

Interactive Teaching in Languages with Technology

iTILT2 Professional Development Resource

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Erasmus+



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1. Introduction

With recent advances in the area of technology, and the wide availability of various devices, language teaching is undergoing a lot of change. Computer-assisted language learning was previously limited to the use of (personal) computers and IWBs, both of which entered classrooms worldwide and found their roles in the existing educational system. Recently, however, the market has been enriched with a number of more personalised and smaller devices, such as smartphones and tablets. Whereas the first group encompasses devices that are practical for whole-class teaching or revision, have large(r) displays and are mostly used by the teacher, smartphones and tablets are intended for individual use, and offer many possibilities for target language use. In order to explore these new pedagogical opportunities a European project was launched in the fall of 2014 – The iTILT 2 project.

iTILT 2 (Interactive Teaching in Languages with Technology) is a European Project funded by the Erasmus Plus programme (2014-17). The project investigates the effective use of interactive technologies for task-based language teaching (TBLT). The project builds on, and extends, the EU project iTILT (interactive Technologies in Language Teaching) funded by the European Lifelong Learning Programme (KA2 Languages, 2011-13), focusing on the interactive whiteboard (IWB) for teaching foreign languages. iTILT 2 moves beyond the IWB to focus on developing effective teaching and learning of second languages with a wider range of new and emerging interactive technologies, such as tablets, tablet PCs, learner response systems, and videoconferencing software. The educational contexts vary from primary and secondary schools, to vocational colleges and universities.

This professional development resource is particularly aimed at teacher trainers preparing language teachers to use the IWB and other interactive technologies to implement TBLT and for teachers who are committed to self-sustained professional development in this area. The content of this resource places special focus on pedagogical concerns (interactive teaching rather than interactive technology) and is designed around the teaching and learning resources available on the iTILT website and other resources produced in the framework of iTILT2. The manual is organised around four main sections focusing on the following major topics:

- * theoretical/pedagogical underpinning (based on communicative and task-based methods for the design, selection and use of interactive materials and activities)
- * guidelines on how the first iTILT website (www.itilt.eu) can be exploited for professional development;
- * examples of in-service and pre-service teacher training activities based on the content of the website (e.g. video clips, teacher/pupil commentaries, other resources);
- * Further examples of technology use based on research findings obtained in the framework

of the [iTILT2 project](#).

This resource outlines the theoretical underpinnings within the iTILT2 professional development programme and provides examples of professional development activities. The first section summarizes the main principles and procedures of Task Based Language Teaching (TBLT). In the following sections, we provide some ideas on how the content of the iTILT website can be used to enhance teachers' understanding of interactive teaching. The final section reports on three school-based projects that were developed in the framework of iTILT 2 (as pilot case studies) with the aim of exploiting the opportunities for authentic target language use provided by videoconferencing and tablets. At the end of each section, we provide some examples of professional development activities.

2. Understanding Task Based Language Teaching

Defining a Language Learning Task

The Communicative Language Teaching (CLT) movement, unlike its predecessors, has a strong focus on interaction and real life communication, rather than classroom display of grammar and vocabulary. A stronger version within the movement is the Task-Based Language Teaching (TBLT), an approach to teaching that requires students to do meaningful tasks in the target language, having to choose for themselves the linguistic and lexical means for the completion of the tasks. With interaction as the means and the ultimate goal of language learning, the Communicative Language Teaching places focus on the introduction of authentic texts as it would be used by native speakers in everyday situations, as well as on negotiation and dynamic cooperation among the students.

Before going into detail on the various characteristics of tasks and ways to apply them in your own classroom, it is important to understand what constitutes 'a task'. Van den Branden et al. (2007:1) define 'a task' as 'an activity in which people engage to attain an objective and which involves the meaningful use of language'. An objective or a purpose can be anything, from producing a poster or a website, to expressing your opinion or writing song lyrics. Learners learn the target language by making use of it; in this way, they are primarily seen as language users and not just language learners.

Research has shown that many language teachers find it difficult to distinguish a task from a simple grammar exercise or an activity for vocabulary practice. In order to support teachers in discriminating between language learning tasks and other learning activities, Shintani (2013) discusses the main principles behind TBLT and outlines the main features of a language learning task. These features are summarized below:

- The focus of the activity is on the meaning, that is, learners are engaged in encoding and decoding messages, not drilling grammar or vocabulary items;
- There is a communicative/information gap, for example, the learners need to ask somebody for information that they themselves do not know (a gap) or they need to express their opinion;
- Learners draw on their own resources (linguistic and non-linguistic) in order to complete the task. In this sense, learners are not necessarily 'taught' the language nor the form they must use to complete the task. Instead they have the freedom to choose their 'means', although they could, for example, borrow from the input or look up words/phrases in dictionaries, books, online resources, as the teacher, etc.
- Lastly, there needs to be a clearly defined outcome, one other than a mere language use. It may be a poster, a form, a handout, an opinion, reaching a compromise in a discussion, etc. While 'performing a task, learners are not primarily concerned with

using the language correctly but rather achieving the goal stipulated within the task' (Ellis, 2003).

According to Nunan (2004), when designing a task, a teacher should take into account several aspects. He thus proposes a framework for analyzing communicative tasks:

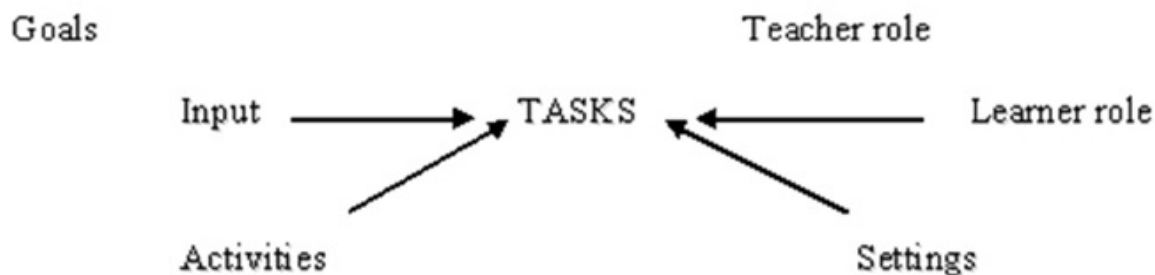


Figure 1: Framework for analyzing communicative tasks

- Firstly, teachers need to consider the goal of the task. Goals refer to competences and skills that are developed, integrated or strengthened by performing the task, such as reading, speaking, etc. For young learners the list of skills is more limited than for those more advanced learners.
- Secondly, the teacher must carefully choose the input, which needs to be comprehensible (Krashen 1981) and contextually embedded (ibid). Learners learn best when they are exposed to 'rich, but comprehensible, input in real spoken and written language in use' (Willis 1996:11). Researchers often emphasise the need to use authentic material - 'material that has been created for purposes of communication not for the purposes of language teaching' (Nunan 2004:49).
- As for the third item in Nunan's framework – activities – these need to activate learners' language skills, and be motivating and meaningful, other than just a reproductive use of the words/forms offered in the input. According to Nunan, by using the language creatively, learners become language users. Activities should be demanding (ask more from learners than they already know), but also supportive, so they can perform the task on their own. A fine balance between demand and support ensures space for learning.
- In Nunan's framework, settings refer to the actual settings of the classroom (although sometimes lessons can take place outside of the classroom), but also the type of social interaction that happens. Teachers need to decide whether to use teacher-whole class, teacher-learner interaction, group work or pair work, depending what works best for the completion of the task.
- Additionally, the teacher plays an important role in designing and implementing tasks, supporting and monitoring the learners, and helping them throughout the

task in order to accomplish the goals. TBLT strongly suggests that the tasks need to be completed (by learners) independently, relying on their own resources. Teacher may also need to intervene and mend the task in order to suit the students' level of competence, or motivation. Lastly, reflection and evaluation are vital for any task, whether it is a group discussion, making a poster, or giving a presentation.

- Finally, the role of the learner is not to be a passive recipient of knowledge, but creative user of language that will understand the comprehensible input and, as the task unfolds, create a meaningful output. Learners should also take part in setting up the task (together with the teacher), depending on their interests.

In the following section we present a table (adapted from Erlam, 2015) containing some criteria for the evaluation of language learning activities. The criteria are based on the central features of TBLT discussed above, and they can be applied to discriminate tasks from 'situational grammar or vocabulary exercises'. These criteria should be seen as guidelines for the evaluation of language learning activities and not as strict orders.

Task description			
1	Meaning versus form	YES = 1 NO = 0	justification and comments
	Are the pupils acting as users of English, rather than learners of English?		
	Are the pupils mainly concerned with expressing and comprehending meaning , not focusing on linguistic form ?		
2	Information gap (= <i>écart d'information</i>)	YES = 1 NO = 0	
	Do pupils close an information gap as a result of the communication that takes place?		
	As a result of the communication do pupils find out something that they didn't know?		
3	Learner resources	YES = 1 NO = 0	
	Is it true that the language needed to complete the task has not all been specialy pre-taught ?		
	Does the task allow learners to use language they have learned on other, unrelated occasions?		
4	Outcome or result	YES = 1 NO = 0	
	Do the pupils use English to achieve an outcome , and not as an end in itself?		
	Do they have to achieve a result to show that the task is completed ?		
5	Technology use (if applicable)	YES = 1 NO = 0	
	Is the use of technology integral to the task design? Would it be impossible to do the task without technology, as opposed to just more difficult?		
	Does the technology have an added pedagogical value , rather than just a motivational effect?		
OVERALL			
	<i>Count up the points, not including question 5: enter a total out of 8. Add any overall comments.</i>		

Implementing tasks

Referring specifically to a primary school context, Cameron (2005) describes task-based learning activities as generally planned in three stages: preparation, core activity, and follow-up. According to her, preparation activities aim to enable learners to carry out the core activity successfully and can prime learners in terms of the language they have to know in order to complete the task successfully. The core activity forms the central stage of the three-stage format and “is set up through its language learning goals” (Cameron: *ibid*). The follow-up stage comes after learners have completed the core activity; this could be, for

example, a presentation of the results in front of the class. Willis (1996) developed a framework for task implementation in a task-based lesson which consists of a sequence of tasks that relate to one another. Willis’s framework consists of three major phases: pre-task phase, task cycle and the language focus phase (Figure 2).

