

# **CALLING ALL LEARNERS: CELL PHONES 4 ENGLISH**

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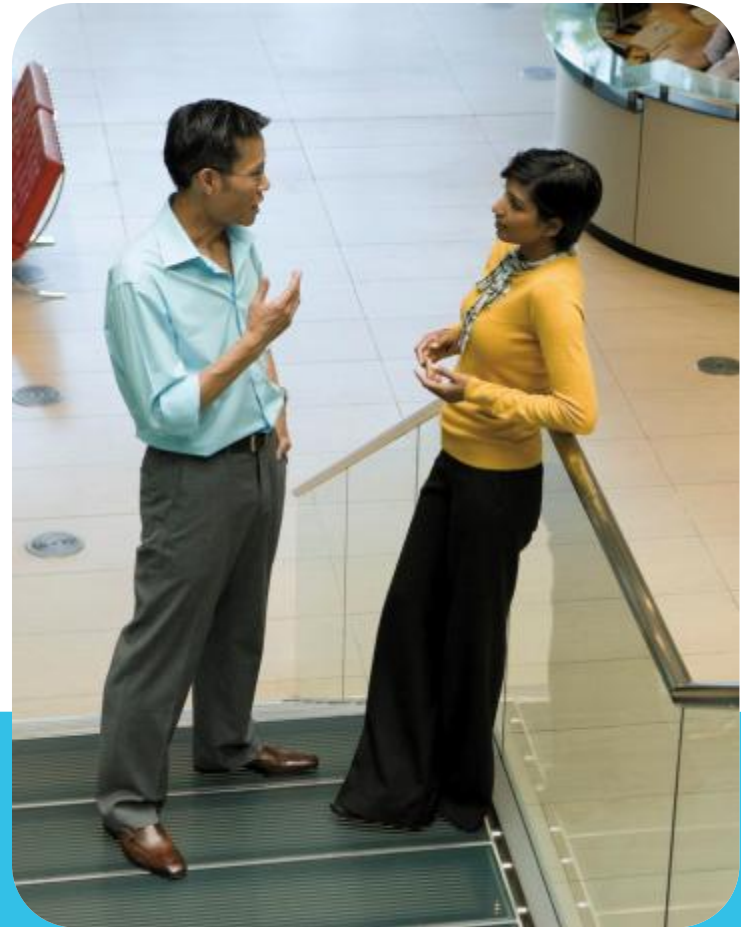
Let's start  
with an  
interactive  
poll.

You'll need  
to take out  
your phones  
for this!

[www.polleverywhere.com](http://www.polleverywhere.com)

# PRESENTATION OBJECTIVES

- 1) Why Cell Phones?
- 2) Research: Who uses cell phones, what kind, where and how?
- 3) Incorporating feature phones & smart phones into practice
- 4) Experiment with some of resources suggested here in your classrooms



# Why Cell Phones?

- **Digital Divide:** Disadvantaged adults just as likely to be part of 88% who use cell phones
- **Funds of Knowledge:** ELLs often come in with more knowledge than we acknowledge
- **Ease of Use:** no typing, intuitive design, stored password/mobile devices are rarely turned off: ELLs can therefore learn to use web before learning these skills
- **Variety:** Use for scavenger hunts, real life practice and homework assignments
- **A Mobile Future:**
  - 'Responsive Design' a hot tech topic
  - Multiple means of access: xBox, iPod, etc.

