

Tutorial 6

Innovative digital tools and methods



Erasmus Plus - proPIC Project

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Introduction

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This chapter explains the opportunities that mobile technology can provide in the area of second language learning. The challenges of using mobile technologies are discussed as well as ways of conceptualising the changes that technology can make to pedagogical practice.



Mobile technology and second language learning



ECML inventory of ICT tools and open educational resources -
Aline Germain



New technologies provide the opportunity to change the way that foreign languages are learned in the classroom, as well as outside of it. The rapid development of mobile tools and resources enhance language learning, and the accessibility and affordability of tablet devices reinforce this trend. These new resources help give learners access to information, promote interaction and communication, and enhance digital literacy skills.

To find out more, read the final [Report](#) of a 2008/9 study initiated by the European Commission through its Education and Culture Executive Agency. The aim of the study was to investigate the possibilities of Information Communication Technology (ICT) and new media as complements to traditional language teaching and learning.

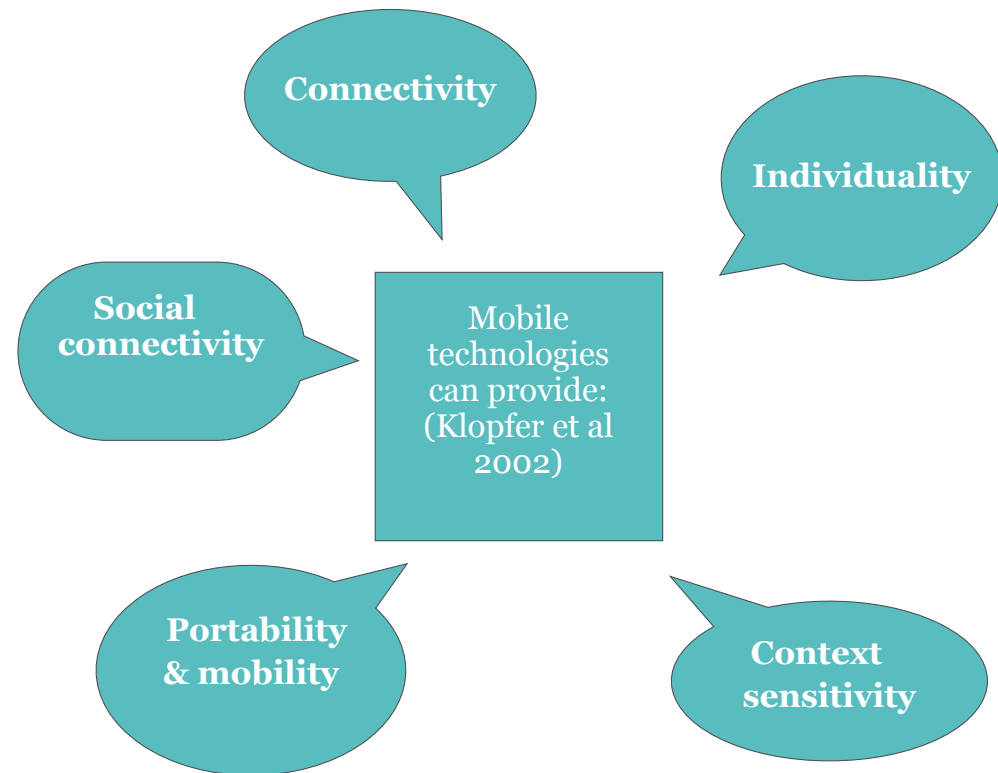
Please also have a look at the [video](#) on the ECML inventory of ICT tools and open educational resources that you can see above.

Mobile technologies: Advantages for the language learner

- Encourages learner autonomy
- Encourages students to explore extramural learning activities
- Encourages learners to find ways to assist and assess learning
- Combines formal and informal language learning
- Exposes students to a variety of registers in the target language, especially current informal speech conventions unlikely to be introduced in the classroom or textbooks
- Can be used in project-based language learning (i.e. digital storytelling)

Mobile-Assisted Language Learning (MALL)

MALL is described as language learning that is assisted or enhanced through the use of a handheld mobile device. MALL differs from Computer-Assisted Language Learning (CALL) "in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use" (Kukulska-Hulme and Shield 2008).



The influence of mobile technologies on language learning

In 2012 a **literature review** was completed by Viberg and Grönlund on the influence of mobile technologies on language learning. The conclusions of the review are as follows:

- There is a lack of studies providing concrete evidence on how mobile technology use can improve individual's language learning results. Longer studies and larger test groups are required.
- Studies focusing on grammar learning, pronunciation and writing skills are underrepresented in the reviewed literature.





