


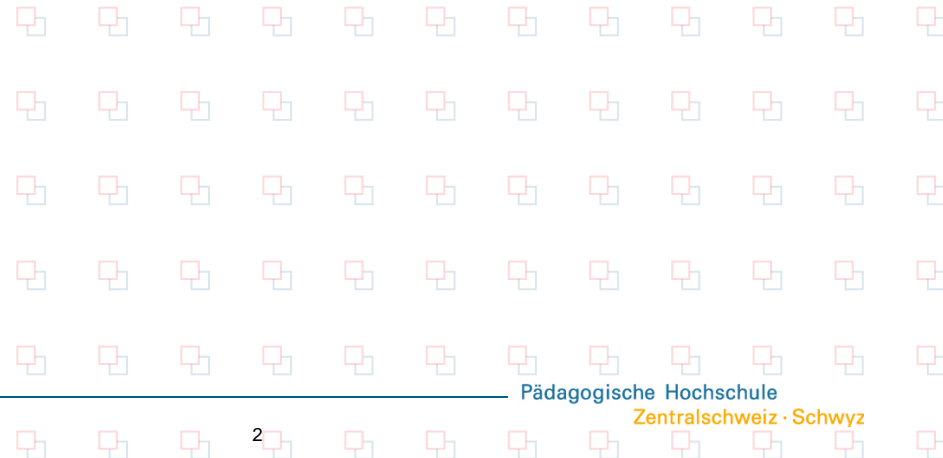
# Language Learning at your Fingertips: How can the use of personal smartphones foster language learning at primary school?



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- Introduction
- iPhone project Goldau 
- What is our role as language teachers?
- Apps
- What kind of methodology?
- BA paper
- Discussion
- Useful links



# First contact with distance learning

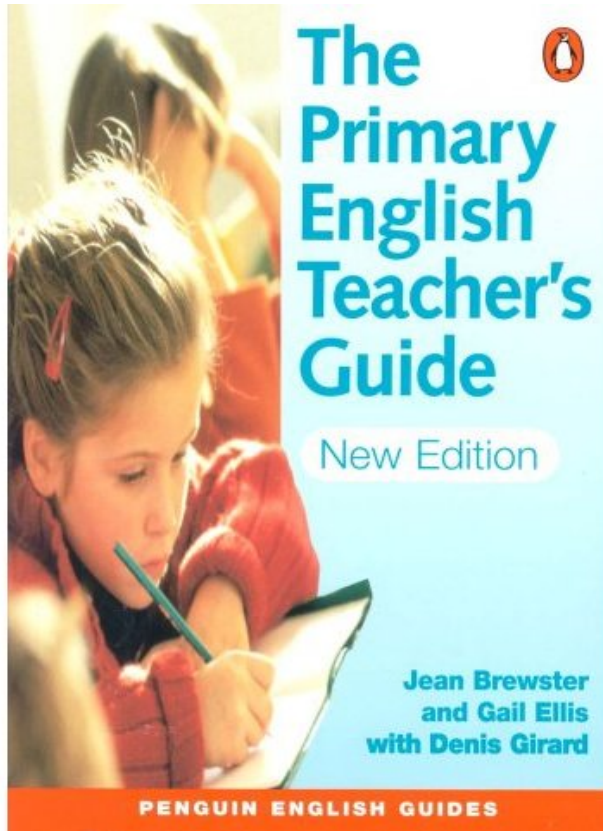


- MA in TEYL 2002 – 2004
- University of York, UK



<http://www.coolsmttools.com/graphics/doorways/old%20computer.jpg>  
<http://mobilitysite.com/wp-content/uploads/2007/08/mobile-phone250.jpg>  
<http://www.chennaiclassic.com/adpics/4bde8294ed570ce8113e54be3.jpg>