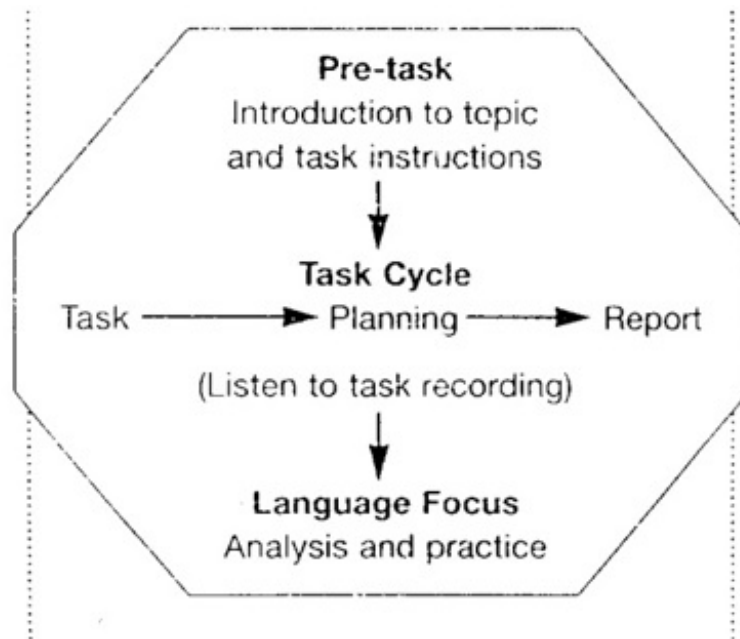


Figure 2 – A framework for task implementation

The pre-task phase introduces the pupils to the topic and the task and aims to introduce topic-related words and phrases. Some examples of pre-tasks could be: classifying words and phrases, brainstorming, or mind-mapping activities. The task cycle forms the second phase in the task-based language framework. It consists of three components: task, planning, and report. In the task stage, learners have the opportunity to use whatever language they have available to carry out the task and work in pairs or small groups to achieve the goals of the task (Willis 2001: 53). The second stage of the task cycle is the planning stage. Here, learners have time to prepare for the presentation of their findings. Whereas meaning is paramount in the task stage, here the focus lies on both meaning as well as language. In this stage they have the opportunity to prepare the kind of language they will use to express themselves clearly and accurately. It’s important to highlight that, even though pupils are provided with specific language support during this phase, they are encouraged to use all linguistic resources they have at their disposal while performing the task. The last stage of the task cycle is the report stage. In this stage the groups or pairs report in spoken or written form to the whole class or a larger audience what they have found out and present their solutions and results. The focus in this last stage is specifically on language. Specific language forms are explicitly studied with the help of language awareness raising activities. The focus on form thus takes place after the learners have been engaged in using the target language for authentic communication. For instance, the teacher can select common mistakes that students have made during presentations or group/pair work and draw their attention to linguistic gaps in their inter-language repertoire.

Examples of Tasks

The language teaching literature has also provided various examples of activities that contain key elements of task based language learning. In the following section, we provide a few examples:

Primary School Level:

- Second grade learners conduct a survey to find out the most popular farm animal in the group. In the preparation stage, the teacher creates a farm setting in the classroom with the use of realia and digital pictures on the interactive whiteboard (field, trees, pond, barn, stall, etc...). The animals are partially hidden (only small parts of the animals are shown) in order to make the visit more fun and interesting. The pupils are then invited to visit the farm together with the teacher, who plays the role of the guide. The teacher then plays animal sounds on the IWB and asks the pupil “what animal is it?”, “it’s a/an...”, “Where is it?”, “it’s in the barn”,... After the pupils respond correctly she asks a learner to search for the animal in the correct place, drag it and show it. After the visit, and after practicing the animals and their homes, the pupils go back to their classroom (seats) and draw their favourite farm animal. In the core activity the pupils mingle and ask each other the question: “What’s your favourite farm animal?” and show their drawing and say “My favourite farm animal is the...” Later the pupils take turns to go to the IWB and drag the picture of their favourite animal after saying “my favourite farm animal is the...” The teacher uses the infinite cloning feature to make sure the same animal can be chosen several times. After all pupils complete the task, it will be possible to see which animal is most popular.
- Second grade learners set up and decorate a Christmas tree during the holiday season. In the process of setting up the tree the learners practice new vocabulary that was previously introduced (e.g. bubbles, bell, star, angel, gift, etc.) during the preparation stage. In the core activity, the pupils first respond to the teacher’s commands, for instance, “give me the yellow star”, etc... Later, language output is produced when, for example, the teacher would ask: “what would you like to put on the tree?”, and pupils respond with “a yellow bubble” or “a red bell”, etc... The teacher then invites children to come to the front and place the object on the tree. The final outcome is a Christmas tree that has been decorated by the whole class and can be used in other Christmas related activities during the holiday season. The same activity could be implemented with an IWB (digital Christmas tree).

Secondary School Level:

- Seventh graders use the internet and other print-based materials to plan a seven-day trip to London. The teacher divides the class into small groups and explains the context and goal of the task. The students are instructed to take on the role of travel agents who were commissioned to plan and sell a one-week trip to London. Therefore, they would need to plan an attractive trip for a 7th grade class on a school excursion and use marketing strategies to sell it to the group. After each group had presented their suggestions, the class would choose the most interesting trip. In the pre-task phase the learners become familiar with London, its touristic sights, geography, food, transport systems and so on. The teacher provides task support by suggesting a few websites and other web tools the pupils could use to search for information, along with guidelines for help in preparing their presentations. Pupils could use their laptops, tablets or PCs in the computer lab to complete the task. Feedback on language and presentation skills is provided at the end of the project. The final outcome is a travel package to London that fits the interest of the class majority. This information could be used for the planning of a “real” trip to London organised by the school.
- Eighth graders work in pairs to carry out interviews at a local airport in order to find out the profile of most passengers and to practice their interviewing skills with native speakers. In order to be able to carry out this task, learners need to prepare themselves in terms of content as well as language. They have to prepare what kind of questions they want to ask and practise how to lead an interview as well as how to approach possible interview partners and tell them about their intentions. The final outcome is the presentation of the best interviews in the Airport Project. The pupils could use their tablets to record the interviews and prepare their final presentations.

Professional Development Activities

1. Use the criteria for the evaluation of TBLT activities presented in the previous section to analyse the examples above.
2. Reflect on the challenges of task implementation by focusing on the following aspects:
 - a. Teachers’ and learners’ roles
 - b. Balancing task demand and task support
 - c. Effective target language use

d. Focus on form

3. Bring your own examples of language learning tasks. Do they match all the criteria? Do you think a good language learning task has to match all the criteria?
4. In your opinion, what are the main advantages and drawbacks of TBLT?

3. Frequently Asked Questions

During the iTILT professional development workshops and throughout the data collection process, our participant teachers asked several clarification questions about TBLT. In this section, we address some of the most “frequently asked questions”.

1. How long/extensive should one language task be?

How long is a piece of string? There is no hard and fast rule about task length. It will depend on many factors. Are you using a TBLT syllabus, where everything is based on tasks, or are you including some tasks in a grammar-based syllabus? How much do you see your learners? An intensive course might have learners work for 3 hours per day over 5 days to complete a single complex task with a variety of pre and post-task activities. Or a simple task might fit into a single 50-minute class period. An example of a complex/longer task could be, for instance, “planning a party”. A simple task could be an opinion-gap activity in which students will take turns presenting a specific point of view on a topic. It’s important that you are able to meet TBLT criteria in ways that suit your learners and context.

2. What does ‘setting the context’ entail?

Dreaming up a situation where learners have a reason to do what you want them to do other than “this is your assignment” and “this is how I will grade you.” With young learners a context may be a game, a role-play, or some kind of imaginary play. With older learners, a real-world link makes more sense: debates and discussions on issues they care about, storytelling activities that native speakers might participate in, or simplified versions of tasks they might carry out in future social or professional contexts. Therefore, the “setting the context” phase of the task cycle is extremely important. In this phase, the teacher introduces the students to the “context” of the specific task. For instance, if the task has to do with “going shopping”, in the “setting the context” phase the teacher might show pictures of a shop and ask the pupils to describe what they see and then start a whole-class conversation about their shopping habits.

3. What is meant by ‘information gap’ in TBLT?

Where some members of a group have knowledge that others do not. For example, half the class goes into the corridor while the remainder watches two minutes of a target language video (or a silent movie). The watchers then relate the video to their absent classmates in pairs. If everyone had seen the video, the activity would be a pedagogical exercise - there is no reason to do it other than to practice the target language. Since some learners have not seen the video, there is an information gap, and it is meaningful to ask the watchers to explain what they have seen. Then you can switch roles and send the first group out while their classmates watch the next part. Another example is the "spot the difference task". For instance, the learners work in pairs and have to find six differences between two pictures (A and B) of the same playground. They can talk together but they cannot look at each other's pictures.

4. What does pre-taught mean? And why is it so important to encourage learners to use language that was not specially pre-taught?

