flight mode

- find the privacy settings and describe what they mean

- enable/disable location services

- access the voice command

- access the app store, search for and understand the permissions required, in-app purchases, data storage required

- send and receive emails

- input the address of a website

- take and share a photograph

- make notes

- make an audio recording

- make a video recording

- find out how much data storage is available

- know how to update software

- take a screen shot

- scan a QR code and a bar code

- use a free voice operated or text translator and understand the limitations

- make free phone calls and send free texts [using cross platform apps like Skype, WhatsAapp, Viber].

3. The scribe notes the things every member of the group can do, so if one member knows how to do something, they need to teach the whole group. The two researchers are able to stand up and move around the class to seek help from the teacher and fellow students for any language needed, or from anyone with technical expertise or people who share similar mobile device models.

4. An internet search for technical help from online forums will be useful (which could be done before class) and the teacher should help with search terms and language. Learners and the teacher consult those with knowledge from inside and outside the class via social media (Skype, instant messaging, WhatsApp, Twitter, texting, etc.) thus getting help and communicating with global resources in real-time, on the spot. Examples of linguistic and communication needs can be recorded by the teacher as learners work.

5. Learners reflect on what helped them to learn (considering channels of communication, media, their contributions to the group(s), explaining, etc.) noting down a few points individually to share in small groups and then with the whole class, while the teacher takes note of the variations and interesting similarities or differences. Learners may also note anything that hindered them from learning. Learners should make an action plan for future lessons and beyond class learning based on these reflections. Reflecting on useful tools, techniques (e.g. shortcuts) and the validity and reliability of open or partisan information sources contributes to both learning skills and digital literacies.

6. Similarly learners should reflect upon the language they have learned, noted down and encountered during this lesson. What do they intend to do to incorporate new lexis and structures into their communication resources? One way to do this is to create a class multimedia 'how to' guide (with an app like Snap Guide https://snapguide.com/, short videos or narrated photographs) for all the ideas in 2. This guide can be added to for home learning, as learners and teachers discover more functions of their mobile devices.

7. Feedback on 'useful language' can be provided by the teacher in or after class in the form of input and correction of lexis and structures, and language chunks used or needed. Recordings that have been made as learners work (audio or written notes with examples) will be of use here. Groups can create their own or shared class multimedia dictionaries of new language with a shared notebook in https://evernote.com/ which should be added to and updated outside and beyond class.

The planning tool

In order to assist devising a lesson with the Pedagogical Framework the following planning tool was used for Activity 1. The numbers in brackets refer to the stages of the lesson. A blank template for use in devising activities can be found at the end of this guide.

Teacher wisdom

Classroom management decisions and choices relating to: seating, grouping, interaction, pace, feedback and correction mechanisms, timing, sources of information, online and other resources, use of board and other aids.

Communication and language use: appropriacy, accuracy, error correction, pronunciation, identification of further needs and documenting progress and achievement.

Language dynamics	Reflection	Rehearsal	Device features
Diverse communication channels involved (1–4) ■ peer-peer in class (oral) ■ learner-teacher (oral) ■ teacher or learner-peer or expert from outside classroom (oral via phone, Skype and written via texting, chatting or tweeting) Evolving language use aided by teacher recording and making note of needs and progress (4) (7)	*How does the activity ensure reflection on learning?* By dedicating class time to considering more and less useful interactions/roles in groups, tools, media, reliability of information sources and language encountered (5–6)	*How does the activity make the most of circumstances and resources to enable more practice?* By encouraging on-line crowd-sourced peers and experts from beyond the classroom to scaffold learning and provide additional 'live' communication channels (4)	Multimodal (audio, video, photographic images, written text) (3–7) Seamless: linking learning done in class with sources and communication channels from beyond the class (4) Authentic communication with other language users in and beyond class (4–7) Authentic learning (1–7) contributes to enhanced digital literacies and 21st century skills Collaborative learning (4) (6) and (7)
	Inquiry	**Outcomes**	
	How does the activity relate to ever changing contexts of language use? By encouraging learners and teachers to learn from and with each other (2–5) By using a range of online resources (e.g. websites) and 'experts' in the outside world accessed by social media (4)	*How does the activity lead to improved language proficiency and other outcomes?* By ensuring correction and feedback (7) By making action plans to incorporate insights and initiating active knowledge/ language construction (5–6)	

Learner mobilities

Learner gaps in knowledge of language, technical skills and digital literacies are bridged and can be shared with a wider community of peers and family outside class at other times. Learners are encouraged to create action plans that will help achieve learning goals and aid the process of new identity formation as a speaker of English (1–7), a learner (1–7), an expert (1–7), a creator of knowledge (6–7), a maker and shaper of cultural artefacts (6–7).