Opportunities and challenges

Despite the positive developments connected with mobile technology, the growth in possibilities presents both opportunities and challenges. One concern is that educators are often resistant to using technologies which do not reflect what they consider to be current pedagogical best practices. Educators may want to use technology in their teaching but may not be encouraged to do so by school leaders or may not have the time or resources for the necessary training. They might also feel worried by the speed of technological development which may threaten their relationship with learners who may be more skilled.

Mobile technologies: Issues and challenges for the teacher

- Keeping up with technological developments
- Learning to use the new media
- Understanding the ways in which the media aid learning
- Developing pedagogical methods which incorporate the new media
- Accepting fundamental changes for the role of the teacher.

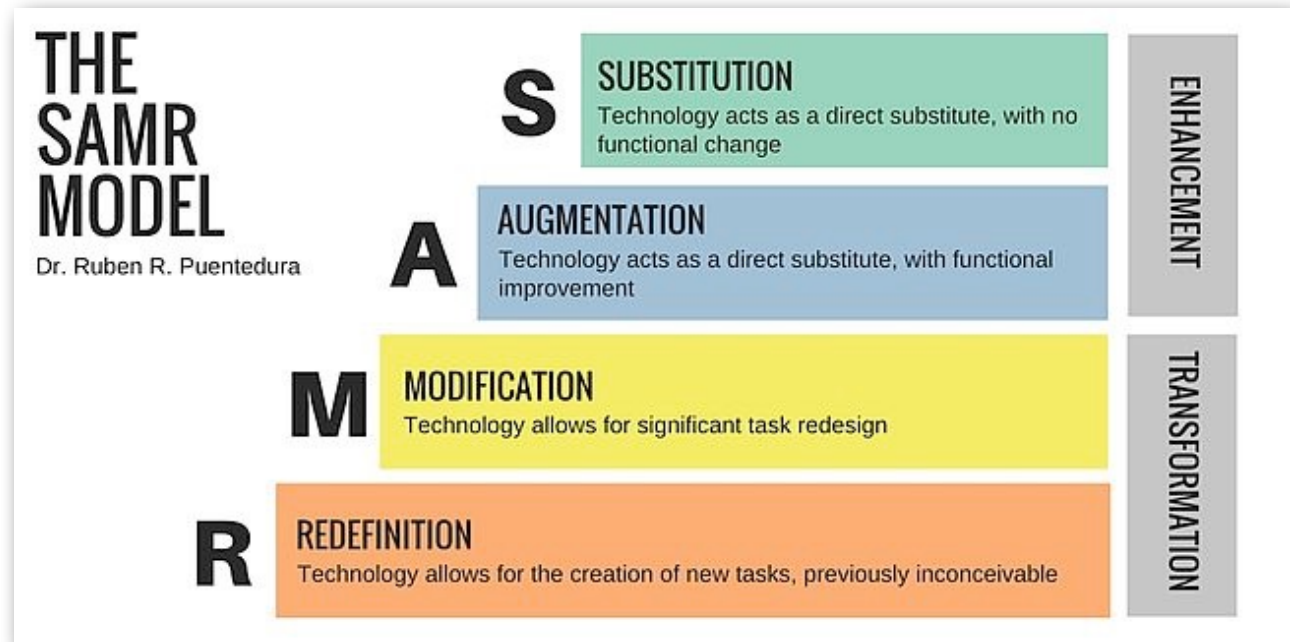
Conceptualising the possibilities that mobile technologies provide

One concern with the use of mobile technologies is that they are used to replicate rather than challenge existing pedagogical practices (see Burden, Hopkins et al., 2012; Heinrich, 2012). In order to maximize the potential of mobile technologies in language teaching, it is crucial that they are used in a pedagogically sound way that corresponds to the individual needs of the learners.

To help teachers conceptualise changes they can make to their pedagogical practices with technology, a number of models have been developed.