In TBLT it is important to consider whether the language needed to complete the task has not all been specially pre-taught. Why is this so? In this method, communicative activities are not regarded simply as a way to activate passive knowledge of the language that has been pre-taught at an earlier stage. The belief is that communicative confidence only develops if students are thrown in at the deep end and required to carry out tasks that demand real-life communication. Basically, learners should marshal language resources other than vocabulary and grammar they have just been taught in order to accomplish the task. Therefore, when learners speak or write in the target language, they should have the chance to use any words or structures they have learned in the past, either with the particular teacher or in any other way. This is important because language learning involves not just repeating and memorizing words and expressions, but also retrieving items from memory at the opportune moment. So matching words and pictures would not involve the learners' own resources, while activities allowing choice, particularly open-ended tasks, encourage use of own linguistic resources (including, incidentally, expressions of lack of understanding or requests for help)

It is also important to emphasize that, in TBLT, the teacher should not just make learners do the task and then correct later, they should organize pre-tasks which allow the teacher to offer relevant input for the task to come. But they cannot just teach a structure and make the task a pretext for practicing the structure. This would be considered PPP (see below)

5. What is meant by focus on meaning vs. form?

"Form" can mean accuracy (or correctness) but also complexity (subordinate clauses, for example). In TBLT the emphasis should be on the meaning to be expressed/conveyed/understood in the task, rather than on the language forms used to accomplish that task. It is also important to bear in mind that, even though in TBLT the focus should be on meaning, tasks are also supposed to encourage learners to think about the target language and the learning process. However, instead of teaching grammar explicitly, teachers can allow learners to experiment and then provide feedback which helps learners see the difference between their own language production and the target language. Or they do "noticing activities" which might encourage them to revisit a storybook they have already understood to highlight uses of the past tense, or a particular verb, for example.

6. What is a real-world outcome in TBLT?

If the learners produce something during an activity that is not just a correct word or sentence in the target language, but actually accomplish a cognitively demanding objective - win a game, produce a poster, create a video - then the activity is automatically more task-like, and less like a pedagogical exercise.

7. What does PPP stand for and why is it not favorable for language learning?

PPP stands for Presentation, Practice, and Production. In this method, language features are selected and sequenced in advance for explicit instruction, involving contextualized presentation followed by clarification of meaning, form and use. After that, controlled practice of the feature is provided (e.g. in gap-fill exercises, 'closed' speaking practice activities and oral drills). In the last stage, production opportunities for use of the feature are provided through free production activities that attempt to simulate real-world usage (spoken or written) such as in role-plays, discussions and email exchanges. The PPP procedure came under sustained attack in the 1990s. There are several points of criticism. Harmer (2015:82), for instance, points out that one of the main weaknesses of this method is that "it seems to assume students learn "in straight lines", i.e. starting with no knowledge, through highly restricted sentence-based utterances and on to immediate production. Yet, human learning is not like that. It is more random, more convoluted". Another point of criticism is that PPP focuses on teaching to the detriment of learning, making it incompatible with learner-centred approaches to education. A more detailed discussion of this issue can be found here:

8. What is the difference between project-based learning and task-based learning?

There is often confusion between TBLL (Task -Based Language Learning) and PBL (Project Based Language Learning). This is understandable since both methods focus primarily on the achievement of realistic objectives, and then on the language that is needed to achieve those objectives. However, TBLL focuses on one task, contextualized and with a clear purpose, whereas PBL focuses on a series or sequence of activities (tasks and subtasks) that lead up to at least one real-life outcome. Basically a project is an extended task which usually integrates language skills work through a number of activities.

4. Exploiting the First iTILT Website

Your browser doesn't support HTML5 video.

This section will help you to familiarize yourself with the content available at the iTILT website. This website contains open educational resources focusing specially on the use of IWBs for MFL teaching. It contains over 200 “practice reports” (video clips, lesson plans, teacher and learner audio commentaries, IWB files) in 6 languages (English, French, Spanish, Dutch, Turkish, Welsh), for different sectors (primary, secondary, university and vocational education). Even if your focus is not on the use of IWBs, we believe that the resources available on the website can be employed in professional development activities involving the use of other interactive technologies. This section provides a few instructions on how to exploit the website and some ideas for professional development activities focusing on the use of interactive technologies in the language classroom.

How to get started?

When you first visit the iTILT website (www.itilt.eu), it is recommended to get used to the layout of the page, simply because this will help you make the most of your time. At the top of the page, you will find the list of languages (by clicking on these, the whole page will be automatically translated for you, apart from the comments accompanying the iTILT resources, which remain in the same language as they were written by the teachers). Furthermore, there are icons for different social media sites, such as Facebook, Youtube, etc. The tabs menu include: Home, Resources, About, Library, Communities and Help. It is recommended that, upon your visit to the website, you also explore the Help section. There you can find How-to-blogs, and FAQs, but also the option Tutorials which will take you to a separate page with all the tutorials in order to get the most out of the website.

The iTILT video resources

During the course of the iTILT1 project, the partner institutions in France, Wales, Germany, the Netherlands, Turkey, and in Spain, cooperated with language teachers (primary, secondary and tertiary). The teachers were provided with training on how to use the IWBs, and they were advised on how to make their lessons more interactive. Later on, their lessons were recorded and analyzed. Short clips from these lessons make the c. 200 ‘resources’ available on the website. In the center of the homepage, you can find snapshots of some fifteen video resources; by clicking on them, you will be taken directly to that resource. Another way to browse through the resources is by clicking on the tab Resources with options Advanced Search and Quick Search. The option Advanced Search (which can also be accessed by clicking on the red button Search Now under the snapshots) offers you a possibility to search by keyword, as well as a number of criteria, such as the language level or area, IWB features, etc. Once you have found a resource, you can watch and download the video, as well as the accompanying lesson plan. More importantly, you can read the teachers’ commentaries on how they coped with the IWBs and the way it changed their lessons.

One of the most significant resources available on the iTILT website is the iTILT1 Training Handbook (see Figure 3), which can be downloaded for free by clicking on the orange button under the snapshots. It is offered in 6 different languages, and contains important information on the iTILT1 project, as well as practical information on how to design IWB flipcharts and how to use them in classroom. The Handbook focuses on other important aspects, such as the copyright issues of the IWB based material.



[Figure 3: iTILT Training Manual \(Click to read\)](#)

The iTILT Teaching Materials

Designing new material using the IWB can be challenging at first, since it has got many features that other programmes simply do not offer. To see how other teachers who are more experienced in working with IWBs designed their teaching material, you can access the iTILT teaching materials by clicking on the blue button at the bottom right-hand side of the webpage. You will be taken to the introductory webpage for these resources. The materials are offered in 6 different languages, although not all of the resources are available in all the languages. You can download the IWB files, depending on the type of the IWB, as well as PDF files. The files are categorized in 6 groups: Listening, Speaking, Writing, Reading, Vocabulary, and Grammar. After you have downloaded a teaching material, you can use it as such in your own classroom, or adapt it so it suit your teaching needs. Every resource has the following pull tabs: Activity, Aim, Design, Potential (additional information on that particular material).

Professional Development Activities

The iTILT website can also be used for professional development activities involving the use of IWBs and other interactive technologies. In the following we provide a few examples, which are adequate for both pre- and in-service teachers:

- Use the criteria for evaluation of tasks (see table on page 5) to analyse examples of language activities available on the website and evaluate whether they constitute language learning tasks or not. Suggest ways for adapting the activities in order to match the criteria. The focus could be only on the video sequence (video clip), but also on the teaching materials produced by the teacher.
- Find the section entitled “[The iTILT Partner Clip Selection](#)”, in the library. This section contains a series of blogposts in which iTILT team members highlight a number of clips from the iTILT.eu website, illustrating classroom practices that explore one or more of the criteria that the iTILT team expects to be conducive to effective communicative language teaching. After reading the content of the blogs, you can use the criteria for TBLT ([see table in Chapter 2](#)) to create your own iTILT Clip Selection focusing on one or more criteria.
- Evaluate the content of the resource library available on the website. Follow the links or download some of the materials, use pre-defined criteria to evaluate these materials and then create a list containing three resources you recommend. Present your results/arguments to the whole group. In addition, you can search for further resources focusing on other interactive technologies. Send your lists to the iTILT group so that they can be shared with a wider audience on the website.
- Analyse the way iTILT partners have made use of social media (blogs, slideshare, scoop it, etc.) to disseminate iTILT findings and resources. Identify the main affordances of specific tools and reflect on how they could be used to connect and share resources with colleagues, or even with pupils. This activity does not focus on the use of interactive technologies for teaching, but promotes the development of teacher autonomy in CALL. The main aim of the activity is to raise your awareness of the existence of platforms and resources that can be used to continue developing your knowledge and skills after you finish your CALL training.

This section has summarized a few examples of professional development activities that could be implemented with the support of the iTILT website. In the following section, we describe one activity in more detail.

5. Examples of in-service and pre-service teacher training activities based on the content of the iTILT Website

Analyzing interaction during IWB-mediated classroom activities

iTILT-based research has shown that the main challenges for teachers participating in the project were a) engaging all students in the performance of the tasks, b) supporting reflection-in-action as well as peer evaluation while performing activities with the IWB and c) involving the students in the creation of new material. When it comes to the level of interaction, many teachers, upon viewing the recordings of their own lessons, remarked that they were dissatisfied with the levels of IWB-mediated interaction. Therefore, there seems to be a need to develop professional development activities that focus on these issues.

In this section we provide a framework for analyzing and classifying interaction which was developed in the framework of the iTILT project and based on the analysis of video-recorded IWB-based language lessons (Cutrim Schmid & Whyte, 2014). This interaction framework can also be used as a tool for reflective practice and professional development. Teachers can use the framework for the analysis of their own video-recorded lessons or to inform their observations of other teachers' lessons. The iTILT website contains a rich repository of video clips that can be used for that purpose.