Figure 1: A pedagogical framework for mobile assisted language teaching and learning
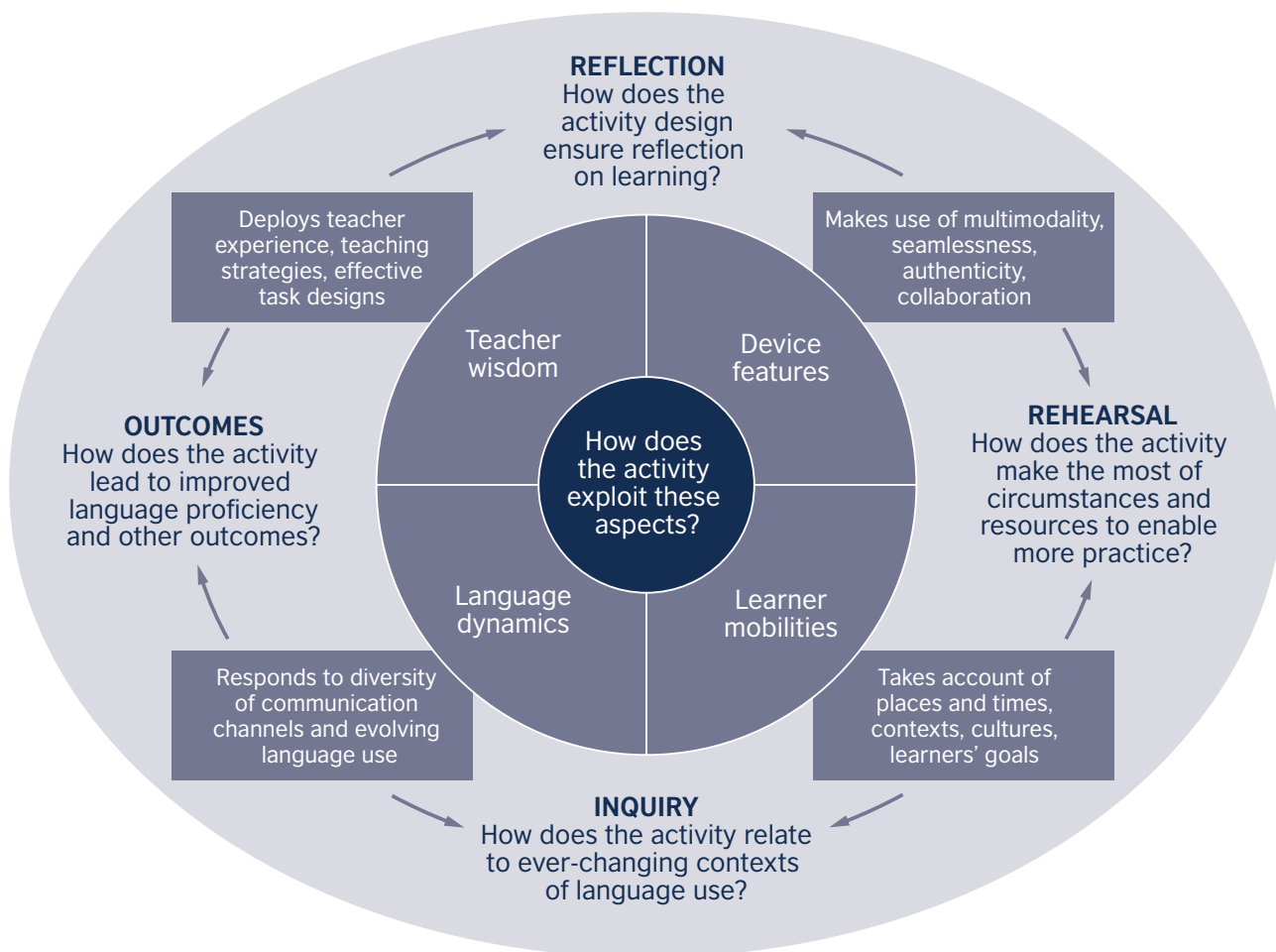
Activity 2: Sharing objects or texts between locations

This activity might help with:

- encouraging learner autonomy and independent learning.

- developing speaking, reading, listening and writing skills.

- teaching and learning language and lexis related to the focus of journeys or locations (e.g. present simple to describe habits and routines, descriptive adjectives).

1. Learners locate objects in their environment(s) between (or in) home and class and capture these in image or sound.

2. For example, learners could make a sense map of a journey connecting all the sights, smells or surface textures for description (see, hear, taste, feel, touch, smell, imagine).