# ELLS AND CELL PHONE USE

- Mexico: huge emerging mobile market
  - Almost 80% of 15-30 year old have downloaded apps
  - > 80% use email and text messages
- Other markets: Russia, South Africa
- Android: preferred OS in most countries
- Low-income families: American teens from families making < \$30k/year most likely to use phone as primary web access (30% compared to 24%)

Accenture Mobile Web Watch Survey 2012:






<http://www.accenture.com/SiteCollectionDocuments/PDF/Accenture-Mobile-Web-Watch-Internet-Usage-Survey-2012.pdf>

Pew Internet: Teens and Technology 2013: <http://www.pewinternet.org/Reports/2013/Teens-and-Tech.aspx>



# CELL PHONE USE IN USA

## Demographics of Smartphone Users - 1/2

Wave 1

Wave 2

Wave 1

Wave 2

Wave 1

Wave 2

Wave 1

Wave 2

Wave 1

Wave 2

Age

18 - 24 Years	21%	23%	21%	20%	27%	20%	21%	22%	21%	28%
25 - 34 Years	27%	23%	26%	26%	31%	29%	29%	24%	33%	32%
35 - 44 Years	18%	17%	26%	25%	21%	22%	19%	22%	19%	20%
45 - 54 Years	21%	24%	15%	17%	11%	15%	19%	16%	14%	13%
55 + Years	13%	13%	13%	13%	10%	14%	13%	16%	13%	7%
Average	Ø 38,2	Ø 38,6	Ø 37,5	Ø 37,8	Ø 34,9	Ø 37,5	Ø 37,3	Ø 38,4	Ø 35,9	Ø 33,7

Gender

Female	47%	49%	47%	47%	45%	47%	37%	42%	27%	37%
Male	53%	51%	53%	53%	55%	53%	63%	58%	73%	63%

Education

Low	32%	35%	22%	24%	7%	5%	14%	16%	2%	1%
Middle	28%	27%	38%	40%	25%	24%	31%	32%	43%	59%
High	39%	38%	40%	35%	67%	69%	54%	51%	56%	39%

Employment Status

Active (full + part time)	74%	71%	75%	73%	65%	68%	70%	73%	82%	71%
Inactive	25%	29%	25%	26%	35%	32%	30%	26%	18%	29%



Base: All private smartphone users

Google Confidential and Proprietary 10

# Survey of Genesis Center Students

- 20% communicate with family mainly through cell phones
- 68% have a computer
- 64% say they use a computer
- 44% use it daily or sometimes
- 68% say they enjoy using a computer
- But 96% have a phone, and 64% have a smart phone
- Students without smart phones still had many features on their phones

Feature	%
Calculator	64%
Texting	76%
Calendar	72%
Games	64%
Voicemail	68%
Voice Recorder	60%
Stop watch	16%

These features are all ways to get learners thinking strategically about their cell phone use