The framework contains four levels of interaction (drill, display, simulation, and communication), including dimensions that focus on form/meaning, level of contextualization and authenticity of tasks, as well as teacher/learner control over activities. After the presentation of the framework (Figure 4), each level will be discussed in detail using one exemplary video sequence available on the iTILT website. Although the examples focus on the use of IWBs, we believe that the framework can also be used for the analysis of interaction mediated by other interactive technologies.

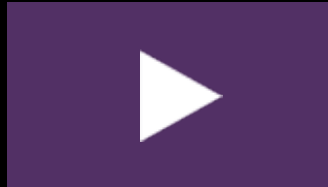
	Language	Context	Planning (task as plan)	Control (task as process)
Drill	<ul style="list-style-type: none"> • pre-planned language • closed questions • repetition, choral repetition • teacher feedback on form 	<ul style="list-style-type: none"> • limited attempt to contextualize language • focus on linguistic form 	<ul style="list-style-type: none"> • opportunities for language production are entirely pre-planned by teacher 	<ul style="list-style-type: none"> • entirely controlled by teacher • language pre-selected for presentation and practice • teacher controls access to board and turn-taking
Display	<ul style="list-style-type: none"> • pre-planned language elements but some learner choice in language to be produced • input/output goes beyond minimum target items • closed questions but also some open questions • teacher feedback mainly on language form 	<ul style="list-style-type: none"> • limited attempt to contextualize language • effort to extend input and output • no simulation of real-world activity 	<ul style="list-style-type: none"> • opportunities for language production are mainly pre-planned by teacher • board elements support some unplanned production from teacher and/or learners 	<ul style="list-style-type: none"> • mainly controlled by teacher with some space for learner choice provided • main objective is to practice pre-selected language elements
Simulation	<ul style="list-style-type: none"> • some focus on meaning • teacher feedback on form but also on content • interaction based on communication rather than language form 	<ul style="list-style-type: none"> • meaningful context • role-play: pretending to be someone in a real-life activity 	<ul style="list-style-type: none"> • activity includes some space for learner choice • teacher expands on minimal requirements of activity to allow more communication 	<ul style="list-style-type: none"> • learner-oriented activity • voluntary participation • learner choice in how to participate
Communication	<ul style="list-style-type: none"> • focus on meaning • teacher feedback on content • interaction based on genuine communication rather than language form • learner choice of language forms and shaping of communicative event 	<ul style="list-style-type: none"> • authentic context • activity worth doing in L1 • interaction represents real-life activity • exchange of participants' own opinions or reactions 	<ul style="list-style-type: none"> • open activity with space for learner choice • advance planning/preparation by learners 	<ul style="list-style-type: none"> • learner-centered activity leading to learner controlled activities • space for spontaneous interaction

Figure 4: Framework for the Analysis of Classroom Interaction

In the following section, we will describe and analyze four video sequences from the iTILT website, using the criteria offered in the table, commenting on the content of the material, but also on the way the teacher carried out the lesson. These examples are meant to facilitate trainee's understanding of the different levels of interaction.

Level 1: Drill

Example: French primary EFL (A1) matching months of the year with seasons using the drag-and-drop tool.

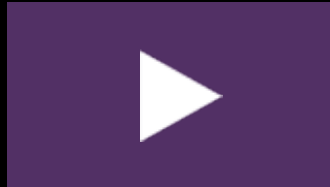


Description: In this lesson, the teacher is introducing a new unit focusing on the topic “weather”. In order to talk about the weather, she firstly presented the vocabulary for the months of the year and the seasons. The activity involves a list of the months (January, February, etc.) and four pictures corresponding the four seasons (spring, winter, etc.), and is conducted in a whole-class instructional context, with individual learners providing answers. The teacher calls a student by name, receives an answer and then repeats the sentence the student said (sometimes corrects it as well) and then elicits choral repetition, followed by her dragging and dropping a specific month onto a corresponding symbol for a season, or between two symbols, for months that spread over two seasons.

Analysis: The language used in this activity is pre-planned ('May is in spring. '), and the questions are closed, varying among the four words for seasons. The learners chorally repeat the language, and the teacher corrects their pronunciation. There is no attempt to contextualize the vocabulary, and there are no opportunities for free language production, all the communication is pre-planned by the teacher. What is more, the teacher is the only person controlling the IWB, and she calls the students by names to answer the questions. Even though all of the students know the months and the seasons (the words are new for the learners, but not the concepts), the teacher makes no room for communication or real exchange of information, such as 'What's your favourite season?', or 'When is your birthday?', in this sequence or in subsequent sequences of the lesson, but opts for a mechanical repetition of the new words in English. She uses words such as 'Repeat', and 'Again' to elicit choral repetition.

Level 2: Display

Example: French secondary EFL (A2) grammar exercise to practice the comparative form of the adjectives, using the writing pen.



Description: The activity shown in this resource involves building simple sentences with comparative form of the adjectives ('Kate Middleton is younger than Queen Elizabeth II'). The teacher elicits answers from the whole class, and individual learners take turns going to the IWB and filling in the gaps. The rule for forming comparative adjectives is at the bottom of the page and the students need to deduct the rules based on the example sentences. At this point the teacher is the only person performing actions on the IWB, but she elicits answers from the students.

Analysis: The language is pre-planned by the teacher, but learners are encouraged to produce some language on their own. The questions are closed, but there is an attempt to make some open questions. However, the teacher comments solely on the form, when she could have asked the students to produce their own sentences with the comparative form of the adjectives about people/things that they are interested in, such as 'My dog is louder than my cat'. There is a minimal attempt to contextualize the language, given that most of the students have not heard of Kate Middleton before, and there was no simulation of a real world activity (such as, 'Do you like bigger or smaller dogs?', 'Is your father older than your mother?'). On the other hand, the students were allowed to control the IWB and use different tools, such as the pen, or the eraser. The teacher controlled the task, and the main objective of the task was to practice the selected grammar unit.

Level 3: Simulation

Example: French higher education class (B2) performing a role-play speaking task about a trip to New York.

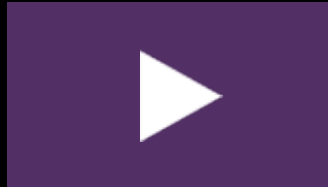


Description: In this lesson, the task was to carry out a role-play, simulating a conversation that might occur in a travel agency. Two students in the front are interested in different activities one may enjoy while in New York, and the student that comes to the front and uses the board is playing the role of a travel agent. The teacher moves to the side and only occasionally gives suggestions, and allows the students to take the central part in the conversation.

Analysis: The focus of the lesson is both on the form and on the content (for example, 'It could be fun, if you want to see it.'). The interaction is based on communication and the questions that the students ask (learner-centered approach) are open, therefore the students are expected to produce answers based on the material but choosing the grammatical and lexical means to do so. The content is meaningful, they exchange information based on theatre plays, operas and ballets one can actually see in New York. Moreover, the questions they ask could be asked in a real-life situation, if a student would go to a travel agency. In order to allow real communication, the teacher allows the students to ask additional questions that they are interested in, or make comments based on their personal attitudes and preferences. Moreover, the material that the student playing the travel agent is showing is the material made by the students, which means the learners had a chance to design material using the IWB. The students participating in the activity are not called out by the teacher, but voluntary participants, who, while speaking, take control of the IWB, using different tools.

Level 4: Communication

Example: Spanish secondary EFL class (B2) discussing if they would help people in different situations, using conditional sentences.



Description: In this class, the teacher uses the IWB to draw focus on the use of the conditional sentences. Instead of simply presenting the rule in a whole-class lecture and in a teacher-centered way, she asks them to discuss with their partners and write down examples of situations when they would, or would not, help somebody. The teacher monitors the discussions, and makes comments both on the form and the content of what the students are saying.

Analysis: As it was mentioned before, the focus of the discussion is both on the form and the meaning, and the teacher provides feedback on both. The communication that takes place is genuine, real-life interaction and the choice of the grammar form and words depend on the learners. The context is authentic, since they give their own opinions and attitudes. The teacher explains the task and offers support, but she lets the learners shape the communication event. The task is learner-centered and it leads to spontaneous interaction, quite like a real-life communication. In this sequence, the IWB technology wasn't much exploited. It was used to display a table with some keywords (task support). The teacher could have used the technology, for instance, to display videos or pictures of specific situations. This could enhance students' motivation to engage in the activity and would also provide them with more task support.

Professional Development Activities

Questions for Reflection

1. Does this framework enhance your understanding of “interactive teaching”? Explain.
2. Are there any aspects of the framework that you think should be improved?

Hands on Activities

3. Search the practice reports (video clips) for different levels of interaction and present your results in class.
4. Based on your evaluation, what levels of interaction are most common in the examples provided in the website? Why do you think this is the case?
5. Video-record your own technology-mediated lessons, analyze the levels of interaction and share your reflections with the whole group.