3. Or they could make a study map of places, learning practices or tools that are important to their own learning (e.g. the places where they like to read, or write, how they make notes, keep up with course reading, etc.)

4. Learners could post and tag the resulting photo or audio/video recordings outside class to an online shared resource (using Flikr, Instagram, Pinterest, Audioboo, Padlet) and talk about them in class.

5. Alternatively, outside class, learners could describe their journeys or talk about their study map adding a voice description with a tool like Videolicious or Brainshark and discuss in a Q and A session in class.

6. Reflection should engage learners in identifying places and spaces in their daily lives where language can be learned beyond the classroom.

Activity 3: In or out of class community creation

This activity might help with:

■ learners getting to know each other and building confidence at the beginning of a course.

■ developing speaking, listening and writing skills.

■ focussing on language related to giving and exchanging opinions, expressing likes, dislikes, agreeing and disagreeing.

1. Ask learners to select a photo, video or song from their phones to share and say why it is important/represents them either in class or out of class in a shared online space (wiki, Facebook group, etc.). ESOL learners could choose a photo of a friend or family member to describe or talk about. EAP learners could select an app or study strategy, using their phone to describe it.

2. This activity could be part of getting to know each other as members of the same class/group, at the beginning of a course or when new members are joining a class, module, etc.

3. In-class sharing can be done in small groups (using phones) or with the whole class (e.g. using a visualiser or data projector).

4. Learners could then write about and describe what they have seen in the form of reviews or descriptions, depending on the activity selected (and read and post comments or suggestions).

5. Reflection can involve identifying the ways in which sharing knowledge and ideas with other members of the class has been helpful, in and beyond the classroom.

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Activity 4: Reporters and paparazzi

This activity might help with:

■ encouraging learners to be more active, independent and assured in the learning process

■ building learner awareness of their own performance

■ providing learners with tools to use in reflection in and beyond class

■ developing and improving their accuracy

■ introducing the practice of 'noticing' the gaps in their knowledge and commmunication skills.

Note: The rationale for this activity type should be explained and set up very carefully initially, until learners make it part of their own practice. All members of the class/group need to agree to any recordings made, and whether these will be destroyed at the end of the class, or shared between group members for private use. The language focus depends on the group task set, but will centre on all emergent and instructed language for the task.

1. During an in or out of class group activity, ask one or two members of each group to unobtrusively record a short segment of the work being done for later analysis.

2. One person makes a voice recording (reporter) and the other takes photos at key moments (paparazzo) of groups/individuals at work, and the work itself (not people grinning at the camera). A learner might capture images to record inappropriate gestures or body language (standing too close, lack of eye contact, touching, etc.) which did not aid communication or which hindered it; this is the paparazzo role. Another group member should make a voice recording of an interaction between group members for analysis; this is the reporter role.

3. Use these to prompt and promote critical reflection on the processes and successes (or otherwise) of communication and collaboration. Put some questions on the board for scaffolding, e.g. What helped and what hindered communication? Are there any gaps in the group's language or communication skills? How could you get help/where/who from? What do you need to do/know or ask about now?

4. Use the answers for teacher (or peer) expert help to formulate specific action plans for their onward learning, which could be recorded and posted for comment and followed up in posters or on shared online spaces (e.g. Virtual Learning Environment, class wiki, blog or shared Evernote notebooks).

Activity 5: Make a recording to prompt reflection, as well as language, cultural or skills scaffolding, input or repair

This activity might help with:

- encouraging learners to be more active, independent and assured in the learning process
- providing the teacher with evidence and examples of teaching needs
- building learner awareness of their own performance
- providing learners with tools to use in reflection and for 'repair' in and beyond class individually or collaboratively
- developing and improving their interpersonal communication skills
- introducing the practice of 'noticing' the gaps in their knowledge of language or cultural commmunication and planning for improvement.

1. Learners take a photo or image or make a short video or audio/podcast in response to a language, culture or learning problem they encounter outside or inside class (the 'missing link'). They can either bring this to class to discuss or post their images or recordings on a shared online space (e.g. Virtual Learning Environment, class wiki, blog or shared Evernote notebooks).

2. For learners in English speaking countries, the 'missing link' might be "what I need to be able to say/do/write or do better in this place (the bank, the hairdresser's, the train station) in order to be successful." They could take a photo of a price or services list, or timetable. Other examples of communication needs might be how to negotiate an extension for a piece of work or explain why they are submitting work late, or how to go about asking for help with a literature review.