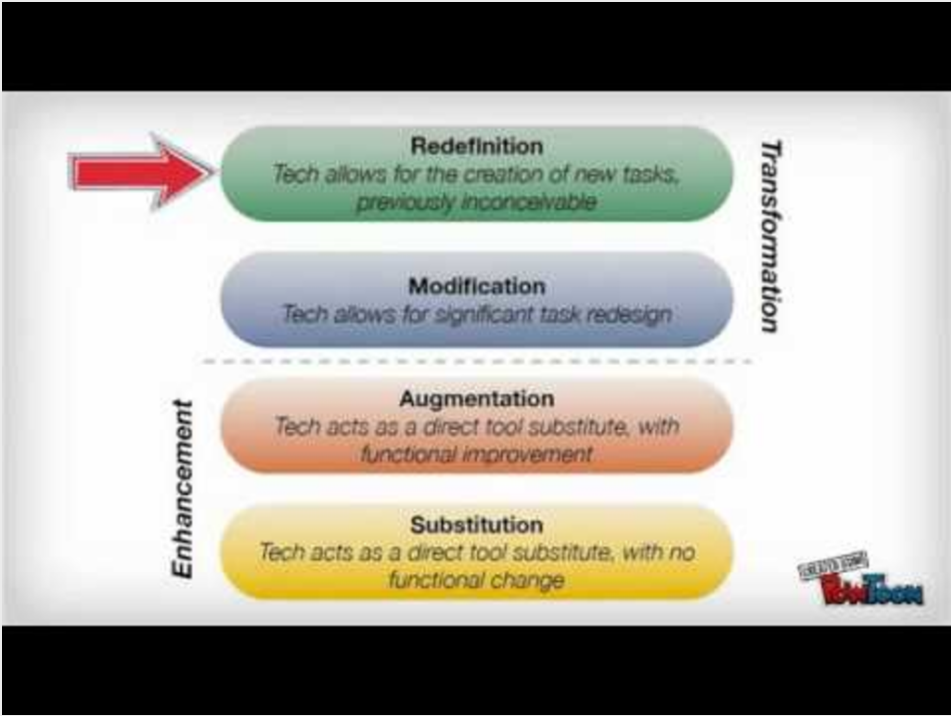
One is Puentedura's (2010) Substitution -Augmentation - Modification - Redefinition (SAMR)

model. The SAMR model asks if technology functions as a substitute for, or augmentation of, existing tools commonly employed for the same purpose, with some functional enhancement.



At “transformational” levels, the SAMR model prompts an examination of how technology use might allow for modification, significant redesign of, or even a radical redefinition of “previously inconceivable” tasks.

INTERACTIVE 1.1 Here you can watch a film about the SAMR model made by some students



To find out more

On Mobile-Assisted Language Learning (MALL)

Chinnery, G. M. (2006). Emerging Technologies: Going to the MALL: Mobile Assisted Language Learning. *Language Learning & Technology*, 10(1), 9 - 16. Retrieved from <http://lt.msu.edu/vol10num1/emerging/default.html>

Kukulska-Hulme, A., & Shield, L. (2007). An Overview of Mobile Assisted Language Learning: Can Mobile Devices Support Collaborative Practices in Speaking and Listening. Retrieved May 15 2010, from The Open University, UK: portal.acm.org/citation.cfm?id=1520087

Klopfer, E.; K. Squire, and H. Jenkins. (2002). "Environmental Detectives: PDAs as a window into a virtual simulated world." In: *Proceedings of IEEE International Workshop on Wireless and Mobile Technologies in Education*. Vaxjo, Sweden: IEEE Computer Society, pp. 95-98

Practical guides to mobile Learning for English Language teaching

Dudeney G, Hockly N *Going Mobile: Teaching with Handheld Devices* Delta Publishing 2015)

Sharma, Pete and Barney Barrett. 2015. "Apptivities for Business English." E-book available from The Round website..

<http://theround.com/resource/apptivities-for-business-english/>.

Mobile technologies and pedagogical practices

Burden K, Hopkins P, Male T, Martin S and Trala C (2012) iPad Scotland evaluation. University of Hull. Available from <http://www2.hull.ac.uk/ifl/ipadresearchinschools.aspx>

Clark W and Luckin R (2013) What the research says: ipads in the classroom. London Knowledge Lab, University of London. Available from <http://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf>

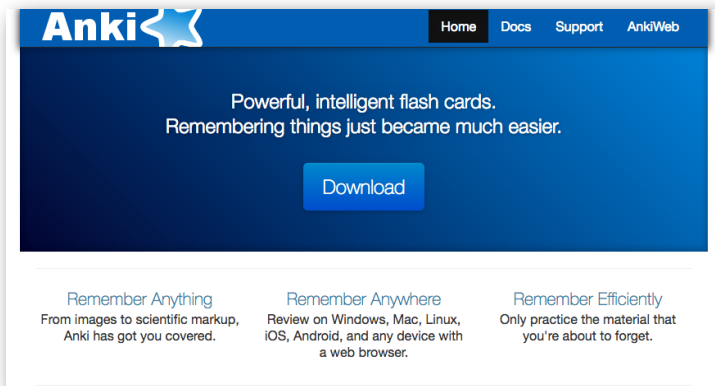
Heinrich, P. (2012). *The iPad as a tool for education: Study of Longfield Academy, Kent*. Winchester, UK: NAACE.