6. Further Examples of Technology Use

Affordance of tablets for foreign language learning

As mentioned before, tablets have already entered classrooms worldwide, and the use of a personal device for language learning will become 'a mainstream expectation' in the years to come (Bannister & Wilden, 2013). It is up to the teacher to decide what tasks could be done better with the use of tablets, and to make the necessary changes of their lesson plans in order to integrate this technology. Whether to integrate tablets is a centralized decision (proposed by the government) or school-led (more localized) initiative, there is no doubt that these devices, halfway between a laptop and a smartphone, are big enough to work on, easy to travel with, and offer numerous affordances in all the areas of language learning. Based on the remarks made by Bannister & Wilden (2013), as well as Kukulska-Hulme, Norris and Donohue (2015), the following provides a list of practical uses of tablets in foreign language classrooms. According to these authors, tablets can be used as:

- A research tool (both individually and collaboratively, access to rich input online)
- A recording tool (audio, video, combining different media, for producing a number of different outcomes, such as Keynote presentations, movies, audios, animated scenes, mind maps, and the like)
- Storage of such outcomes (also referred to as artefacts) made by individuals or groups
- Aid for rehearsal, reflection and recast (all versions of an outcome can be saved, ideal for following continuous improvement); learners can make numerous versions of the same audio recording, or any other type of an outcome, listen to it, reflect and try to improve it with the help of their peers or the teacher (recast), and re-record the same speech again
- A Sharing tool - sharing files with absent learners
- Geolocation (Google Map) for more contextualized information, which can be useful if learners are producing a presentation with photographs or a vlogging (video-blogging) outcome, such as a presentation or a video about a specific place other than their school (places in town, or other cities or countries)

Though many researchers, and foremost the above mentioned authors, suggest that tablets are all-around devices that offer affordances for the integration of all the four language skills (listening, reading, writing, and speaking), in the section below, you can find specific benefits

iPads have for the training of each of these skills individually.

Affordances of using tablets for developing listening skills:

- Listening activities can be done individually, at individual's pace by using headphones (contrary to playing audios controlled centrally by the teacher at a pre-set pace)
- Easy access to Virtual Learning Environment (such as Moodle, for example) where such listening activities can be uploaded for all learners to access
- Easy access to possible aids to scaffold learning (synonym finders, dictionaries or thesauri, if a specific listening activity is challenging for learners)
- Accelerates the language learning process by allowing the users to be easily exposed to rich input not just while in the classroom (listening to the radio, or watching videos in the target language)

Affordances of using tablets for developing speaking skills:

- Possibility to capture language (both spoken and written) in and outside the classroom (real language in real life contexts); using a speech recording app learners can record conversations or ideas also 'on the go'
- Facilitates language learning autonomy (by producing audio recordings on their own, especially in one student-one tablet situations, learners become more aware of their own language learning needs, noticing in which situations their knowledge was not appropriate or not strong enough; ideal for checking their pronunciation)
- Providing tools for analysis and reflection of learners' own language production, what needs to be repaired, recast or appropriated (learners can always make as many attempts as they wish, and save all versions of the same speech, which can then be listened to and recast or repaired by peers or the teacher)
- Creating and sharing multimodal content (outcomes) such as videos with audio recordings, animated scenes with audio recordings, presentations, and the like
- Outcomes are personalized, individual and authentic (produced by learners rather than following one model and making copies that follow it); if the students are producing a presentation individually or in pair on a device, they will resort to their own resources or search for support from the teacher or go online, rather than just copying a provided model or other students' works
- Allows learners to rehearse and experiment with the foreign language without being 'judged' by either the other learners or the teacher (especially in one tablet-one student situation, it is suggested to make time for the learners to rehearse the

speech on the device, and experiment individually (Kukulska-Hulme, Norris and Donohue, 2015)

- Helps less confident learners to participate more actively when used in combination with electronic voting or response activities (by working on their own and producing outcomes without being judged throughout the performance); instead of 'raising hand', tablets 'help anonymity and increase the likelihood of the less confident students taking part' (Bannister & Wilden, 2013)

Affordances of using iPads for developing reading skills:

- Easy access to Virtual Learning Environment (such as Moodle, for example) where such reading activities can be uploaded for all the learners to access and use
- Easy access to possible aids to scaffold learning (synonym finders, dictionaries or thesauri, if a specific reading activity is challenging for the learners)
- Acceleration of the language learning process by allowing the users to be easily exposed to rich input not just while in the classroom (convenient for reading newspapers, articles or blogs in the target language and also 'on the go')

Affordances of using tablets for developing writing skills:

- Faster and easier spontaneous communication with people around the world (connecting less and more expert users, for example taking part in forums or chatting, using social platforms, such as Twitter, Skype, Instagram, and alike)
- Possibility to capture language (both spoken and written) outside the classroom (real language in real life contexts); using a stylus pen learners can take notes or write down ideas also 'on the go'
- Easy access to possible aids to scaffold learning (synonym finders, dictionaries or thesauri, if a specific writing activity is challenging for the learners)
- Providing tools for analysis and reflection of learners' own language production, what needs to be repaired, recast or appropriated; unlike paper-based writing assignments, it is easy to track changes and see the development of an outcome, or mark phrases with which they need support from peers or the teacher
- Written outcomes are conveniently stored in one place, and can be easily changed or updated, allowing the users to save both versions of the artefact for reflection
- Enabling learners to do their written homework at any time, especially on the go, while newly gained knowledge is still fresh in their memory (on the bus, tube, etc.)

An Overview of Academic Research on iPads in Language Education

In the previous sections, we have determined what constitutes a language learning task and how it should be implemented. In this section, we will take a closer look at how to adapt your curriculum to be able to focus your teaching around language learning tasks. This section will also provide a list of useful apps that are available in the App Store, with some practical advice on how to integrate them into your classroom.

Even if you design a seemingly perfect language task and choose the corresponding app to implement it in the classroom, there is still the question whether the learners would actively participate, and ultimately, benefit from completing the task. Therefore, it is crucial to maximize learners' motivation, 'as it can both attract their interest towards learning the target language and improve their L2 achievements' (Alhinty, 2015: 24). In the literature related to mobile learning, it is often suggested that hand-held mobile devices have a positive effect onto learners' general motivation, especially in informal (not institutional) learning context. In fact, Jones et al. (2006) offer a list of motivating factors that make an argument on why and how tablets and mobile phones could be integrated into a classroom system. In the following section we will discuss these factors, with the intention of offering a final 'check list' to go through when you are designing a language task.

Jones et al. (2006) pinpoint six factors that help motivate the learners towards carrying out a language task with mobile devices: firstly, learners need the sense of control over their own learning goals, as well as the possibility to determine, on their own, what activities and tasks they wish to take part in. Intrinsic motivation is more likely to be activated if the learners take part in defining the learning goals and ways to achieve them. Secondly, they discuss the sense of ownership over the mobile devices, the completed outcomes and the learning itself. The tablets and mobile phones (whether owned by the learners or borrowed from school) are viewed as personal belongings, and the outcomes as another medium to show not only their knowledge of L2, but also express their ideas, opinions, or creative wits. These two factors correlate to the idea that the language classroom should be learner-led and learner-centered, as described in the previous sections. Thirdly, these devices should facilitate communication with other learners and promote collaborative learning. This is an aspect that is often mentioned in CALL research, and it was also remarked regularly in the case studies presented in this handout: learners seek help from their peers, and become more motivated when the outcomes they are developing are intended for an audience. This poses a challenge for younger learners (especially in the primary school) due to their limited proficiency in L2. Fourthly, the omnipresence of mobile devices among users of all ages in addition to its most common use as an entertainment gadget, adds to the feeling of excitement and fun from mere

use of the devices, either in formal or informal learning. Additionally, tablets can help learners search for information in the context where these would be normally used. For example, if the learners are making a video about themselves, they can easily go online and search for similar videos on YouTube or Vimeo. In this way, they are exposed to the L2 as used by the native speakers. Lastly, in the literature it is highlighted that the continuity between different contexts is facilitated due to devices' portability. This means that the images, videos or sounds can be used in different settings and for different purposes.

Jones et al. (2006), however, warn that many findings regarding enhanced motivation rely on information gathered from learners who took part in 'relatively short term trials with novel uses of technology' and some of the 'motivational benefits might not hold when there is a more sustained use over time and the technology ceases to be novel' (p.1).

Another motivational factor has to do with constant developments in hardware and software for mobile technology. Chinnery (2006) conducted a survey on the state of mobile language learning (as mentioned in Goodwin-Jones, 2011) and concluded that in the past technical issues hindered the implementation of language tasks, such as 'low-resolution screens (problematic for image/video display or even good text reading), poor audio quality (both in phoning and audio playback), awkward text entry, limited storage/memory and slow Internet connectivity' (Goodwin-Jones, 2011). Over the last decade, the screens have become much larger, with better image and sound resolution, powerful processors and fast Internet connection. Moreover, the responsive touch screen facilitates the use of devices. The storage has become larger, and majority of devices come with a Bluetooth and USB connections. Apart from all of the hardware enhancements, software has been massively improved and offers new possibilities in language learning (Goodwin-Jones, 2011). Alhinty (2015) also points out that multifunctionality that arises from the multitude of different apps combined with multi-touch screens and the immediacy of content-sharing encourages the learners to meaningfully interact with their peers. It is important to highlight that, even though new mobile devices do show improvement in many areas, as it is listed above, they are by no means perfect tools, especially if the users, learners and teachers alike, have little experience in using them. There are still often technological glitches, apps do not always work the way they should, or only offer full functionality when online.

Unfortunately, several authors have pointed out that the integration of new mobile devices in the classroom is quite often technologically, rather than pedagogically driven (e.g.). Pazio (2015), for instance, underscores that, if the same outcome can be accomplished without the use of technology, it is better not to insist on using it in the lesson. The SAMR model describes, in a very detailed way, what part technology could play in a lesson: Substitution

(technology is a direct tool without any functional change), Augmentation (technology is a direct tool substitute with functional improvement), Modification (technology allows for task redesign), and Redefinition (technology allows for creation of new tasks). The first two, substitution and augmentation can enhance a language task, whereas modification and redefinition can completely transform it (Puentedura, as mentioned in Pazio, 2015).