3. If these self-identified problems are posted in a shared space, learners can get or prompt peer or expert advice or ideas for 'help' tools. These can serve as negotiating tools for the teacher/ tutor to help provide relevant input and feedback for authentic, situated learning.

4. Reflection can involve learners evaluating their own strategies for researching and identifying useful or untapped sources of help.

Activity 6: Make a multimedia group dictionary

This activity might help with:

- encouraging learners to be more active, independent and autonomous in the process of seeking out, gathering and recording new language
- equipping learners with knowledge about what is involved in learning new lexis, moving them away from isolated lists of vocabulary towards lexical chunks
- teaching learners how to note down and learn new vocabulary in the contexts they encounter in and beyond the classroom
- learning and practising language related to defining, paraphrasing and describing
- ensuring learners understand how NOT to plagiarise in a practical project.

1. Learners collaborate by making contributions to a shared resource to add multimedia entries on useful lexical chunks or aspects of communication. The group can evaluate, edit and modify this. Useful tools for this are Evernote or OneNote.

2. There could be a series of dictionaries including personal/social (more informal) communication, academic spoken communication and academic written communication.

3. Reflection should involve learners in considering how active they are in expanding their own vocabulary, and evaluating in what ways creating a shared class dictionary is helpful.

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Activity 7: Creating a digital story/ how to guide

This activity might help with:

■ encouraging learners to develop a sense of ownership, authorship and agency in their own learning

■ increasing digital literacies and use of 'real-world' skills that will bring tangible benefits to their professional capabilities

■ enabling collaborative and team work

■ teaching and learning any language or lexis (related to the project in hand), focussing on both accuracy and fluency.

1. Learners work in groups and decide on a story to tell, or produce, a how-to guide, allocating roles in groups (director, illustrator, researcher, IT expert, etc.).

2. Learners create 'how to' videos, 'wikihow's or guides on, for example, effective job interviews, how to write an appropriate CV, find accommodation, get the most from a visit to the hairdressers or meet and socialise with other English language speakers. EAP learners might additionally focus on, for example, conducting a literature search, being an effective group member, or on written skills like paraphrasing, signposting, hedging, etc.

3. Learners collaborate on such projects in and out of class to create multimedia artefacts like a multimedia book, podcast or presentation, or they post a video using Videolicious/ YouTube with captions or subtitles.

4. Reflection should involve identifying the benefits to learners of designing and creating their own guides to learning to share with others.

An example of such a project is 'Connected Learners', an interactive PDF book made by high school students in Norway for high school teachers, explaining why they should create global connected classrooms and how to do this: http://shop. plpnetwork.com/connected-learners/

Activity 8: Feeding back after task or class (Learning-Oriented Assessment)

This activity might help with:

■ encouraging learners to be more active, independent and assured in the learning process

■ providing the teacher and learners with evidence and examples of future and current needs

■ building learner awareness of their own performance

■ providing learners with tools to use in reflection and for 'repair' in and beyond class individually or collaboratively

■ developing and improving their interpersonal communication skills

■ introducing the practice of 'noticing' the gaps in their knowledge of language or cultural commmunication and planning for improvement.

1. During part of a class learners can decide on an aspect of their work (language performance, involvement, task achievement, etc.) for teacher or peer feedback. This could be for assessment purposes, or simply inviting others to give feedback in the form negotiated with those inviting it. Learners might decide upon whether they would like to write and post questions or comments about aspects of their performance in class (e.g. on a poster or the board) or in a shared online space.

2. Reflection should ensure learners focus on what helped them to identify gaps in their knowledge, and make an action plan to work out ways to help with these. Group discussion can focus on providing strategies and ideas scaffolded by the teacher.

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I use voice control for google to help me see if my pronunciation is good.

Activity 9: The 'ideal self' language user; reflecting on learning and motivation

Background Note

Zoltan Dornyei's L2 Motivational Self System draws from psychological research on 'possible selves' introduced by Markus and Nurius (1986). A distinction is made between:

i. 'ideal selves that we would very much like to become'

ii. 'selves that we could become'

iii. 'selves we are afraid of becoming' (1986, cited in Dornyei 2009: 213).

Dornyei describes three separate components for his proposed 'Ideal Self System', the first of which is the idea of an 'ideal L2-specific facet' of a learner's 'ideal self'. The powerful motivator here is described as 'the desire to reduce the discrepancy between our actual and ideal selves' (Dornyei 2009: 29). The second component is concerned with the characteristics a learner believes he or she 'ought to' have in order to avoid potential negative outcomes and meet expectations. The third component is described as conceptualised at a different level and involves the motives situated in the whole L2 learning environment and experience. These relate to the complex interplay of motivational elements such as the experience of success (or otherwise), the effect of the teacher, the materials and media used, the curriculum and the other students. More information can be accessed here: www.zoltandornyei.co.uk

This activity might help with:

- learners getting to know themselves and each other and building confidence in their second language identities

- developing speaking and writing skills

- focussing on language – modal verbs

- identifying useful and not so helpful language learning strategies and providing help with identifying new ideas to try

- introducing learners to digital literacies involved in creating multimedia recordings and sharing these in an online space; negotiating rules for etiquette, privacy and safe online practices.