Teach English methodology  
to primary teacher trainees

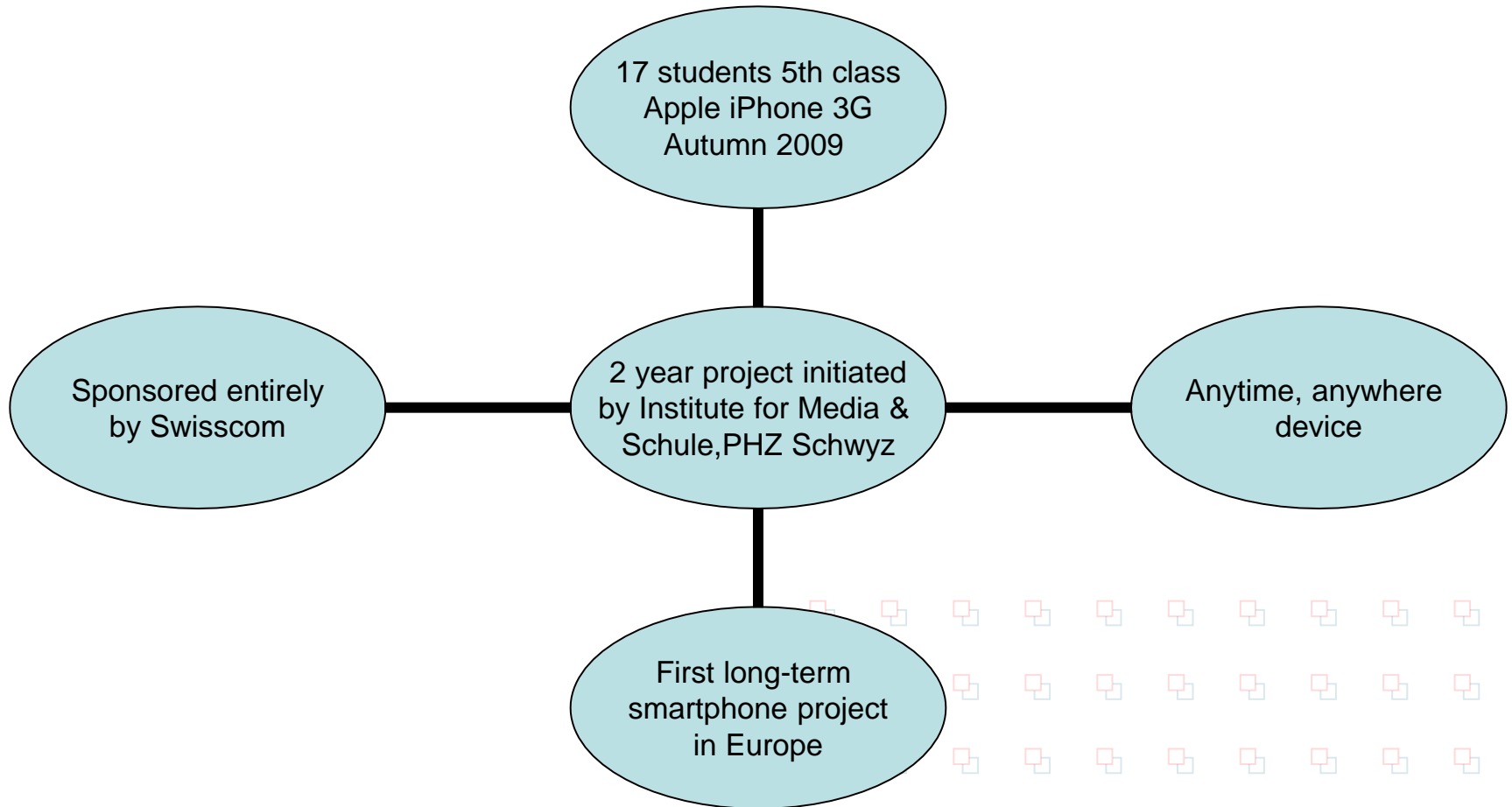


<http://www.amazon.de/Primary-English-Teachers-Guide-Penguin/dp/0582447763>

Encourage students to spend  
a semester abroad on an  
Erasmus exchange



<http://rst.gsfc.nasa.gov/Sect6/europe-map.gif>









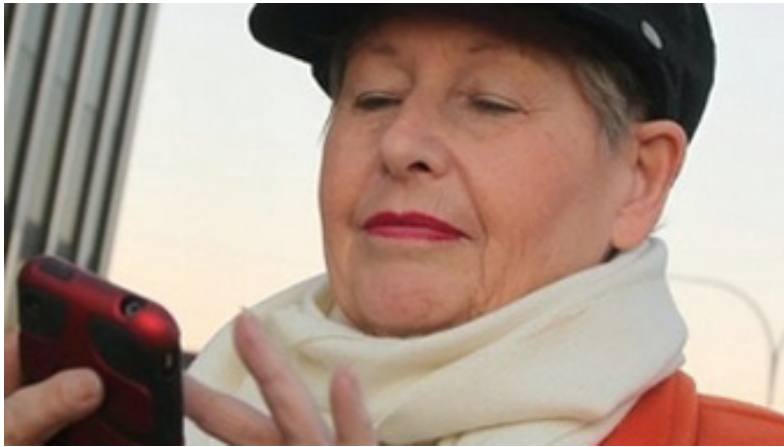
Like many of you in this room, I'm a digital immigrant... My two young daughters, on the other hand, will be digital natives. They'll never know a world without ubiquitous broadband internet access...

We may never become true digital natives, but we can and must begin to assimilate to their culture and way of thinking.

- Rupert Murdoch, April 2005



# Silver surfers (over 50s)



# What is our role as language teachers?

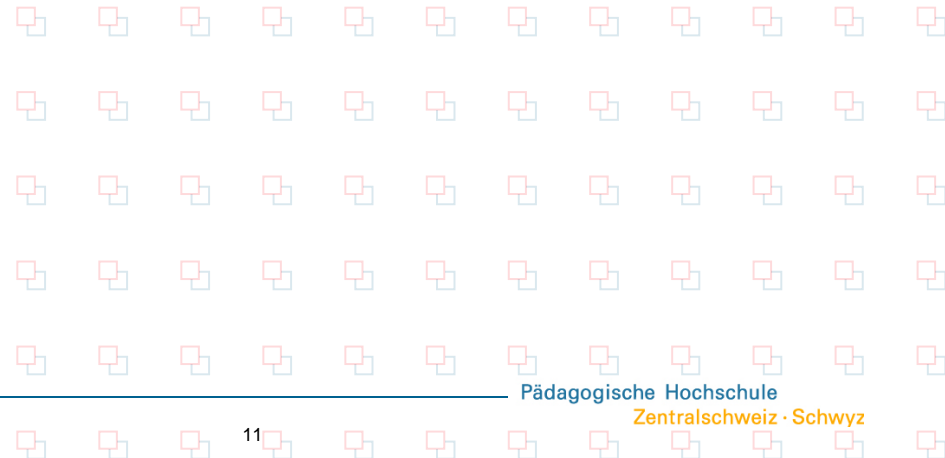


Nik Peachey, Learning Technology Consultant, Writer, Trainer 2010:

- Our digital natives are coming to us with the knowledge of how to manipulate technology, but are still extremely limited when it comes to making it a tool for learning
- ... far too much focus on the visible types of hardware and far too little on just providing really effective wireless connectivity that is fast and easy for students and teachers to access.
- The real value of technology is not in the technology itself, but in the doorway it provides to content , communication and collaboration.

**Our role as teachers is to provide our pupils with the pedagogical methods to foster their (language) learning.**

- Who has an iPhone? Or other kind of smartphone?
- Who teaches English? Any other language?
- Who has already used a smartphone to teach a language?



The touch screen

Everything at your fingertips



<http://www.toy-tma.com/wp-content/uploads/2010/08/Touch-Screen.jpg>

- The greatest hampering factor in "breaking down the walls of the classroom,, is not teacher training or technology/no technology – it is culture and attitude.
- The problem is that at present the appropriate methodology on how to use ICT in schools is missing (cf. Döbeli 2008).

# Apps (short for applications – programmes for smartphones)



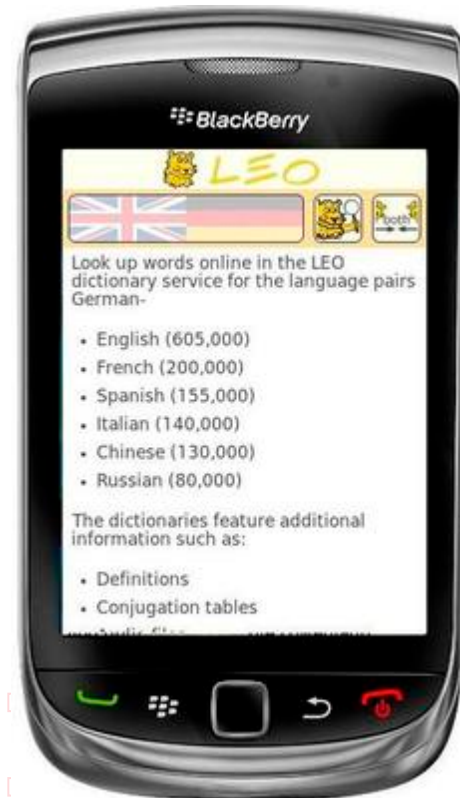
<http://www.techbreak.com/tech-gadgets/cell-phones/40-incredibly-free-applications-for-your-apple-iphone-applications-3g/>

## For pupils:

- Remme (Vocabulary cards)
- iMemento Lite (Vocabulary cards)
- iDict
- English for kids
- itranslate
- Leo