It has also often been pointed out in the literature that one of the key points in CALL is for technology to achieve a state of normalization (Bax, 2006). Tablets, smartphones, IWB, and other devices need not be feared or seen something that can mend every lesson by simply being part of the classroom system. According to Bax, normalization is achieved 'when computers are used every day by language students and teachers as an integral part of every lesson, like a pen or a book, without an exaggerated respect for what they can do. They will not be the centre of any lesson, but they will play a part in almost all. They will be completely integrated into all other aspects of classroom life, alongside course books, teachers and notepads. They will go almost unnoticed.'(Bax, 2003, p. 23).

If the aim is normalization, it is important to analyze how learners cope with new technologies, namely if they find them easy to use and perceive them as a tool to improve language learning. Gabarre, Gabarre, Din, Shah & Karim (2014), published a study on learners' intentions when adopting a new device and how the initial technological problems were overcome. Their results showed that tablets and smartphones were perceived as faster and more convenient to use (in comparison to laptops). Another point was tablet's and smartphone's ubiquity, being lightweight meant these devices could be used both in and out of classroom comfortably. The touch screen tool with swiping gestures was seen as superior to the use of the mouse. On the other hand, learners found that it could be stressful not to be able to use many apps in their totality, due to the lack of WiFi connection. Even though both smartphones and tablets come with a 3G option, learners are not keen on opting for this, as it implies additional costs. Many devices come preloaded with only a number of apps, and in order to download new apps, the user has to be confident in using the App Store; 'identifying useful applications for learning from either the App Store or Google Play were reported as time consuming and confusing in the literature' (Gabarre, Gabarre, Din, Shah & Karim, 2014). Similarly, connecting the iPad 2 to their laptops and sharing content was reported as 'difficult' (ibid.), especially if they had little experience in using the device. Overall, they concluded that, though the devices were seen as very useful, fast and powerful, the initial adaptation was not devoid of problems. In the next section, we provide a list of Apps that can be used in the language classroom.

Examples of Language Learning Apps

As was previously said, tablets and smartphones are slowly becoming more and more integrated in language teaching worldwide and have proven to have a positive effect on learners' motivation, engagement, and are especially beneficial for improvement of speaking skills. There are thousands of apps in the App Store - probably even your local cafe has one, not to mention big corporations. In this multitude of apps, there are of course those intended for educational purposes. After having downloaded and tested over 30 highly recommended apps and put them to practice, in the following section we provide you with a list of applications useful for language learning. The examples of activities/ tasks serve as illustrations.

Based on the kind of language tasks the apps could be used in, two groups of applications are to be distinguished: 1) closed-content apps, and 2) open-content apps.

Closed-content Apps - Examples

Closed-content apps are limited with a predetermined language bank. The learners can learn, drill and practice reading, writing and listening, and with a few of the apps, speaking as well. The language production is limited to repetition of whatever language is already pre-set by the app. There is little possibility for spontaneous and creative production.

Babel and Duolingo– It is aimed at teenage/adult users who can choose among many languages (L2) to practice, with available translation in L1. Learners can choose to practice either as beginners or advanced users, and it covers a variety of topics with words, phrases, and whole sentences, as it would be used by native speakers. These apps have a built-up structure, meaning once a certain level is completed, new and more advanced activities are offered. It is ideal for self-directed learning.

Das Geheimnis der Himmelscheibe - This serious game was developed by the Goethe-Institut for A2-learners. Pupils are playing the art expert Vincent Mirano, who is investigating the secret of the Sky Disc of Nebra. He has to travel around Germany for getting some information from different people and improve his German along the way.

Dictionary – The app is intended for teenage/ adult learners. The learner can search the dictionary bank by either typing the word, or saying the word (the microphone symbol). Additional tools: thesaurus, translator, word of the day, trends, messages, blog. Users can

also mark words as favourites, and practice them afterwards.

Doodle Buddy – It is a drawing app but it could be used for practicing colours, shapes, or vocabulary with children with very limited knowledge of the L2. The user can draw on a chosen background, add text and stamps.

English Idioms Illustrated – As the name suggests, this is an app that allows the user (intermediate level) to learn some English idioms. Additionally, there is an illustration of the idiom with a short description/history of the phrase, making it easier to remember. Some 25 idioms come free of charge but to unlock the others, you have to buy them. Moreover, there is a free daily idiom, only accessible when online.

ELSA Speak Accent Reduction – This mobile app is aimed at more independent users who wish to improve their pronunciation in English. It allows the user to practice at their own leisure and it has a built-up structure, with a lot of exercises and excellent voice recognition software.

Google Translate – This is a translation app aimed at users of all levels of knowledge. You can take a picture of a phrase in L2 and the app recognises the language and offers translation into a language of your choice. What is more, you can also simply say the phrases (the microphone symbol) and the app translates the phrase (written text) but also offers spoken translation. Lastly, the user can write the word (scribble symbol) and the app recognizes the language and offers translation on the screen.

Jojo sucht das Glück - Love, intrigue and German (B1-B2) - that's the formula for the telenovela developed by Deutsche Welle. The story consists of three episodes and tells about the Brazilian student Jojo who came to Cologne to study. The course with video and interactive exercises was premiered at the International German Olympics (IDO) in Frankfurt.

MyWordBook2 – British Council and Cambridge University Press created this app for intermediate users who can learn and practice words, and review their progress. In the 'Learn' section, the user can see the word (on a flashcard), accompanied by eight other tools: Definition, Translation, Image (no image bank), Sound (there is a sound bank), Word Info (any additional information, such as Br/Am equivalents), Example (in a sentence), My Notes, and Edit. Ideally used for self-directed learning.

Newsy – Video News – As the name suggests, this app allows the user to watch short video news on variety of topics: World, U.S. News, Technology, etc. Apart from listening (American accent), the user can read while listening, since there is a transcript available for every video.

OtterCall – The main character in this children’s app is an otter, which helps the user learn and practice words from five free lessons, whereas the other thirteen lessons can be purchased additionally. What is different about this app is that the user can listen to a word and then say it (microphone symbol) and get feedback (correct/ incorrect).

Phrasalstein – A Cambridge University Press app, aimed at intermediate learners who want to practice phrasal verbs. The design of the app is inspired by the story of Dr. Frankenstein, thus the name. The user can choose to see translation of the verbs in 6 other languages. In the Exercise section, learners can watch short animation demonstrating the meaning of the phrasal verb, then choose the correct answer (multiple choice format). Ideally used for self-directed learning.

Player FM – Also known as Podcast Player, this app is free and simple to use: browse the podcasts available, subscribe to your favourite shows, save them by clicking on the ‘play later’ button, and listen to them at your own leisure.

Sounds Pronunciation App - This app was developed by the Macmillan Publishers Limited and it helps learners (intermediate and advanced) to get a better overview of the phonemic charts (Br and Am English), practice phonemic transcription, and lastly quiz their knowledge. Ideally used for self-directed learning.

Unterwegs Deutsch lernen - A vocabulary trainer app for German offered by the Goethe-Institut. It is available for different proficiency levels. Learners can add their your own words using the index card system or work with a German course using flashcards from the learning platform.

Open-content Apps - Examples

Open-content apps offer the user much more freedom, and they are ideal tools to use

regardless of the language task. They are open-ended, creative and offer the user enough templates to inspire and invite language production in a way that is very familiar and stimulating for learners growing up surrounded by technology.

Book Creator – With this app, users can create interactive books that combine photos, text and sound. Useful for learners of all ages and levels of proficiency.

Example task: to create an interactive story entitled 'That's us!' by primary school learners which they then shared with children in another school. For example, the learners could make pages about their identity, favourite food/drink, favourite film/book/music, hobbies, toys, etc. In the pre-task phase the learners play games (Guess the word, Speed Meet Up, Word in the Corner, etc.) to activate and revise vocabulary (no technology). In the while-task phase, the learners create their iBooks (pair work). In the post-task phase, the learners reflect and correct their books, which are then sent to the partner school (it is possible to follow up this task with a video-conferencing session with the partner school).

ChatterPix Kids – This app allows learners to create animated pictures with sound recordings, which can last up to 30 seconds. Due to this fact, the app is foremost interesting for younger learners.

Example task: to create animated pictures of the classroom objects. Having learned and practiced the classroom vocabulary as a pre-task, learners take pictures of the classroom objects and then record sound clips to animate the photographs. Example recording: 'Hello. My name is Chair. I am blue and yellow. Children sit on me. I love summer and nice weather because I can go outside. Bye!' Apart from sound recordings, this app allows the users to apply filters to the photographs, add frames, stickers and text. In the post-task phase, learners listen to the sound recordings, re-record if necessary, re-take the pictures, or make any other changes.

Educreations – With this app, you can annotate, animate and narrate over the photos or a doodle that you have made, as you record your voice-over. Once saved, these 'lessons' are saved to your Educreations account; teachers can also create virtual classrooms and facilitate sharing among the learners.

Example task: to create a 'lesson' about the different stages of a plant growth.

iMovie – This app allows users to create films and film trailers combining video and sound recordings, photographs and text.

Example task: please read about the Case Study 2: 'Welcome to My School' in Chapter Five:

Further Examples of Technology Use.

Kahoot.it - Kahoot is a free game-based learning platform where teachers can create quizzes, discussions and surveys. The Kahoot is displayed via a TV or projector, and participants enter the game pin to play the game on their (mobile) devices. Students compete with each other. Example tasks: sparking interest at the beginning of a unit with a quiz, collect the students opinion on a subject, use it as a tool for formative assessment to see what the students have learned or last but not least as a brain-break or a reward at the the end of class. Students of all ages just love it.

Keynote – The app could be used by learners of all ages and levels of proficiency to create presentation, similar to PowerPoint for Windows.