1. Introduce learners to the ideal second language self as a concept, relating to the various characteristics that learners would ideally like to possess as a fluid and fluent 'ideal self' language user. Learners might like to discuss their own sense of identity as a language learner.

2. The following ideas for sentence stems relate to learners' thoughts about their L2 Language 'Self':

   I am…
   I could be…
   I might be…
   I will be…
   I was…
   I ought to … (but I don't…)
   Something what helps me learn is…
   I learn best when…
   Now, I need to…
   One thing I could do tonight/this week is…
   My learning goal (this week) is…
   My learning goal (last week/today) was…

3. Learners choose one or two sentence stems (or write their own) to complete and record (audio or video) in or out of class. Learners might like to post these to a shared space with additional multimedia (using sound, image combinations or just a photo from the surrounding environments of their lives, e.g. places around campus, home, job, place of worship, etc.).

4. Learners could write/record one sentence in their current or ought-to self, go on to their ideal L2 self, and comment on/discuss their own and each other's representations.

5. Reflection should involve considering how far they have come, and how far to go in their own 'language learning journeys' as well as identifying appropriate learning goals and strategies for achieving these.

6. Learners should be asked to document the process and achievement of one or two of their goals (and challenges) by using the audio voice or video recording/ vlogging functions of their mobile phones or by taking a photograph.

10

Further resources, apps and links

In addition to the references and links throughout the guide, here are some other sources of information to consult.

Six papers exploring mobile-assisted language learning, commissioned by The International Research Foundation for English Language Education (TIRF). www.tirfonline.org/english-in-the-workforce/mobile-assisted-language-learning

Going Mobile: Teaching with hand-held devices. Hockly, N and Dudeney, G (2014) www.deltapublishing.co.uk/titles/methodology/going-mobile and their web site www.theconsultants-e.com

Shelly Sanchez Terrell's blog (Teacher Reboot Camp): *The Survival Guide for Teaching with Mobile Devices* http://shellyterrell.com/survivaltips/mlearning/

Nik Peachey's presentation on Slideshare: *Exploiting Mobile for Learning.* www.slideshare.net/NikPeachey/exploiting-mobile-for-learning and Learning Technology blog http://nikpeachey.blogspot.co.uk/

Russell Stannard's teacher training videos on a wide range of digital and social media tools www.teachertrainingvideos.com/

Innovations in Learning Technologies for English Language Teaching (2013) edited by Gary Motteram, published by the British Council in the Innovations Series www.teachingenglish.org.uk/sites/teacheng/files/C607%20Information%20and%20Communication_WEB%20ONLY_FINAL.pdf

Oxford University Press m-learning website and blog https://elt.oup.com/feature/global/mlearning/?cc=gb&selLanguage=en

Mobilising your students' learning in Shaun Wilden's blog http://shaunwilden.com/category/mlearning/

Free apps for learners and teachers of English

Please note that these apps are not specific to ELT, but have been identified as useful by teachers and learners in this project for enriching, using and creating in English. At the time of publication these are free, but please note premium (or paid) versions are also available. A selection of other sources for English language learning apps that may be useful are included below.

IOS	IOS and Android apps	Android
	Evernote (record audio, images and notes, as well as web-pages, synchs across all devices, and can be used to collaborate with and share)	
	Skitch (annotate, mark up websites, edit photos, label maps share and give feedback on ideas) across devices	
	Pocket (save 'stuff' on websites to read later offline)	
	Popplet (mindmap images/words and collaborate online)	
	Book Creator (text images video drawings can be created and combined to create a digital book that can be shared)	Note: at the moment Google Play Books does not support audio and video
	Thing Link (adds video and text to images to share)	
Videolicious (adds video or audio commentary to your own still images)		
	Symbaloo webmix (collection of websites on same topic) maker (bookmarks favourite websites to share)	
	Explain everything (import Documents [PDF, DOC, PPT, Keynote], pictures, videos, sound files, active web browser windows, draw and annotate, zoom and pan, move and animate, export and share)	
	Tellagami (create an animated avatar that can explain a photo or image to share)	
	Simple Mind Mindmapping (mind mapping for mobiles, tablets and laptops)	
	Pinterest (online poster collage board)	
	Lino (sticky notes and photo collage)	
	Padlet (upload video or images and text in a dedicated shared space)	
	Aurasma (create augmented reality 'auras', videos augmenting an image with another image, video, or audiofile.)	
Voice Record Pro (records audio, can be converted to MP3s and shared)	Note: all devices have in-built audio recorders	**SmartVoice recorder** (records audio, can be shared)