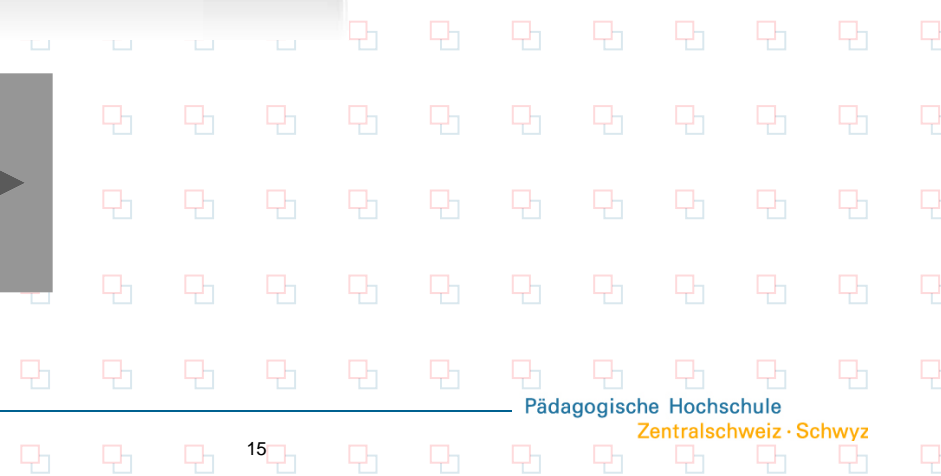
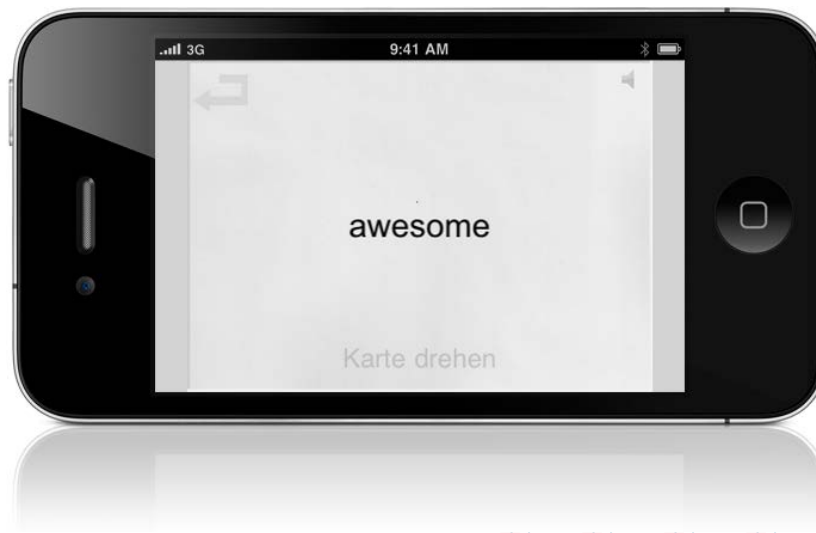
## For teachers:

- Dictionaries – Macmillan, Oxford UP, Cambridge UP
- British Council video episodes
- Leo
- Cambridge: English Grammar in Use
- Newspapers e.g. New York Times