Example task: learners create short presentation about themselves to 'mark' the iPad. It is ideally used when first introducing tablets to practice taking pictures, writing, using animations, etc.

Penzu – This free app is very easy to use and ideal for keeping a diary, a journal or simply a scribbling a few words in the notepad.

Puppet Pals HD – With this app, learners can created animated scenes on a chosen background with chosen characters with sound recordings. Mostly aimed at younger learners, but could be used with teenagers and adults as well.

Example task: please read about the Case Study 3: 'Let's Make Our Monsters Talk' in Chapter Five: Further Examples of Technology Use.

Shadow Puppet Edu – This app is aimed at users of all ages and levels of proficiency for making video-presentations or talking about a project, combining photos, videos, and sound (up to 30 minutes). By clicking on the icon 'Idea', you will be taken to a page with activity ideas, ranging from Art Portfolio, In the News, Digital Storytelling, etc.

Example task: to create a story about the people in your family. After working on the vocabulary, the learners bring photographs of their family, and record the voice-over.

ShowMe – This app allows the users to create video lessons. You can add pictures (either from the Camera Roll or search for images on web), add a background, draw, add text, and record sounds. By simply clicking on the arrow symbol, you automatically add a new clear

page. When online, you can access recently made ShowMes organised in categories: Math, Science, History, etc. Additionally, you make a profile and then make groups. In this way, learners can upload and share their videos with their peers, or even the teacher.

Example task: to create a video about the furniture in your house/flat/room, with a voice-over providing additional information.

Sock Puppets- Quite similar to Puppet Pals HD, this app is also intended for children and it allows the users create animated scene with recorded dialogues. There are six characters to choose from (maximum number of characters in a scene is four) and a number of backgrounds. Additionally, you can add scenery and props. To make a character talk, you have to click on it, and make sure you also click the recording button. Moreover, you can add songs or sound from your library.

Example task: to create an animated scene with a dialogue based on a story read in class.

Tellagami – This app allows the user to create and share a ‘gami’, a short animated video. You can customise the character, put it onto a chosen background, and record your 30 second message, or write a short text which is then read out by one of the custom voices. It could be used with younger learners, teenagers but also more proficient users.

Example task: to create a video about your favourite city.

Toontastic – Another similar app, allowing learners to create their own cartoons, with recorded dialogues and characters that move around on a chosen background. What is different about this app is that a guide helps the user create a proper story that consists of a setup, conflict, challenge, climax, and resolution. Apart from being able to make your own character, the app comes preloaded with many others. Due to its complexity, it is best used with teenage learners.

Example task: to write a story about a meaningful event in your life.

Videolicious – A very popular app, suitable for private users, as well as for professionals. To create a video, you need to add a few photos or videos from your Camera Roll, then record your message while filming yourself and tap of the thumbnail to narrate over the photos. Additionally, you can add theme music and an optional logo.

Example task: to create a video about your pet.

iTILT2 Pilot Projects

During the first phase of the iTILT2 project (Preparation Stage - September 2014 to June 2015), two partner institutions conducted pilot projects to try out innovative pedagogical approaches that will be further explored in the main phase of the project. These projects allowed us to produce illustrative examples of TBLT with interactive technologies, which are briefly described below. In the final part of this section, we also provide some general tips and guidelines for introducing Tablets in the FL classroom.

Case Study 1: Making Friends through Technology

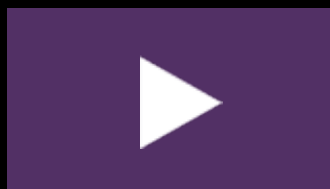


This section describes a video-communication project that was developed in spring 2015. In pursuit of ways to make language learning more learner-centered, authentic and task-based, two schools have worked together on the design of the tasks which allowed them to engage in a video-conversation using the Brigit Conferencing Software, which supports online collaboration. In the course of the iTILT project, apart from focusing on the integration of new interactive media, such as the tablet or the smartphone, the researchers still wanted to pursue the idea that IWB is a valuable addition to the foreign language classroom and explore new innovative ways of using it. The German learners (7 year olds) in the Kloesterleschule in Schwaebisch Gmuend and the French learners (8-9 year olds) in the Ecole Boissier in Antibes, though located in different countries, were able to share documents, annotate directly on their whiteboards and save the changes, while engaging in a video-communication. A webcam, microphones and speakers were connected to the classroom computer, allowing full functionality of the software. The teachers, with the help of the university researchers, designed and implemented two language learning tasks which

involved genuine exchange of information and use of English.

In the 'Introduction' session the learners had a pre-prepared file with photos, gender, age, as well as pictures showing likes and dislikes. Previously, both groups had worked with this vocabulary in class, either by playing paper-based games or IWB activities. This helped the students to prepare their own identity cards with their profile photographs and all the relative information, but they were also to ask the other students for the same information. Before each session, the German and the French teacher determined the sentence structures and chunks used during the sessions to avoid problems in understanding each other or getting confused. Therefore, in the videoconferencing lesson, one group took turns introducing themselves, the other took turns completing (drag-and-drop tool) identity cards for the first group, followed by a change of roles. One child from each remote classroom would come to the front and engage in a conversation, asking and giving information. The group that needed to complete the identity cards had to determine whether the person speaking is a boy or a girl, and then drag-and-drop a corresponding picture. The Bridgit Conferencing Software allows screen sharing, so the group that was introducing itself could monitor and check if the identity cards were being filled in correctly. Other questions were related to their age, favourite food and favourite animal. Again, the choice of vocabulary was limited to the words that both groups have used and practiced in class, but some students made attempts to improvise and say something that was not learnt in class. It is important to add that the IWB was just one of the stations, that is, while some students performed actions on the IWB and asked for information, the others were busy working on the paper-based worksheets that were identical to the one that was being shown on the screen. They also needed to listen carefully and fill in the worksheets.

Case Study 2: The iPad project - “Welcome to my School”



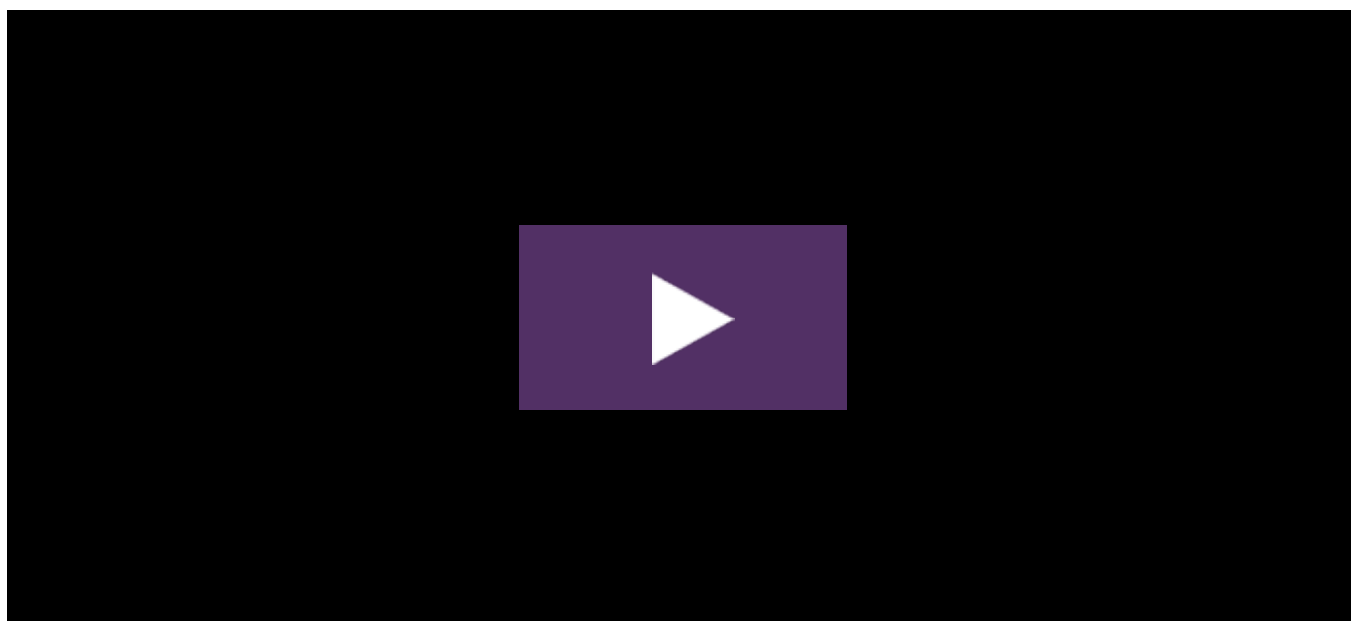
In spring 2015, the Grundschule Hardt in Schwaebisch Gmuend (Germany) participated in the first iPad project developed within the iTILT2 project. A group of 12 learners (aged 8-10) worked in pairs with 6 iPads. The children had previously worked intensively with personal computers and an IWB, therefore embracing a new type of technology posed no challenge. After an introductory session where they learnt about the iPad and some apps, the teacher explained that in order to know which tablet belongs to which pair of students, they should make a Keynote presentation about themselves and save it on their iPad. They were shown a model presentation with a picture, name, age, likes and dislikes, and favourite food. It was not a particularly difficult task language-wise and learners used very simple phrases, such as 'My name is Anton. I am 10 years old. I like football.' The focus of this task was twofold: to create a Keynote presentation that would 'label' their iPad, and to gain some practical experience on the device. In the model presentation, learners saw what information the teacher displayed, but had the freedom to choose what information they wanted to include. Some of the students needed support from the teacher to remember the vocabulary, but some opted for using emoticons (icons representing different emotions, animals, fruit, food, vehicles, and so on) instead of the words they did not know. Even though it bypassed the use of phrases in the foreign language, the teacher allowed this given that it was their first task on a new device. The Keynote presentations were then displayed on the IWB, by connecting the iPads to it. This set a rule: every time the learners make an outcome using tablets, they need to show it to the class. In the task-based language learning approach, there is a strong emphasis on the purpose of the outcome and the audience.

