



"LANGUAGE LEARNING IN A DIGITAL WORLD"

New Generation Courseware: Mobile Learning in the Language Learning Classroom



Caroline Moore
18 March 2011



Initial research
carried out
between January
and July 2010
including
academic
literature review,
desk research,
interviews,
analysis of online
teacher survey
(Nik Peachey)

Overview

- Research approach
- Overview ELT coursebooks
- Technology
- Business models
- Pedagogy

Implications

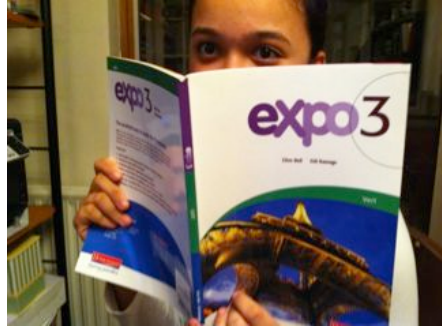


“Publishers treat learners as passive consumers of state curricula.”



ELT Coursebooks in 2010

- 750m speakers, 1 billion learners, 11 million teachers
- Growth in emerging markets
- International ELT market +/- \$10bn
- Coursebooks account for 90-95% of revenues
- Wide range of stakeholders



Challenges of learning and teaching a language

- Many greatly underestimate time and effort required
- Experiential/discovery and analytical approaches
- Student engagement
- Many false starts
- Common European Framework of Reference (CEFR) helpful
- Practice, practice, practice

Pedagogy: the problem with coursebooks

Edited by
Brian Tomlinson



“[the] false paradigm of good language learner as a hard-working, analytical learner .. cause[s] many experiential learners to fail.” Tomlinson

- McGrath (2006) research suggests considerable ambivalence towards the coursebook
- Chambers (1997) observes school managers often choose coursebooks
- Tomlinson (2008) concurs and argues too much focus on teaching of linguistic items



“And on the iPod [Touch] you can just click on something and just use it, instead of searching through the whole textbook.”

Mobile learning

- Changing user behaviour
- New sales platform & Apps “ecosystem”
- Mobile internet access problematic
- Smartphone wars
- iPad changing the rules
- Laptops and netbooks
- Handheld game consoles & eReaders?
- Multiple mobile platforms



Technology: lessons from the past

“Publishers have been staggeringly bad at technology.” Interviewee



<http://www.youtube.com/watch?v=EXR9Ft8rzhk>



- Language labs
- Video
- CALL
- Multimedia
- Internet
- Interactive Whiteboards
- Second Life
- Web 2
- Implications for mobile



“we should all worry about the gap that has opened between the institutions, teachers and learners who have embraced – and are busy astonishing us with – this complex mix of technologies.”
Professor Stephen Heppell

Recommendations: Pedagogy & Design

- Regularly updated **granular** content, pick and mix programmes of study.
- Clearer sense of learner progression: testing, tracking, and e-portfolios
- Exploit authentic content on the Internet
- Self-study components for mobile
- Content that really interests and excites learners (multisensory + cognitive challenge)
- Wider repertoire of interactive routines



More engaging content



<http://www.youtube.com/watch?v=bMltvlqEM54>



“Vesterbacka also added that the role of the publisher has diminished in modern game development; “You don’t need publishers.”