IOS	IOS and Android apps	Android
	Dragon Dictation (voice to text that can be exported, edited and shared)	
	Snap Guide (create 'HOW TO' online tutorials with videos or photos to share)	
	iPrompt (teleprompter-text scrolls across the screen for speeches)	
	ipadio (phlogging, phonecasting [livestreaming], data collection)	
	WhatsApp (send texts, images, audio, videos for free)	
	Penzu (mobile journal, diary, reflective log)	
Storify (a curation app that combines links from twitter and other sharing media to enable a cohesive digital multimedia story, also a web site)	**Academic Writing in English** (in depth self learning app covering the whole process)	

List of ELT apps

Name	Description
Anki	Flashcard based app
Babbel	Game-based app to learn vocabulary
Big city small world	ESL audio soap
Busuu	Online community for language learning
Clear speech from the start	Pronunciation app
Duolingo	Game-based language learning app and crowdsourced text translation platform
EF Englishtown	App version of this online ESL school
Elementary Podcasts	ESL podcasts
English conversation	ESL, EFL and business English classes
IELTS Skills	IELTS exam practice
IELTS TestBank	IELTS exam practice with bank engine
Johnny Grammar's Quizmaster	Grammar game
LearnEnglish Audio and Video	Listen and watch ESL learning podcasts and videos
LearnEnglish Grammar	Improve grammar skills
LearnEnglish Sports World	Game to learn sport words
LearnEnglish for Taxi Drivers	Complete course for taxi drivers
LearnEnglish Kids: Phonics Stories	Phonics-based, interactive storybook app
Learn English with Speaking Pal	Interact with virtual video tutor in short dialogues and get instant pronunciation feedback
LingQ language learning and flashcards	Lessons and flashcards available offline
Memrise	App that uses "mems", mnemonic flashcards to help remember new vocabulary
My Wordbook 2	To improve vocabulary
Onestopenglish	Lesson ideas and tips for ESL teachers
Phrasal verbs machine	Phrasal verb practice

Name	Description
Premier Skills	Vocabulary app that combines football with ESL learning
Quiz up	Quizzes related to vocabulary and grammar
Rosetta course	App version of the language learning software
Sounds Right	Pronunciation chart for learners and teachers
Sounds. The pronunciation app	Pronunciation aid for students
uSpeak	Game-based app to learn English
Voxy	Language lessons with content of your choosing
60 second word challenge	Fun vocabulary quiz
Wordpic	Play sports with words

Further sources of ELT apps

Android apps for ELT
http://list.ly/list/6a4-android-apps-for-elt

Apps for iPad
http://ipadapps4school.com/category/college/

Android and IOS apps for ELT
http://list.ly/list/6qC-byod-apps-for-elt

British Council Apps
http://learnenglish.britishcouncil.org/en/apps

Collins ELT Apps
www.collins.co.uk/page/ELT+Apps

Cambridge University Press Apps
www.cambridgemobileapps.com/

Macmillan Apps
www.macmillanenglish.com/educational-apps/

Reviews of the latest ELT apps
http://eltjam.com/?s=product+review

Glossary

21st century skills

This is an umbrella term used to describe knowledge and skills generally considered important to succeed in education and employment. These include for example digital literacy, critical thinking, ICT, research and communication skills, and many others.

Read more here http://edglossary.org/21st-century-skills/, www.21stcenturylearningalliance.org, www.p21.org/our-work/p21-framework and www.cambridgeassessment.org.uk/insights/teaching-and-assessing-21st-century-skills/

Andragogy, pedagogy, heutagogy and peeragogy

Pedagogy, already defined as the art and science of teaching, originally referred to teaching children. Andragogy then, refers to teaching adults, while heutagogy refers to self-determined learning. A useful chart comparing the features of each can be accessed here www.educatorstechnology.com/2013/11/interesting-chart-outlining-differences.html

Another term being used in education is peeragogy, referring to collaborative learning. Read more about the ideas involved at http://peeragogy.org/

Digital literacy (Literacies)

Read Nicky Hockly's article "Digital Literacies: What are they and why should we care?" here www.teachingenglish.org.uk/article/digital-literacies-what-are-they-why-should-we-care and the book *Digital Literacies* by Dudeney, Hockly and Pegrum (2013).

