Going mobile. Teaching with hand-held devices

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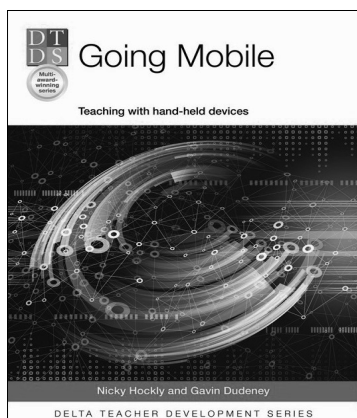
This book has been developed after five years of research and practical experience in many countries. The basic concept behind the book is, for teachers and learners, to start using mobile devices in the classroom, not as the main method of teaching but as a support. The most important vision in this book is to take away the focus of the type of gadget used (Apple or Android) and concentrate on what can be done in terms of their features.

Going mobile provides answers to some of the big questions that have arisen in the 21st-century classroom where digital technology has become commonplace. This pioneering book is the first to deal with «M-Learning» (Mobile Learning) in English language teaching. The clear and detailed structure of the book sets out three main areas of study and a total of 69 engaging activities have been compiled with a warmer (run up), the activity (run) and an extension (run on) .

Part A is sectioned into three areas. To begin with, the Big Questions define mobile learning, its importance, who it is aimed at, the equipment you need and a comprehensive list of useful apps. Secondly, the Big Issues include the pedagogical alternatives and finally, the Big Challenges in teaching using hand-held devices with the help of a list of useful apps.

Part B provides us with practical classroom activities ranging from the first chapter, which deals with *hands off* activities where no devices are needed, to the next four chapters which look at *hands on* activities through text, image, audio and video, and build up in terms of the complexity of how the devices are adapted to the learning process.

Part C features more complex activities and illustrates an institutional implementation plan. It not only introduces more complex activities but also more complex features of mobile devices (QR codes, tactile affordances, Geolocation and Augmented reality). They build on the activities in Part B and are more project-targeted in nature and therefore, more challenging for learners and teachers. As a result they allow students to exceed the limits of the classroom. Here we can find pedagogical apps such as *Aurasma or ThingLink* to develop knowledge and technological skills to create and share information.

The last section in Part C highlights how to convince directors of institutions to implement M-Learning by a well-thought-out plan by following ten steps to start deploying devices in a principled way across an institutional channel and not only by the teacher.

There are two main underlying concerns which the co-authors have brought to our attention in this book. On the one hand the willingness of teachers to welcome the use of M-Learning in the classroom mainly because of their concerns in classroom management (getting learners attention, social networks as a form of distraction and appropriacy of materials). On the other hand, mobile phones are excellent tools to help learners produce language, however as teachers we must always ask ourselves why we are implementing M-Learning with learners, what we want to achieve and be clear about the choices of devices required.

Going Mobile has finally confronted the reluctance of teachers to incorporate Mobile Learning into the classroom and explain its effectiveness when used in an appropriately measured way.