<http://dict.leo.org/>

- <http://www.remme.com/lernkarten>





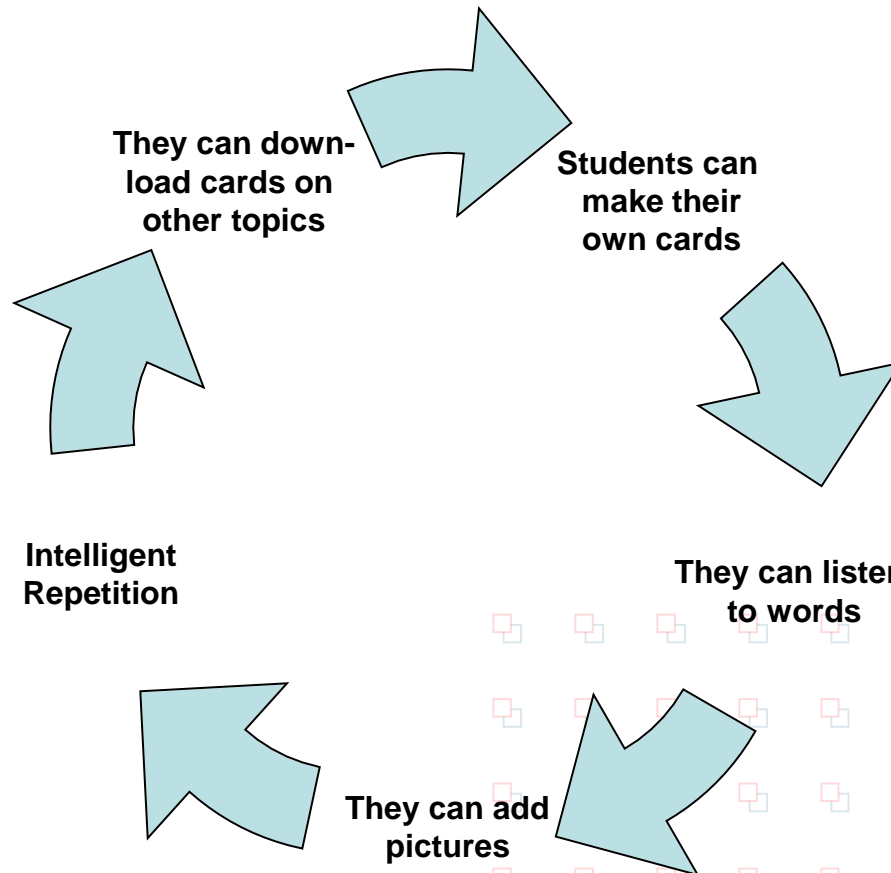
*Rem<sup>me</sup>*



Effizientes Lernen

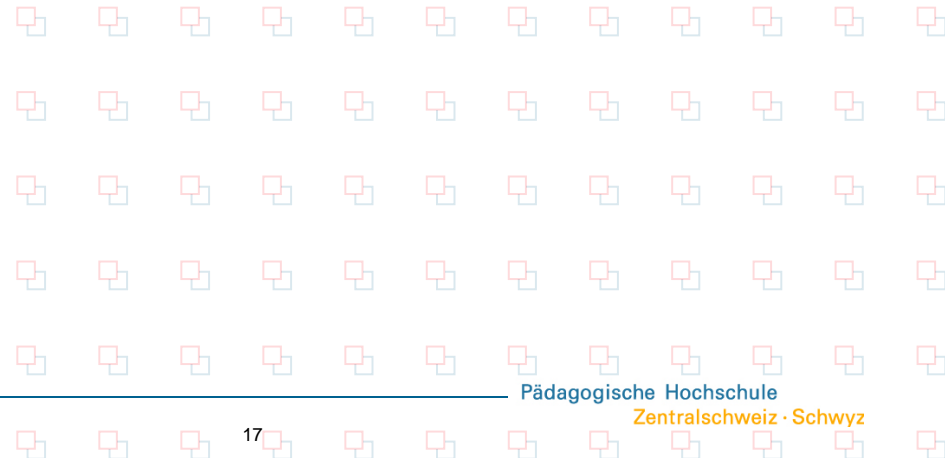


## Vocabulary cards

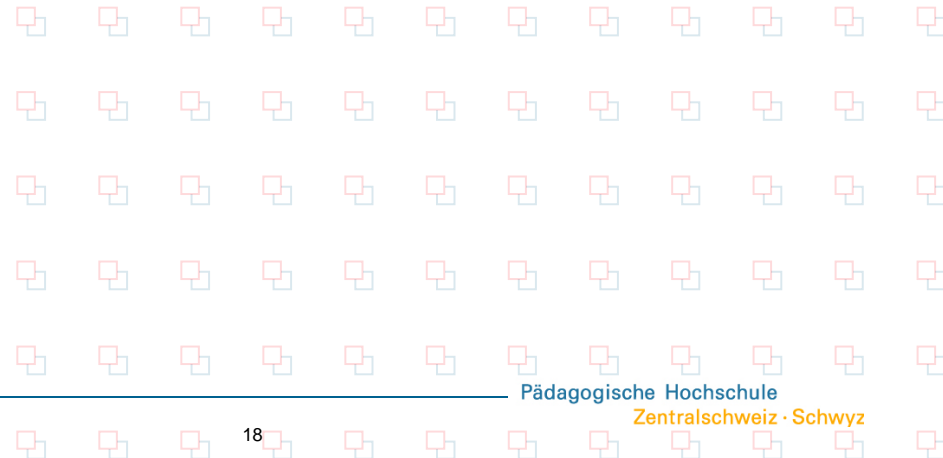




- really useful to practise pronunciation
- can listen and practise as often as necessary
- ideal to learn vocabulary while doing the washing up
- faster than getting out the book and CD



- einfaches Hinzufügen von Karteien (auch durch Schüler)
- Karteien zur Verfügung stellen
- Karteien von anderen Benutzern laden
- korrigierte Fehler werden automatisch synchronisiert
- Möglichkeit, Bilder zu den Karten hinzuzufügen
- Möglichkeit, Audio zu den Karten hinzuzufügen
- “intelligente” Wiederholung
- <http://www.projektschule-goldau.ch>



- Möglichkeit, die Französisch-Wörter und Englisch-Wörter zusätzlich hören zu können, hat den Schülern geholfen und beim anschliessenden Voci-Test schafften es alle auf Anhieb, die Wörter korrekt ausgesprochen wiederzugeben – das war das erste Mal, dass es so gut klappte!
- Ein Schüler behauptete vor Weihnachten, er lerne nie Englisch. Auf die Frage, ob er auch nie mit Remme übe, meinte er: Ist das auch üben? Ja, das machte ich natürlich regelmässig.
- Ein anderer Schüler schreibt für seine jüngere Schwester die Englisch-Vokabeln in eine Kartei und lässt sie dann auf seinem iPhone üben. Eine Schwester eines Schülers lernt die Vokabeln von der 6. Klasse, obwohl sie erst in der 4. Klasse ist.
- <http://www.projektschule-goldau.ch>

- *An alarm reminds learner to revise vocab.*
- *Can set language and time.*
- *Teacher has to do all the input.*
- *Pupils can listen to teacher's recording.*
- *Pupils use it mainly to revise for a test or learn vocab.*
- *Usually for homework, some use it during the holidays.*
- *They don't think this is learning.*
- *Teacher reads a text aloud and sends it by voicemail to pupils.*  
*Uses it as a listening or speaking test to give a mark. Saves doing speaking activity in class which saves time.*

Which skill (reading, writing, listening or speaking) do the pupils use the smartphone for most?

- *All of them except writing. The pupils sometimes write the homework on their smartphone or take a photo of it on the blackboard.*

Have the pupils become more independent language learners since they have been using a smartphone?

- *Yes, because they do not think using the Remme is learning!*

Have fast finishers used the smartphone more than slower learners?

- *When they finish early, the teacher tells them to revise the vocabulary.*



How often do the pupils use the smartphones in your lesson? When you tell them? Or also on their own? (e.g. look up a word)

- *Normally just when I tell them to do so. Sometimes I split the class into two, one half works on their own and the others in a circle. Then they sometimes look up a word on their own. One pupil uses the idict app. Sometimes I use the CD with all the class.*

Do the pupils use a dictionary during class? And if so, which one(s), online or print?

- *Normally they are too lazy to use one online except one bright pupil. They still prefer to ask me.*

## **in the classroom ----- on the move (outside the classroom)**

to access dictionaries

to research on the web

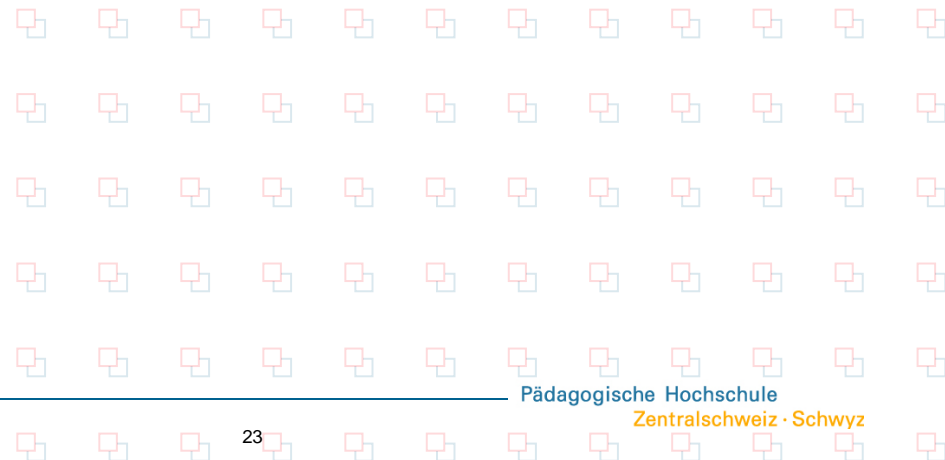
to take polls...?

to play games

to listen to podcasts

to learn vocabulary

Or both?



## class sets ----- own devices

invest in class sets (iPhones etc.)