# PAIR AND SHARE

1

- Brainstorm common features of 'dumb' phones

2

- Reflect on contexts in which each feature could be used


3

- Share

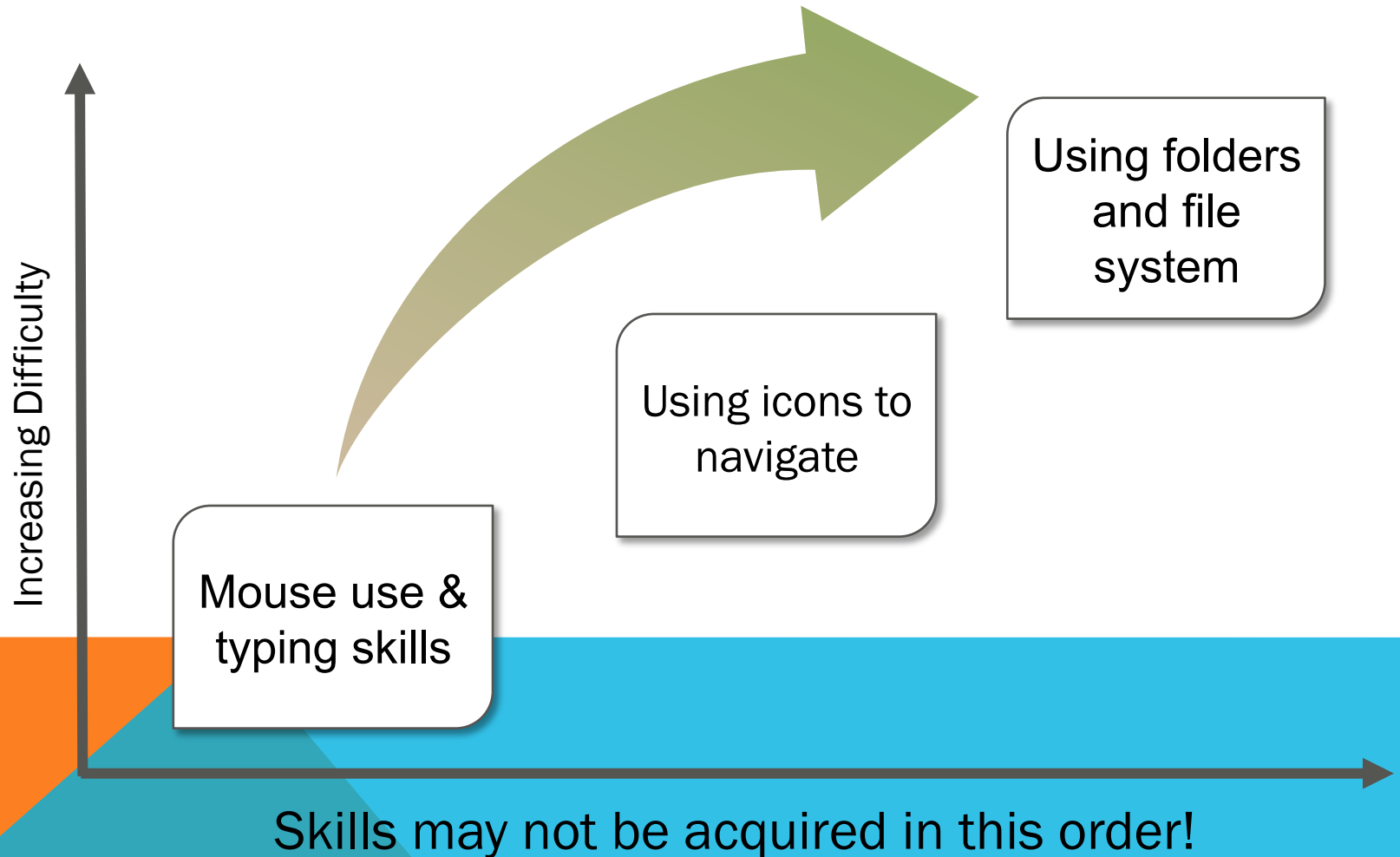
# Pair and Share: How could you use a feature phone as an aid in teaching these skill sets?

Common feature	English language skills	Math skills	Critical thinking	Soft Skills
Stop-watch				
Calendar				
Scheduler				
Phone				
Voicemail				
Voice Recorder				
Text message				

# FEATURE PHONES 4 LEARNING ENGLISH

- Voicemail, picture or video homework assignments
  - Scavenger hunts: students take pics or videos
  - Classroom Twitter project: after setting up account, tweets can be done entirely via text message
  - Use as theatrical prop: students 'call' each other
  - Error correction using voice recorder
  - Timed readings using stop-watch
  - Consumer skills using calculator
  - Soft skills and text messaging
- 