Examples of a range of digital tools

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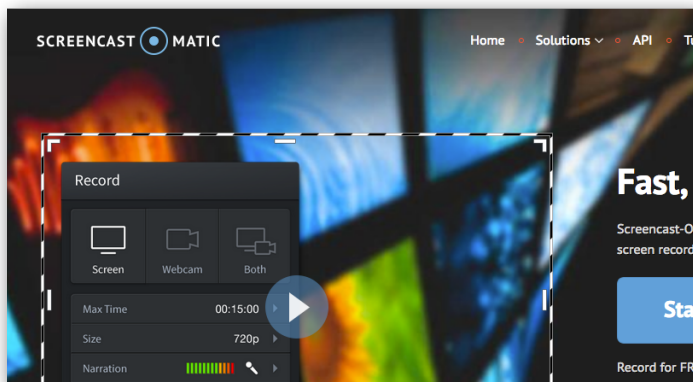
In this chapter, a number of digital tools are presented. Information and links are provided as well as an informational video. The video covers what the various tools can be used for, particularly in the area of language learning. The tools can of course be used in other educational areas too.





Anki

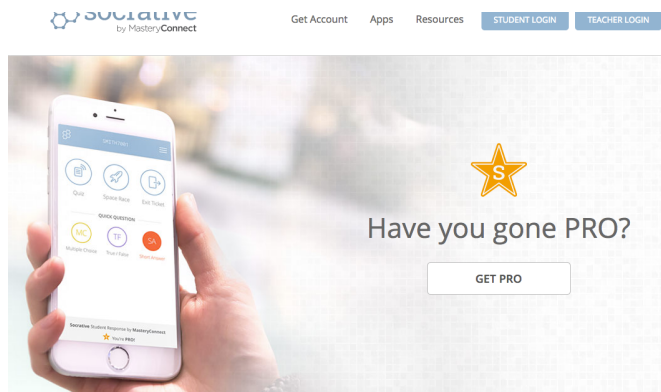
Anki is a flashcard tool designed to help users memorise facts, vocabulary and more. It supports images, audio and video, and can be synced with other devices. Anki supports the following skills: listening, speaking, reading as well as vocabulary, grammar and pronunciation learning.



Screencast O'Matic

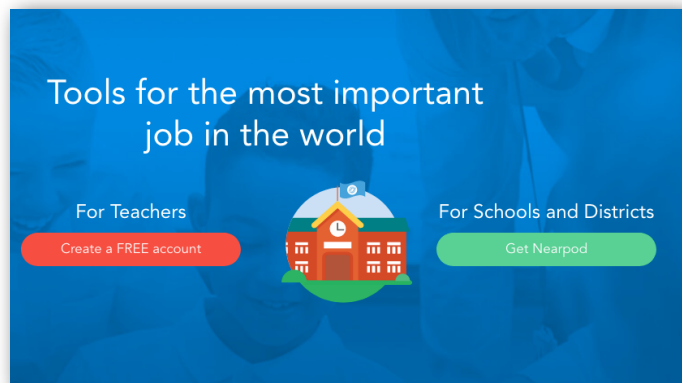
Screencast O'Matic is a screen recording software program. It can be used on computers but not on mobile devices. The program enables you to record a presentation with the help of presentation software such as PowerPoint. You can record everything that you see on your screen together with your voice and also use the option of recording video with the help of your webcam. The recordings can be uploaded to YouTube or any other video platform. The

program has a variety of uses. You can use the software to produce videos for your students to, for example, give video feedback and formative assessment on written assignments. Your students could also use the screen recording software to record their own foreign language pronunciation.