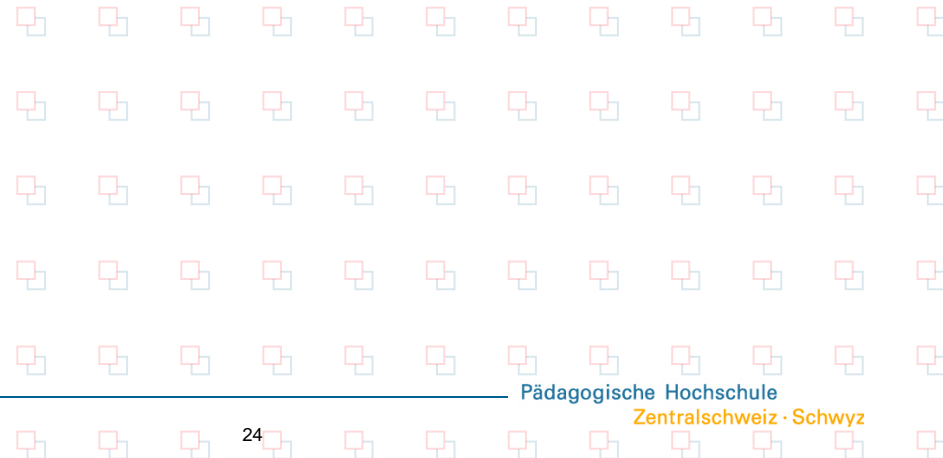
what if only some learners have handheld devices?

learners use their own devices

what if everyone has a different make of phone?

Or both?

What kind of class-based work can you do if everyone has a different device and operating system?





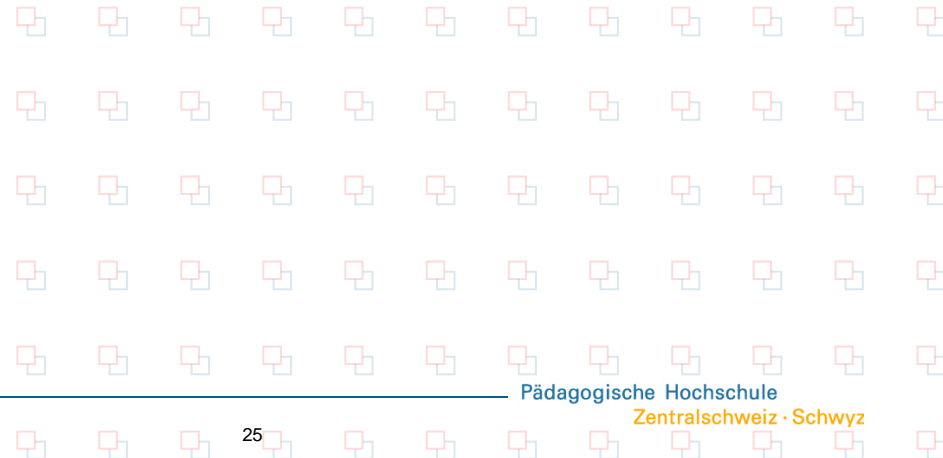
## rich content

- that includes multimedia (images, audio, video),
- the chance to interact with others via social networking,
- access to web resources?

## discrete content

focus on quizzes, polls, SMS, simple games, apps?

Or both?



## Push content ----- pull content

### Teacher-centered

- How is this mobile content going to reach your learners?
- Are you going to ,push‘ content out to your learners?
- ... be responsible for sending mobile-friendly content to learners?

### learner-centered

- are learners to ,pull‘ in content themselves?
- search on their own, depending on own interests and needs?

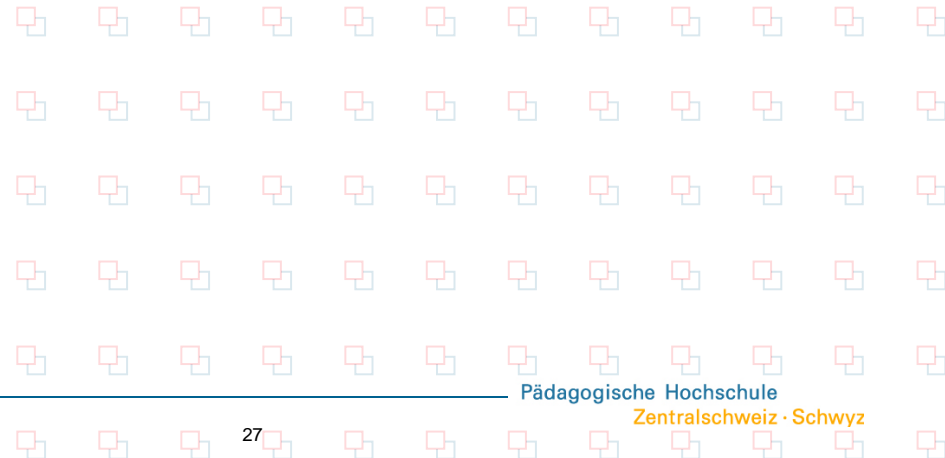
Will you focus mainly on pushed content for learners‘ out of class work, and mainly on pulled content in the classroom) Or the other way round? Or a mixture of both, in both contexts?

## Strategic use ----- discrete use

- Learners use handheld devices as a resource and tool covering a wide range of functions, in every class?

Or both?

How about strategic use of class sets of handheld devices in the classroom, and discrete use as optional for out of class self-study work, for example?