# BUILDING UPON SUCCESS: TECHNOLOGY SKILLS

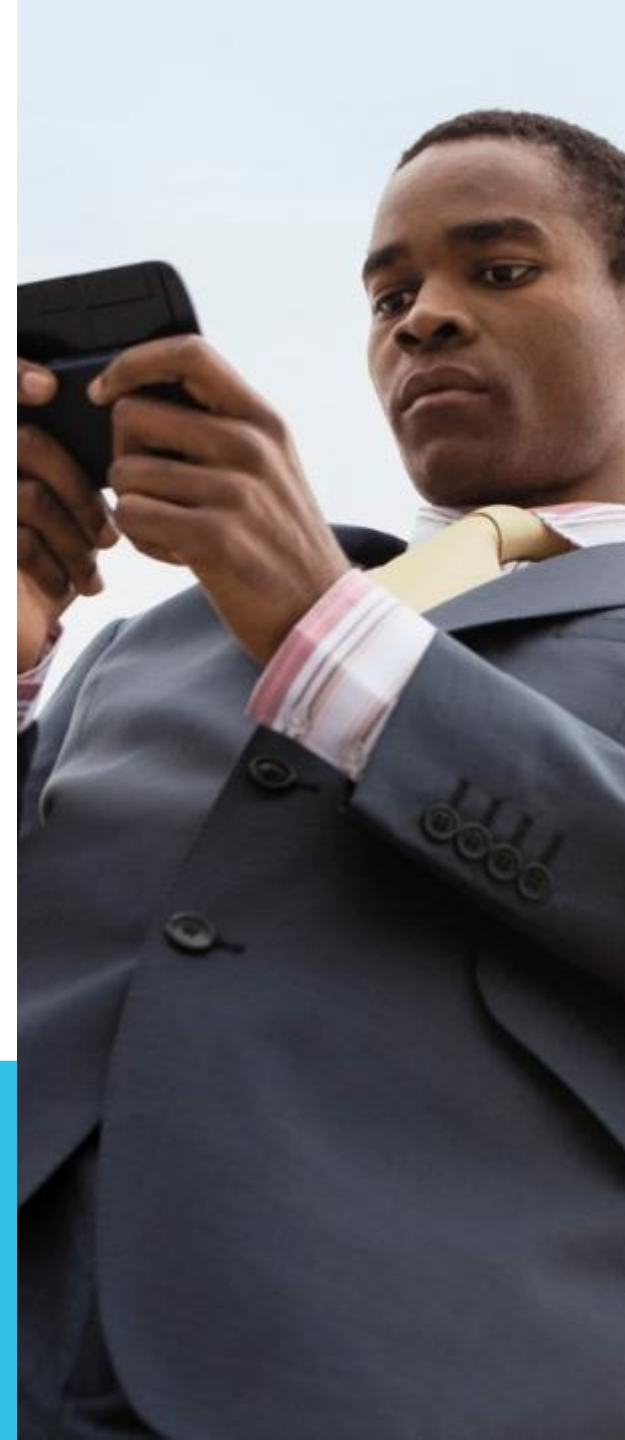


# ICONS AS PART OF THE TECHNOLOGY LEARNING CURVE

- Learning to “read” icons helps computer skills improve on desktop machines or other unfamiliar environments
- Icons are also perceived as more useful and create more positive user experiences
- Authors of study support training in icons may aid in making connections to learning computer organization systems in general

“The use of icons and labels in an end user application program: an empirical study on learning and retention.”

[http://portfolio.educ.kent.edu/daltone/cmc2/articles/jp\\_use%20of%20icon%20labels\\_wiedenbeck.pdf](http://portfolio.educ.kent.edu/daltone/cmc2/articles/jp_use%20of%20icon%20labels_wiedenbeck.pdf)





# SMART PHONES 4 LEARNING ENGLISH

- Language learning apps: get 100+ hours with out of class time to achieve EFL: Duolingo
- Voice recognition software: use to spell-check, increase comprehensibility
- Collaborate via Google Docs (Android app) or Skype
- Scavenger hunts: student use GPS, Google maps, or use an 'augmented reality' app like Junaio
- Classroom Twitter projects: poems, collaborative stories

60 Examples of Twitter in class:

<http://fluency21.com/blog/2013/02/19/60-inspiring-examples-of-twitter-in-the-classroom/>

Duolingo effectiveness: [http://static.duolingo.com/s3/DuolingoReport\\_Final.pdf](http://static.duolingo.com/s3/DuolingoReport_Final.pdf)

# Recommended Free Apps



## Duolingo:

- Crowd-sourced project by Carnegie Mellon University
- Good mix of vocabulary and grammar learning
- Doesn't require much space: few photos, no ads
- Good roadmap of learning
- Does require web access
- Some cons:
  - Limited languages available:
  - Currently iOS only
  - If you already know the material, the shortcuts to prove your knowledge are actually long!

duolingo

## Questions

Follow people

jeduffy

Duffy New York

 **273 Skill points**  
Compare with others

 **44 Sentences translated**  
Compare with others

### Daily practice

Make the med happier by completing the daily practice sessions.