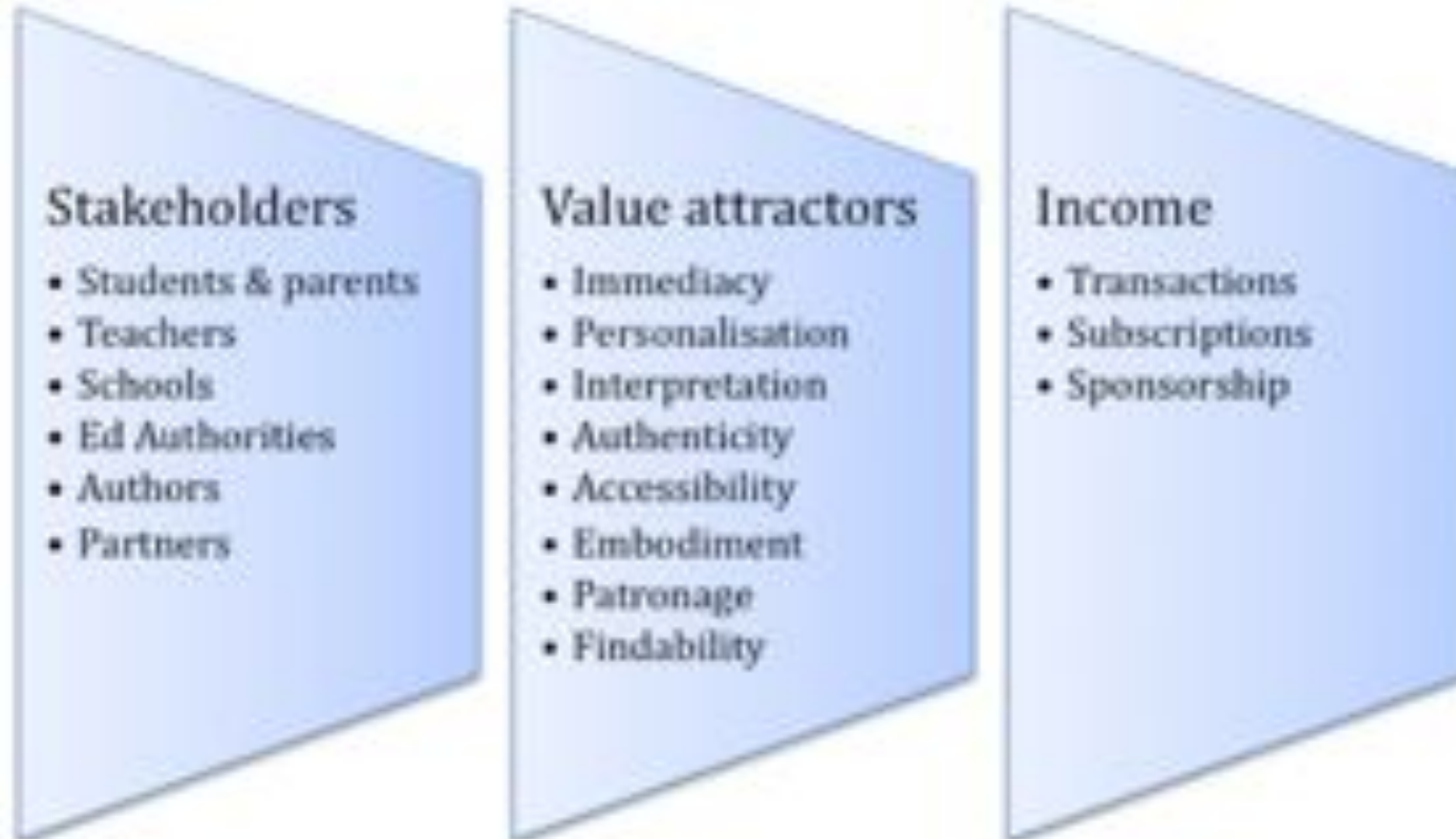
www.techcrunch.com

October 2010

<http://www.youtube.com/watch?v=bNNzRyd1xz0>



New Business Models



“What you want to do is create the most frictionless mechanism for getting consumers and customers to give you their money.”
Richard Titus

+ 10 000 000 tracks

Enormous is the only word to describe the Spotify Music Catalogue.

The Spotify music catalogue

Our music catalogue contains millions and millions of tracks and albums. It's so enormous, in fact, that it'd take you 34 years of non-stop listening just to get through it.

And that's not counting the 10,000 new tracks we're adding every day.

Something for everyone

The Spotify music catalogue features an incredible variety of music. You can listen to massive chart hits as well as little-known indie bands, and enjoy all musical genres and styles, from Bach to Björk.

So whatever style of music you're in the mood for, Spotify will find it for you. Maybe a little R&B? Some hip hop? Or is it a jazz fusion day? The catalogue has everything you need.

Music is everywhere

Our dream is to have all the music in the world available instantly to everyone, wherever they are.



WARNER MUSIC



"My nightmare is that we have to rush off and find a 'Spotify for books ... We have to find a model that does compensate us for the value of that content. It's something we're certainly thinking about, and how we can do it in a way that makes sense." David Roth-Ey, HarperCollins UK <http://t.co/xljAMRY>

Enabling technologies

- Multi platform/retrieve track across platforms
- Open
- Institutional Wifi
- Tech savvy teachers and institutions
- Easy access and storage
- Hybrid, mixed media

“ Every pocketable device turned off is, potentially, a student turned off too. When you have seen the potential of personalised, seductive, delightful learning technology you simply want to give it all the help you can. "Learning" is our generation's contribution to a better tomorrow. “

Professor Stephen Heppell

UK teachers in November 2010: Is there a future for coursebooks?



“It helps teachers by giving structure and organisation to lessons. We will always need an established basis for a course, even if we then diversify. Students need a basis to "hang onto" and to revise from, whether it be online or hard copy or limited to other resources.”

“Books = learning for many Students.” Easy to refer to, flick through, a security blanket for Students and Teachers. Doesn't break down or need electricity.”

“We're becoming more technologically advanced and students expect materials in a more flexible and portable format.”

“The coursebooks will all be digital, conducted on iPads/tablets, but I think the format of coursebooks will be the same. This will save an immense amount of paper and hence trees - a good thing!”

“I see the future and the future is POD.”