EdTech (educational technology)

Watch a 2014 IATEFL presentation on Edtech and ELT here http://eltjam.com/eltjam-iatefl-2014-on-what-edtech-means-for-elt/

Inclusion

This term refers to the idea of no barriers to participation, accessibility and learning, and no discrimination of any kind. Read more here www.csie.org.uk/inclusion/what.shtml and download a handbook from Sheffield University on inclusive teaching and learning at this address www.shef.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf Find out about how the Disabled Access Friendly campaign is using ELT to raise awareness of issues affecting those with mobility disability www.disabled-accessfriendly.com/

Iterative design

Iterative design is about repeating a process, such as designing a learning experience, or a module of a course, with the aim of 'getting it right'. Each time this process is repeated, with modifications incorporated to improve the desired result, it is called an 'iteration'. Read about iterative publishing in ELT here http://eltjam.com/iterative-publishing-in-elt-10-reasons-why-it-will-and-wont-work/

Learner autonomy

There is much discussion around the term "autonomous learner" but there is agreement, broadly speaking that "autonomous learners understand the purpose of their learning programme, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness (Holec 1981, Little 1981). In other words, there is a consensus that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others. This working definition captures the challenge of learner autonomy: a holistic view of the learner that requires us to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another." (Little, D (2003) Learner autonomy and second/foreign language learning. Subject Centre for Languages, Linguistics and Area Studies Good Practice Guide. www.llas.ac.uk/resources/gpg/1409)

Learner voice

This involves learners in shaping their own learning by ensuring they are involved in all aspects. "Including more student voices in ELT can increase the value of what we do professionally - teach and learn" (Murphey T, Falout J, Elwood J and Hood M 2009 Inviting Student Voice. *Asian EFL Journal*, Professional Teaching Articles, Volume 36 pp. 1–25).

Read more here www.niace.org.uk/current-work/area/learner-voice

Mobile devices

Hand held electronic devices that can be comfortably carried around in a pocket or bag, including MP3 players, digital recorders, e-readers, tablets, and smartphones. The ability to connect to Wi-Fi and download or upload and 'share' images, sound files and notes are important in this guide. Laptops are "now considered transportable rather than mobile" (Rushby, 2012).

Recasting

Scott Thornbury describes how to recast: 'Reformulate the learners' interlanguage productions into a more target-like form. This is not the same as correction. It is simply a way of indicating 'I know what you're trying to say; this is how I would say it'. Read more here https://scottthornbury.wordpress.com/tag/recasting/

'Recasts serve to add or correct information without obstructing the natural flow of communication. Recasting is another form of modelling. The recast occurs when the facilitator modifies a learner's utterance by adding new or different grammar (syntactic) or word meaning (semantic) information. Think of it as the facilitator repeating the 'Right Thing' or a 'New Thing'. (Robbins, T (2012) Accessed from http://praacticalaac.org/strategy/recasting-a-language-facilitation-strategy/)

Smartphone

A mobile phone that performs many of the functions of a computer, typically having a touchscreen interface, internet access, and an operating system capable of running downloaded apps (www.oxforddictionaries.com).

Seamless learning

A learning style where a learner can learn in a variety of scenarios, and in which they can switch from one scenario or context (such as formal and informal learning, personal and social learning, etc.) to another quickly and easily, with the personal device as mediator. Read more about this concept with some examples here www.learningfrontiers.eu/?q=content/seamless-learning-u-learn

VLE or virtual learning environment (learning platform)