No daily practice 🟡 +10

1 Session left today

☐ Send me an email reminder to practice.

### Activity stream

Following  $\square$

Followers 0

Here is where you learn skills in order to master them

# LESSONS

Basics 1 ?



## Lessons

Basics 1

**Lesson 1/3**



👉 +10

## Real Spanish from the web



Luxury

**Ilumina la piscina**

5 sentences



up to 👉 +35

Cars

**BMW Serie 3  
número 100.000**

4 sentences



up to 👉 +15

## Questions and Insights about Basics 1

Ask a question



or

Post an insight



**Insight: Genders in Spanish**

222

In Spanish all nouns are either masculine or feminine. Typically, nouns that end with an "o" are

# FEEDBACK FROM DUOLINGO

Showing all 956 words

Word ↕	Forms	Skill	Last practiced ▲	Strength
que	que	Conjunct. 🏆	yesterday	<div><div></div><div></div><div></div><div></div></div>
beber	beber	V. Inf. 1	1 month ago	<div><div></div><div></div><div></div><div></div></div>
	bebimos	V. Past	1 month ago	<div><div></div><div></div><div></div><div></div></div>
	bebemos	Basics 2 🏆	yesterday	<div><div></div><div></div><div></div><div></div></div>
	bebió	V. Past	1 month ago	<div><div></div><div></div><div></div><div></div></div>
	bebiendo	V. Gerund	yesterday	<div><div></div><div></div><div></div><div></div></div>



# MASTERING A SKILL ON DUOLINGO MOBILE

- Uses drag and drop instead of typing
- Intuitive interface makes use of icons, familiar forms and three hearts “warning system”



# Other Resources

- **Next best language-learning app:** Busuu. Not crowd-sourced or as individually responsive as Duolingo, but a good alternative
- **Mango:** desktop friendly website accessible to anyone with a RI library card from home or in library
- **Google in Education:** <http://www.google.com/edu/teachers/>
- [www.teachthought.com](http://www.teachthought.com)- Blog with ideas on using technology in the classroom
- [www.polleverywhere.com](http://www.polleverywhere.com) - Interactive quizzes to collect student data or opinions anonymously

# SUMMARY

## **Strong reasons to use cell phones in some capacity in class**

- Closing Digital Divide by using ELLs existing knowledge
- Greater accessibility through mobile devices
- Get ELLs to use phones for new strategic & language orientated purposes

## **Feature phones (“dumb” phones) can be used for technology and content instruction**

- Texting, camera, calculators and calendars are ubiquitous

## **Smart phone applications are varied**

- Easier interface: no typing or clicking
- Many language learning apps of varying quality: Duolingo works and is free
- Other applications include: augmented reality, out of class collaboration

**Cell phones can be used strategically and to create strategic thinkers who understand technology is also opportunity**



**QUESTIONS?**

# ADDITIONAL READING

Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141

Online at: <http://www.sonoma.edu/users/f/filp/ed415/moll.pdf>

Wiedenbeck, Susan. "The Use of Icons and Labels in an End User Application Program: An Empirical Study of Learning and Retention." *Behaviour & Information Technology* 18.2 (1999): 68-82. Print.

Online here:

[http://portfolio.educ.kent.edu/daltone/cmc2/articles/jp\\_use%20of%20icon%20labels\\_wiedenbeck.pdf](http://portfolio.educ.kent.edu/daltone/cmc2/articles/jp_use%20of%20icon%20labels_wiedenbeck.pdf)