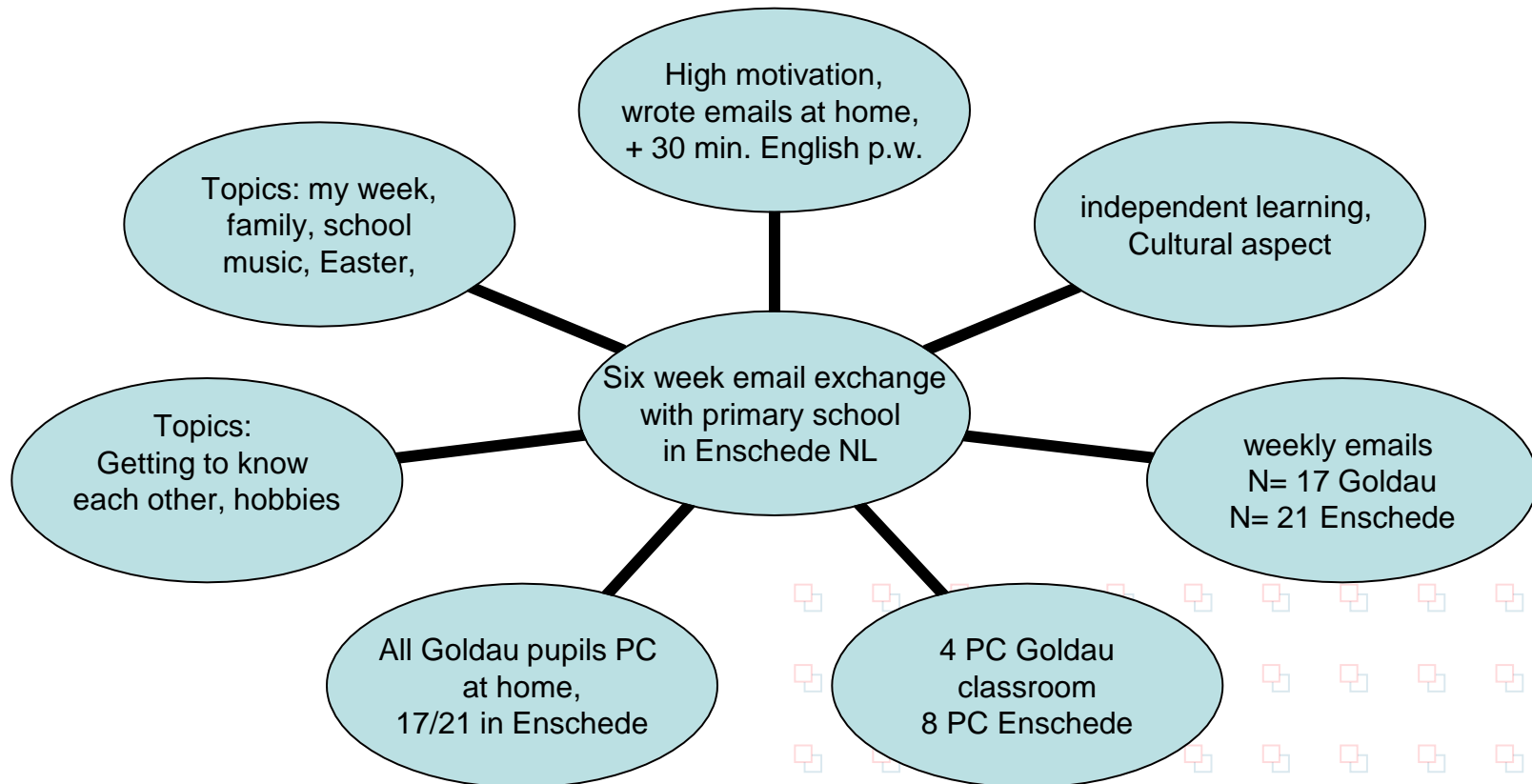


A class was conducting a physics experiment to investigate lenses. The teacher spotted a pair of students using a mobile phone so went over to check. They were using the screen as an object, trying to see if they could create an image from it. She didn't tell them to put the phone away. "They were clearly more engaged by using the phone in their practical than using the lamp I had provided" she says. "Both students were surprised when I not only allowed them to continue to use the phone, but chatted to them about [our mLearning course] and how I was learning how to bring more mobile technology into the classroom."

## Force English/French on yourself

- Change Google search to another language
- Use Wikipedia in another language
- Change phone language
- Change GPS voice to different language. Use to teach directions.

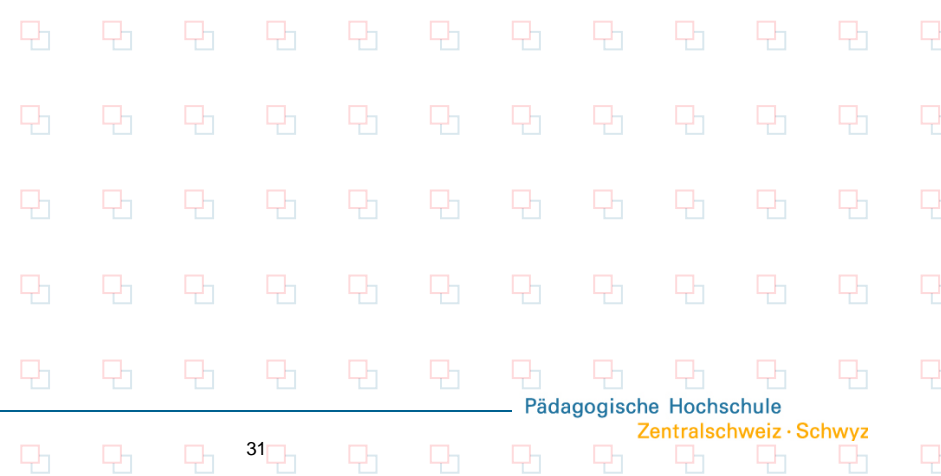
## Unpublished BA paper from student at PHZ Schwyz 2009-2011





## “ It's story time!”

- *The teacher reads a story with the whole class, after the reading the teacher read the story out with skipping some words. The pupils can record the teachers speach with their iPhones and afterwards listen twice to the record. The goal is to find the missing words in the story.*
- **Record the teacher during the storytelling. Listen to the recorded story twice and search the missing words. Write the words in to your exercise book.**





## My journey to London

Me and my \_\_\_\_\_ decided to spend five days in \_\_\_\_\_. My mum and my dad booked 2 rooms in a very nice \_\_\_\_\_ near London town. I was really excited to spend some time with my \_\_\_\_\_ Amy and my \_\_\_\_\_ Sam, we three children would share a big room in the Palace Hotel. It was a pity, that my \_\_\_\_\_ couldn't com with us, but mum said, that he is to old for such a long \_\_\_\_\_. At school we already talked about \_\_\_\_\_. The city was famous for its \_\_\_\_\_ buildings and the \_\_\_\_\_ people there.

Unfortunately before the \_\_\_\_\_ I felt totally \_\_\_\_\_. I had a \_\_\_\_\_ and a \_\_\_\_\_. It was awful. I was so \_\_\_\_\_, that my \_\_\_\_\_ decided to cancel the journey. I felt so guilty. But at the departing \_\_\_\_\_ happened a wonder. I felt \_\_\_\_\_ and we finally could go to \_\_\_\_\_.