Textbooks should be

- downloadable
- printable on demand
- fully customisable to suit students' needs

“You’ll get a word file with mine and can change [it] at will. None of this “read” only stuff. (David)

Book plus – the half-way house



- Book + CD-ROM
- book + exercises on interactive whiteboard (e.g. Touchstone)
- book + free standing skills-based interactive exercises (e.g. Macmillan English Campus)
- English 360 (teachers can write their own 'interactive' exercises and share their materials, CUP)
- 'My Oxford English' - self-study video –based lessons accompanied by online exercises with a virtual tutor (OUP)

5.1 AMAZING JOURNEYS

GRAMMAR | past simple and past continuous | VOCABULARY | transport | HOW TO | tell about journeys



The Rabbit Proof Fence



The Motorcycle Diaries



Apollo 11

VOCABULARY transport

1 Work in pairs and answer the questions.

- How many types of transport do you think of? Make a list.
- What do you think is the best way to travel? Why?

▶▶ page 112 PHOTOGRAM

READING

2 Work in pairs. Look at the photos and discuss the questions.

- What type of transport do you think the people are using?
- Where do you think the people are going?
- How do you think these words are connected to their journey?

some rabbit fence wagon
crash experiment

- 3 Work in groups. Student A read the text on this page. Student B read the text on page 106. Student C read the text on page 105. As you read, make notes about your text.
- Who made the journey?

The motorcycle diaries

When he became a general practitioner, Che Guevara was obliged to leave Che Guevara de la Serna from Argentina, a student looking for his. He was studying medicine when he decided to travel across Latin America by motorcycle with his friend Alberto. They rode on buses, over girls and drank beer. They walked through deserts and up mountains and spent some time working at a sugar colony in Peru. Their only problem was with transport, one requiring a motorbike into a road but it was an amazing journey. They travelled 4,000 miles in four months.

While he was travelling, Guevara met many poor people from Chile, Peru and Bolivia, and this opened his eyes to the lives of poor people. At the end of the journey, he stopped working to be a doctor, and began his life's work – fighting for the poor. Lenin, Guevara and his friend Alberto wrote books about this journey and it later the story was made into a film, The Motorcycle Diaries.

*See notes – it also about people with horses in wet areas that go to be.

4 Take turns to tell your group about your text. Make notes about the other texts as you listen. Were your answers to Exercise 2 correct?

speak

Make short notes. Don't write full sentences. Choose only important information. Try to use your own words. The use one thing when they begin their journey that Friday morning – busy when they left. Find a sentence in one of the texts. Make a note of the main idea in three or four words.

GRAMMAR past simple and past continuous

5A Look at sentences (a–d) and answer the questions.

- He was studying medicine when he decided to travel.
- But while they were travelling, something went wrong.
- One night when it was raining, the girls decided to escape.

- What times are the verbs in bold?
- Which action started first in each sentence (study or think, etc.)?

5B Underline the correct alternative to complete the rules.

- Rule**
- Use the **past simple** / **past continuous** for actions that continue.
 - Use the **past simple** / **past continuous** for completed actions.

5C Find one more example of the past simple and the past continuous in the same sentence in your text.

▶▶ page 116 LANGUAGEGAME

PRACTICE

7A Make sentences with the prompts.

- I / run / start to snow. So ...
- was raining when it started to snow. So I was found
- I / wait for a bus / meet my friend. So ...
- I / watch TV / recognise my best friend. So ...
- I / walk home / find \$1,000 in a bag. So ...
- We / travel by plane / a man with a gun stood up. So ...
- We / take our bicycles / a cow walk across the road. So ...
- We / take in a museum / a man comes. So ...

5A 5.1 Listen to some ideas for Exercise 7A. Are they similar to yours?

5B Listen again. Notice how some are pronounced. Then listen and repeat the first part of the sentence.

5C Work in pairs and take turns. Student A make sentences with the past simple and the past continuous. Use a prompt from A and a prompt from B. Student B respond with another sentence beginning with So ...

- I was sleeping in my bed when I heard a strange noise.
- So I called the police.

A

- stop take my umbrella
go for a drink find a taxi and with a problem
make a call go to a bank go to a concert
have some time off watch a film

B

- get hungry find a girlfriend
decide to change job start to feel tired
fall asleep see the love of my life
check my mail find your bag

hear a strange noise

SPAKING

10 A Describe something that happened on a trip or journey. Think about what you did and make notes.

- Where and when did you go?
- Who were you with?
- What was the form of transport?
- How long did the trip take?
- What places did you see during the trip?
- Did anything go wrong during the trip?
- What happened while you were in the places?
- How did you feel?

Last summer I went on holiday to Galapagos. We started in Quito for two days. We visited some of the islands. One day we were travelling by boat. I dropped





"LANGUAGE LEARNING IN A DIGITAL WORLD"

What do you think? And your students?

Download this presentation www.constellata.com

Twitter @constellata



Caroline Moore
18 March 2011