A password protected, safe online space provided by an institution to support and enable learning. Free sites include Moodle, Blackboard and Edmodo and can be mobile friendly. Teachers and learners can communicate with each other, and access elements of lessons, or entire lessons, videos, home learning assignments, course administration as well as posting content (images, written work, questions, video, etc.). Read more here http://keynet.org.uk/edmodo-a-vle-for-teachers-who-dont-like-vles and find out about using digital media in VLEs here www.jiscdigitalmedia.ac.uk/guide/introduction-to-the-use-of-vles-with-digital-media
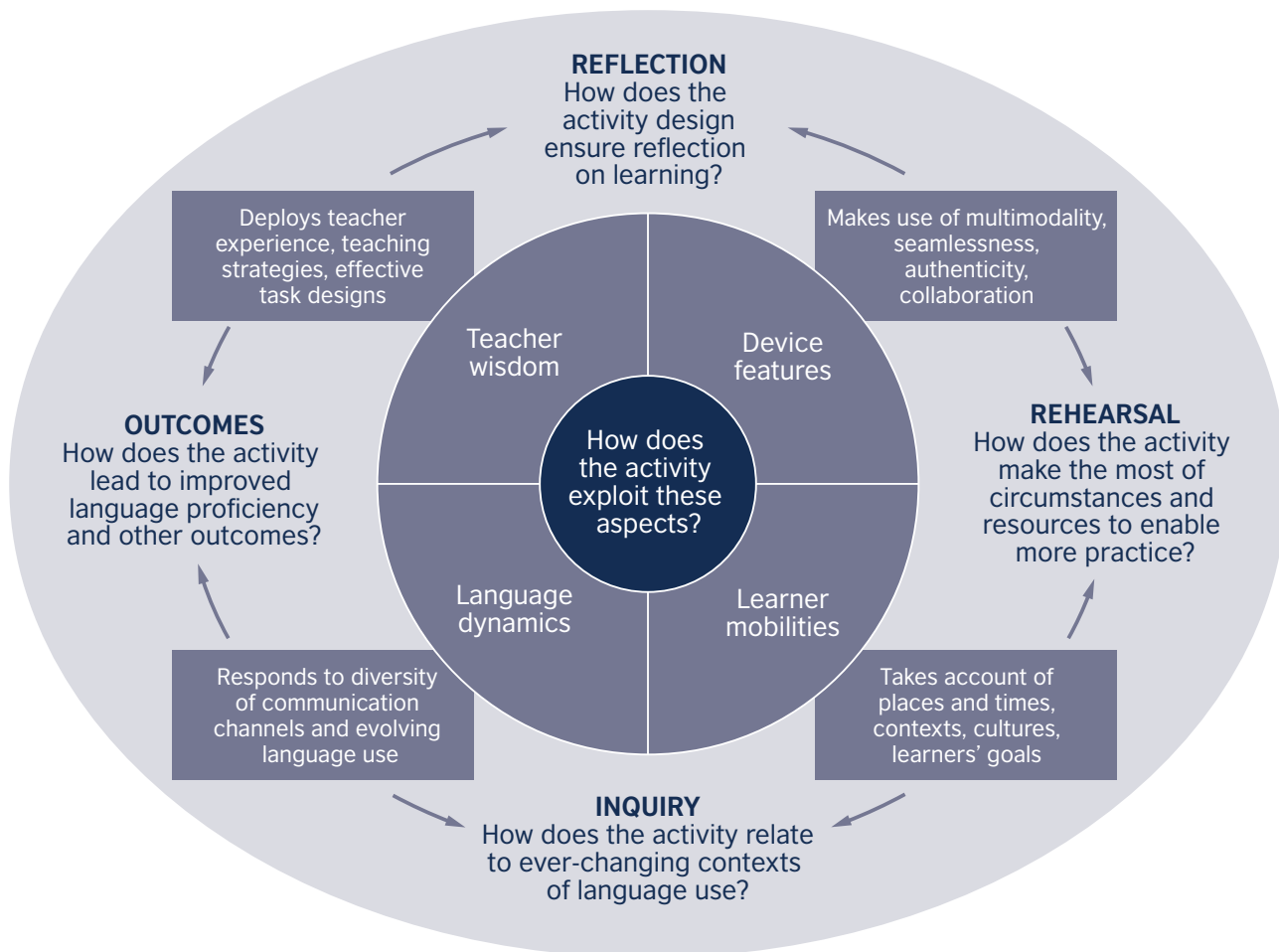
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Appendix

The Framework Planning Tool

Teacher wisdom			

Language dynamics	Reflection	Rehearsal	Device features
	How does the activity ensure reflection on learning?	*How does the activity make the most of circumstances and resources to enable more practice?*	
	Inquiry	**Outcomes**	
	How does the activity relate to ever changing contexts of language use?	*How does the activity lead to improved language proficiency and other outcomes?*	

Learner mobilities

Figure 1: A pedagogical framework for mobile assisted language teaching and learning

REFLECTION
How does the activity design ensure reflection on learning?

Deploys teacher experience, teaching strategies, effective task designs

Makes use of multimodality, seamlessness, authenticity, collaboration

Teacher wisdom

Device features

How does the activity exploit these aspects?

OUTCOMES
How does the activity lead to improved language proficiency and other outcomes?

REHEARSAL
How does the activity make the most of circumstances and resources to enable more practice?

Language dynamics

Learner mobilities

Responds to diversity of communication channels and evolving language use

Takes account of places and times, contexts, cultures, learners' goals

INQUIRY
How does the activity relate to ever-changing contexts of language use?