## My journey to London

*Me and my family decided to spend five days in London. My mum and my dad booked 2 rooms in a very nice hotel near London town. I was really excited to spend some time with my sister Amy and my brother Sam, we three children would share a big room in the Palace Hotel. It was a pity, that my grandfather couldn't come with us, but mum says, that he is to old for such a long journey. At school we already talked about London. The city was famous for its nice buildings and the nice people there.*

*Unfortunately before the journey I felt totally sick. I had a headache and a stomach ache. It was awful. I was so sick, that my parents decided to cancel the journey. I felt so guilty. But at the departing day happened a wonder. I felt fit and we finally could go to London.*

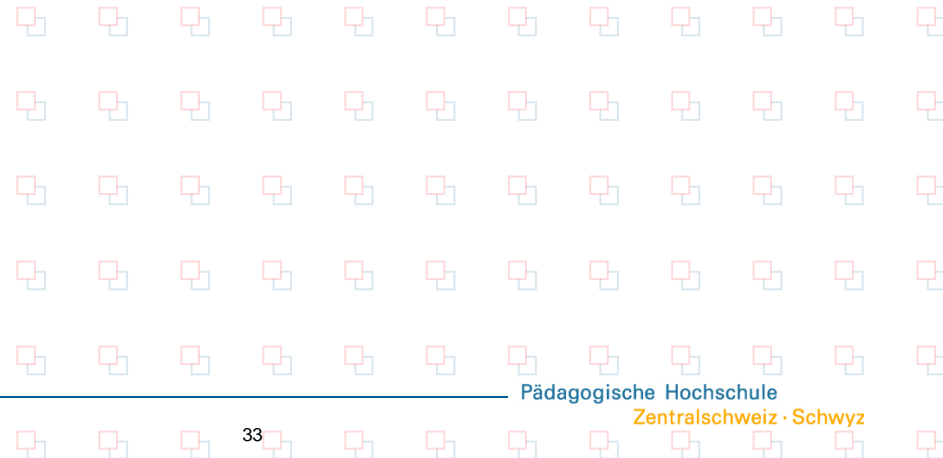




Listen to the recording on your iPhone and draw what you hear.  
What does your picture look like? Compare it with your classmates?  
If necessary, listen twice.

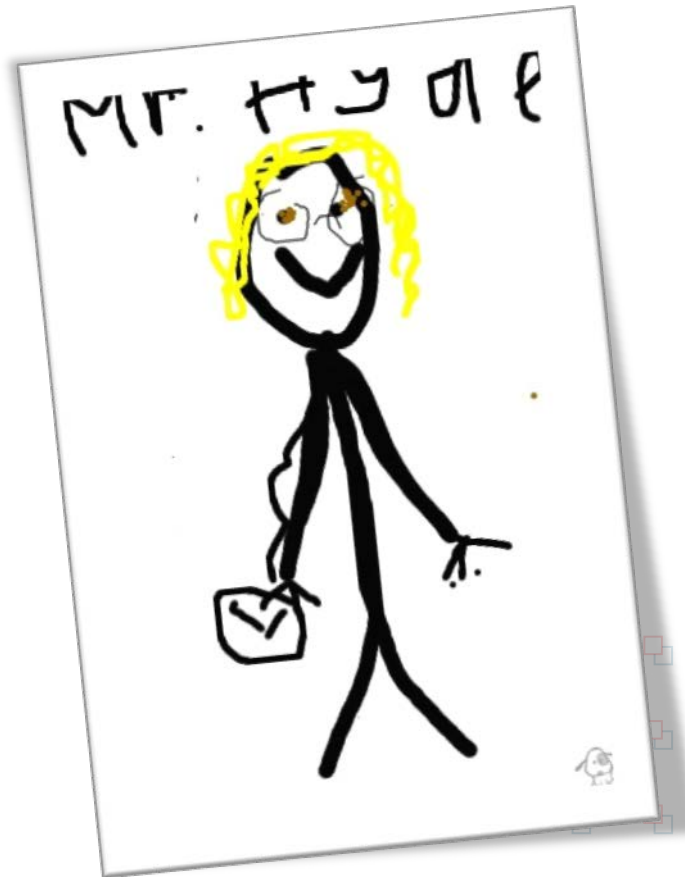
## Mr Hyde

- The man you're drawing has got short, fair, curly hair. He has got glasses and he's very tall. His eyes are brown and he looks very friendly. He's holding a watch in his left hand.





# Drawing activity: Mr Hyde





# Listening: Podcast - one news item a week



Gratis abonnieren

Kategorie: Sprachkurse  
Sprache: Englisch  
© TheLinguist.com 2003-2006

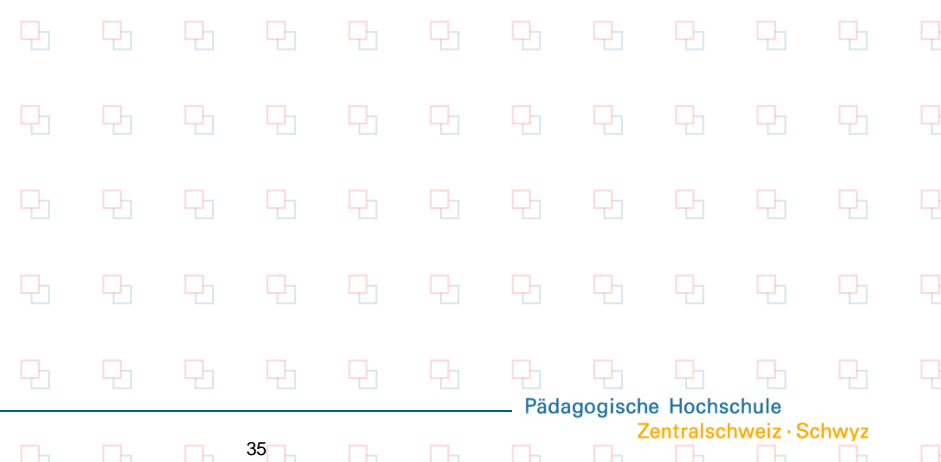
## Learn English with EnglishLingQ



### Podcast-Beschreibung

Join Steve Kaufmann, founder of LingQ, and Mark, Jill and others on the EnglishLingQ podcast. Sign up for a free account at LingQ.com and study the full transcript using LingQ's revolutionary learning tools.

▲	Name	Erschienen	Beschreibung	Beliebtheit	Preis
1.	#262 Mark& Steve – Olympic Update – (Intermediate)	10.3.10	Mark and Steve talk about different aspects of the ...		GRATIS
2.	#261 Steve & Mark – Olympics Coming to Vancouve...	12.2.10	Steve and Mark get excited about the imminent Wi...		GRATIS
3.	#260 Mark & Steve – Haiti – (Intermediate)	24.1.10	Mark and Steve discuss the Haitian earthquake an...		GRATIS
4.	#259 Mark and Steve – Happy New Year – (Interme...	8.1.10	Mark and Steve talk about their New Years Holiday...		GRATIS
5.	#258 Mark and Steve – Language Learning, the IPh...	12.12.09	Steve recently attended the American Council of T...		GRATIS





- EnglishLingQ is one of many podcasts to learn English. The presenters Mark and Steve discuss current issues in easy English so that children can follow the conversation.
- Once a week one child in the class has to listen to the 10 minute podcast and tell the news to the whole class. This activity fosters the pupils' listening and speaking skills.
- **Now it's your turn - listen to the podcast and tell your classmates the latest news!**