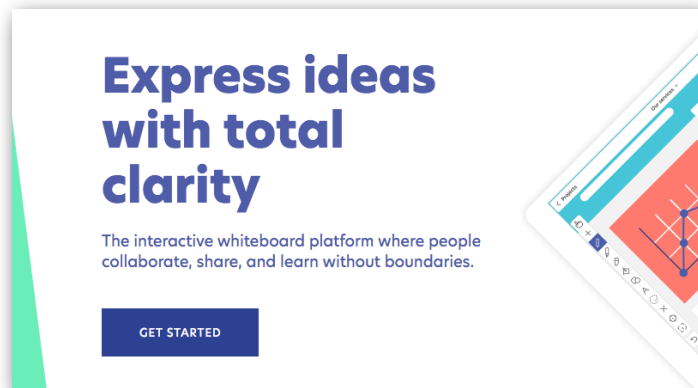
Socrative

Socrative is a tool which provides the opportunity for learners to visualise their understanding of a subject. It is also a very easy app to use and as such engages students to use mobile tools in the classroom. It can be used as an assessment tool for prepared activities or on the fly. All the results from your student's activities are saved in your account for evaluation at any time.



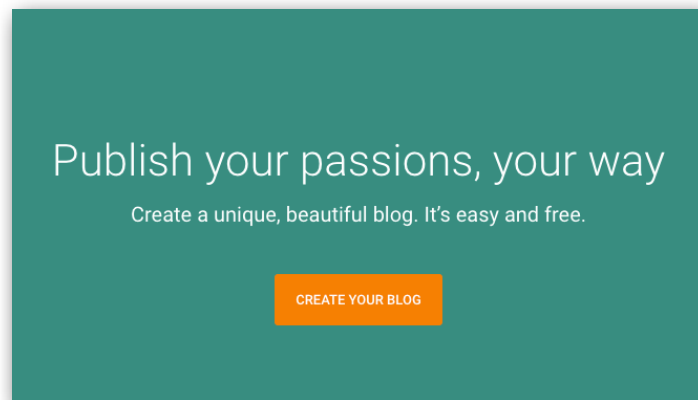
Nearpod

Nearpod is a tool which enables interaction with students during a lesson. It can be used for preparing material for a flipped classroom. Presentations in PowerPoint can be uploaded to your Nearpod account and displayed directly on the students' mobile devices with no need for a projector. The teacher uses Nearpod to present the slides. Using the web application activities can be added to the slides from a wide variety of sources, such as quizzes, polls, memory tests, embedded YouTube clips, videos, photos, and collaboration tools for brainstorming.



Explain Everything

Explain Everything is an app that is only available for tablets such as iPad, Android or Chromebooks. It works like an interactive whiteboard. On the screen you can use drawings, texts, videos, photos, web pages and many more items at the same time as you record your voice. You can produce movie clips from your presentation and share them. Students can use the app for assignments of different kinds, such as recording themselves using a foreign language. If you purchase the full license, you can also invite others to take part in collaboration.



Blogger

Blogger is a tool for writing and publishing blogs. It is one of the tools within the Google Suites of apps and can be used for many purposes. It is a very powerful tool for individual or collaborative writing. The teacher can observe and monitor students' progress and give direct feedback with the help of the commentary function. It is also a tool for writing e-portfolios which many teachers use to help student self-reflection.

Here is an **interactive video**. It serves as an overview of the different apps presented in this chapter.

The best option to view it is on an iPad or a computer with Chrome or Safari as the web browser.



Guide to the tasks in this book

3

This chapter contains a number of tasks for you to complete which correspond to the contents in this book.

Choose three of the digital tools listed in Chapter 2 of this iBook as well as one tool from the [ECML website](#) and evaluate them according to the questions provided in this chapter. This evaluation can either be a written evaluation, a video or audio. You can complete it individually or with a peer/colleague.



Task 1 - Evaluate the four tools according to these questions:

1. Added value: What is the tool's potential in language learning contexts? Give some examples. Use the SAMR model to help you.
2. Usability: How easy is the tool to use and to adapt to the language classroom?
3. Interactivity: What possibilities does this tool offer for communication and collaboration amongst learners?
4. Technical requirements: In order to use the tool, what are the important technical aspects to consider in terms of compatibility of operating systems, equipment, browsers, etc.?



Upload your written/recorded evaluation of the four digital tools to your ePortfolio.

Sharing experiences

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In this chapter you can read information about how you should further reflect on your experiences of reading this iBook.



Task 2 - Create your own “talking head”

Based on your pPortfolio reflections, film yourself and create your own “talking head” video. In the link to the talking head concept you can read more about how to best produce this kind of a video.

Please film yourself in English. The video should be 3 to 5 minutes long.

Describe what you have learnt and reflect on your personal experiences of using mobile technologies in language learning and teaching, in your own country or elsewhere.

Finally, in your video pose five questions that - if possible - can be asked fellow students or colleagues concerning the use of mobile technologies in language learning.

Once you have recorded your video, please upload it to your ePortfolio.