## Task:

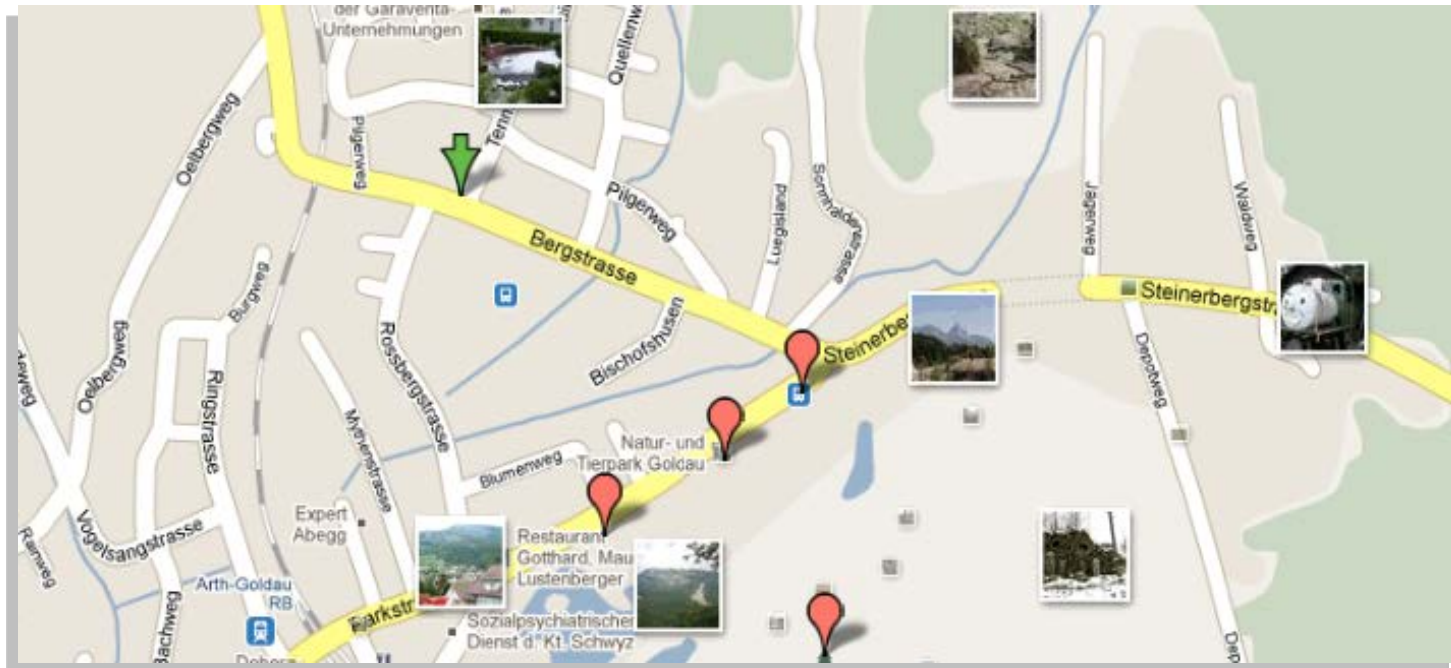
You will get a map of your town on your iPhone with places to visit and tasks to be done. To receive further instructions, you'll have to take a picture of every place described and send it to your teacher. The group who finds the treasure first wins the competition.

## Rules:

- You can use your map on your iPhone
- Don't send pictures to each other as the teacher will check your incoming e-mails



# Treasure hunt map of Goldau





## Place 1

This is a place in Goldau where you can see a lot of animals.  
Take a picture of the entrance and write down which particular  
animal you can see on the logo \* of this park.

\_\_\_\_\_

\* logo = Firmenzeichen



“The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Hot Potatoes is freeware, and you may use it for any purpose or project you like. It is not open-source.” <http://hotpot.uvic.ca/>



Using the online Overstream Editor, you can easily create and synchronize subtitles to any online video, store them on the Overstream server, and forward the link of the subtitled video overstream. <http://www.overstream.net/whatisoverstream.php>

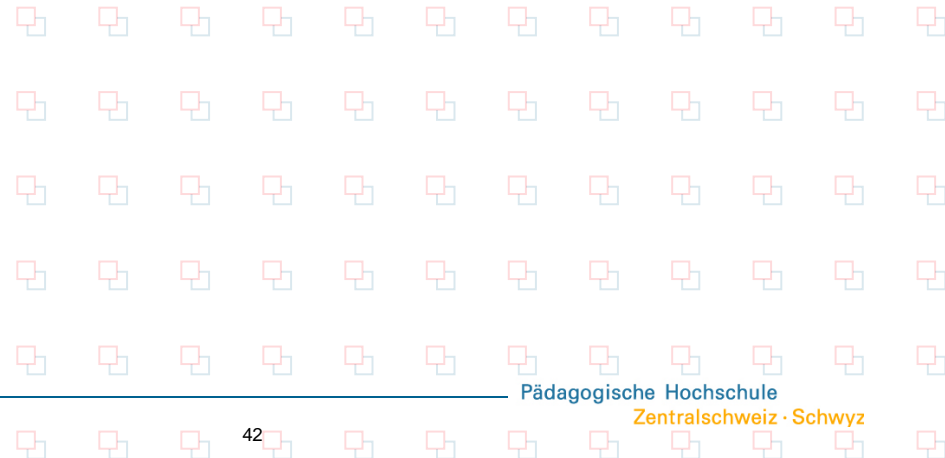
Example: Harrotar (Avatar)

IATEFL International Association of Teachers of English as a Foreign Language

IWB Interactive Whiteboard



- Are we wrong to ban smartphones in class?
- Who bears the costs?
- What about the 'porous' classroom? The classroom seeps out into the real world competing with Facebook etc.
- Do teachers really want anytime, anywhere learning?
- Where is the pedagogy?
- Whose interests does mlearning serve?
- Who's winning?



*„For some people, smartphones are the coolest mobile gadgets on the market; for others, they're just a fad. What most don't realize is that they have the potential to revolutionize education technology. These new devices are slowly but surely shifting the dialogue from laptop learning to mobile learning.” (Ramasubbu & Wilcox, 2009, 1).*

<http://www.theconsultants-e.com/> elearning in general

<http://www.emoderationskills.com/> mobile learning

<http://nikpeachey.blogspot.com/> Nik's Learning Technology Blog

<http://sixthings.net/> Lindsay Clandfield's blog. Links to overstream videos

<http://www.etwinning.net/de/pub/index.htm> E-twinning CH

[http://ec.europa.eu/education/lifelong-learning-programme/doc84\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm)

Comenius Lifelong Learning. One of the priorities: Digital educational content and services

<http://www.iatefl.org/> International Association of Teachers of English as a Foreign

Language

Gavin D. & Hockly, N. (2007) *How to teach English with Technology* Harlow: Pearson.

Lewis, G. (2009) *Bringing technology into the classroom*. Oxford: Oxford University Press.

Thank you for your attention.