Later in the semester the learners were introduced to the iMovie app, which allows users to make short films, made up from written text, video and audio recordings, music and pictures. The learners were told that students from a neighbour university wanted to know more about their school. After discussing a few options, the teacher and learners came to the conclusion that the iMovie app would be the best tool to create interesting presentations about their school. The combination of a real audience and the opportunity to use a new technological tool boosted the pupils' interest in performing the task. After this introduction, they were shown a movie about the University of Education Schwaebisch Gmuend produced by university students. It showed different buildings, rooms, and researchers' office, the canteen, followed by a question 'Can you show us your school?' In a way, it was an invitation for the primary school learners to 'respond' to the university students, except the communication was not spoken, but via movies. In the pre-task phase, the teacher used the IWB to revise the school vocabulary, followed by a number of questions for authentic exchange of information, such as: 'Can you show me your window?' (a photograph of the school was displayed on the IWB), 'Does your school have a canteen?', 'What is this?' (pointing at the playground), and so on. The pupils were then put into pairs and asked to discuss the focus and final design of their movies. Accompanied by the teacher, they took the iPads outside and made pictures of school areas (playground, cafeteria, garden). They could

take as many pictures of the school premises as they liked, but none of any people. Back in the classroom, the teacher explained the main functions of the iMovie app and offered a few useful tips for recording audios and adding sound effects.

Given that the iPad microphones are very sensitive and pick up even the most subtle sounds, pairs of learners were distributed around the classroom to insure the best quality of the sound. The teacher offered technical and language support, but interestingly, they mostly resorted to peer support, especially for any language problems. Some learners needed more time for the picture taking, others had difficulties coping with the app, while some expanded their iMovie and presented their classroom as well. Moreover, stronger learners also produced spontaneous speech that was not trained or instructed by the teacher. One learner said: 'And this is my school. My door, my window, and don't forget the safety plan!' (zooming in on an emergency evacuation plan). In the post-task phase of the task, the iMovies were played on the IWB for the entire class, joined by the head of the school. Later the same movies were shown to the university students.

Case Study 3: Ipad Project - Let's Make our Monsters Talk



This section reports on an iPad project carried out in the Thomas Heuss Grundschule in Heidelberg, Germany in 2015. The class consisted of 24 students, aged 7-8. In order to perform the task of making their monsters talk, the students needed to complete a series of other activities, such as: draw a monster, use the Camera app to take pictures of it, create a short dialogue describing the characteristics of the monster and record it in the Puppet Pals app, then display the final version of the animated scenes on the IWB. In this way, there was a clear goal/purpose of the task: to share information about the physical appearance of their

monsters. The activity contains an information gap. The learners did not only practice saying words and phrases in a foreign language, but share information in a contextualized manner.

In the pre-task phase, the teacher did not determine what language needs to be learnt, but offered a rich input from which the learners could choose, according to their needs. At this stage, the teacher played a series of games with the learners, helping them recall their previous knowledge related to numbers, colours and body parts (Heads Down, Simon Says, What's Missing, and so on). In this way, the vocabulary was put into context and made more relevant and personalised for the learners, which is one of the main characteristics of the TBLT approach. The teacher then introduced the main task: to draw a monster and then make it talk. By connecting an iPad to the IWB, the teacher was able to display a model of the final outcome for the learners to follow, while explaining the main functions of the Camera and Puppet Pals app.

The following activity asked for paired work, therefore 12 pairs of learners were formed. The teacher distributed dice as well as body parts and colours flashcards, and . In this pair work activity, the learners gave each other instructions for drawing their monsters. A learner threw the dice, identifying the number of that specific body part (for example, three legs), and then threw the dice again to determine the colour (for example, three blue legs). Each body part/colour corresponded to a previously determined number (1 - head/blue, for example). After throwing the dice, the pupil had to describe the features out loud so that his/her partner can draw his/her monster accordingly. This way, the learners could rehearse utterances that would be part of the dialogue recorded with the Puppet Pal app. The teacher monitored these actions, recasting their speech and offered support ('My monster has got three green eyes', 'My monster has got 5 purple arms', and so on). Involved in collaborative learning, the learners negotiated meaning with their pair and used language creatively. They could identify their own communicative needs by noticing in which situation their knowledge of L2 was insufficient or inappropriate to complete the task, and ask for teacher's support.

When finished, a photo was taken of the drawn monster and added to the Puppet Pals app. The images of the monsters were then placed on a chosen background and the pupils recorded their dialogues. Since the learners needed to look at the drawings of their monsters and speak, many mistakes were made, followed by numerous attempts in order to create a good dialogue. The communication was authentic and spontaneous. The Puppet Pal app allows the users to create animated scene, record narration, replay it and make additional attempts. The learners interacted socially while carrying out the task, they were involved in collaborative learning in order to produce an authentic dialogue. The teacher was available for any questions regarding either the language or the technical problems that the learners

might experience. Unlike other language learning approaches, TBLT approach is focused on the completion of a language task, which allows the learners to dictate what language they want/need to use in order to perform the task. Moreover, there is a strong focus on communication throughout the three stages, especially spontaneous oral production in a foreign language.

Professional Development Activities

Questions for reflection

1. To what extent do these projects adhere to the principles of task based language teaching?
2. Is computer technology being used to enhance language learning? If so, how?
3. Could the same pedagogical goals be achieved without the use of computer technology? If so, how?
4. What do you think are the main challenges faced by teachers and learners when implementing such projects? How can these challenges be overcome?

Hands-on activities

5. Brainstorm some ideas for a videoconferencing project between one of your classes and a same-level group in another country. Think of possible topics and tasks.
6. Look for partners: Visit the following websites to explore opportunities for developing your own telecollaborative exchanges.

Primary and secondary schools:

<http://www.epals.com/>

<http://www.etwinning.net/>

University:

<http://www.uni-collaboration.eu/>

<http://www.speakapps.eu/>

7. In the Ipad project, the iMovie app was used to produce language output in authentic and exciting ways. Explore the potential of this app by creating a few presentations and do some research on other apps that could be used for the same purpose.

Introducing iPads to a primary EFL classroom

In the following we outline some tips for the introduction of tablets.

Introducing Tablets: Dos and Don'ts

Given that in today's society many learners have already had some experience with tablets, teachers are sometimes in a difficult position when introducing these gadgets to the classroom. On the one hand, most learners are enthusiastic about using tablets and teachers do not need to worry about active participation. On the other hand, this could also be the source of a problem. Without proper introduction by the teachers, the learners will continue to perceive these devices as more or less toys, and will not understand what potential tablets have for educational purposes.

- Teachers should get to know the main functions for any app intended to be used in the classroom. This knowledge can be acquired by either going directly to the websites specializing in tablet use, or by searching for tutorials and blogs made by people with more experience with this technology. There are many tutorials available on Youtube, for instance.
- Before bringing the tablets into the classroom, teachers should prepare the students by telling them that tablets are not toys and their use in classroom is intended for educational purposes.
- A short explanation is of course required in order for the students to learn how to open and close apps, take pictures, access the keyboard or settings. Given that the foreign language competence of learners is not at a high level, the teacher can always opt for using the mother tongue at the beginning.
- It is advisable to establish a cue (such as a specific word or a sound) which would signal to the students that they need to switch off the tablets and place them on the desks. Since the students will work individually or in pairs, and the displays of their tablets will not constantly be monitored by the teacher, this signal should be used when the teacher wants to attract attention of the students.
- At no times should the tablets be left on the floor, or at the edge of a desk, or used with dirty or wet hands.
- After distributing the tablets among the students, teachers should give them a simple task, such as typing out some text or taking pictures using the Camera app (with Ipad). It is always good to show the learners a model of some sort; teachers are advised to have pre-prepared photos and text files that they could easily

access.

- In the project described above, the learners were asked to take pictures of themselves (12 learners, 6 iPads) and write a simple text to introduce themselves ('My name is Julian', 'I am 9 years old.' etc.). The written text and the pictures were then used for a task of producing presentation about themselves using the Keynote app. Again, teachers should take time to introduce and demonstrate how the app works, and have a pre-prepared model that the students could refer back to.

7. Further Information

Links

Interactive Whiteboards

www.itilt.eu – The European project iTILT explores ways to integrate the interactive whiteboard into communicative language teaching, offering research-based resources (in the library) in several languages including tips for language teachers, training materials, and examples of activities for learners of different levels and ages.

www.prometheanplanet.com - Interactive Whiteboard community for training support and to share resources from Promethean

www.exchange.smarttech.com - Interactive Whiteboard community for training support and to share resources from SMART Technologies

www.mimioconnect.com - IWB community for Mimio users

www.teachersfirst.com/whiteboard.cfm - collection of resources and websites

www.echalk.co.uk -teaching resources

www.iwb.org.uk - copyright free resources and materials

Other interactive Technologies

<http://creative.eun.org/home> - EU schoolnet project on iPads

<http://www.europeanschoolnetacademy.eu/web/tablets-in-schools> - Resource page of the school net project

<http://cft.vanderbilt.edu/guides-sub-pages/clickers/> - informative site on “learner response systems” (clickers)

<http://www.ipadenglish.net/> - Ideas and resources for using the iPad to teach or learn English

www.theconsultants-e.com - The Consultants – ideas and resources for working with tablets

www.slideshare.net/NikPeachey/ - Nik Peachey’s presentation on Slideshare: Exploiting Mobile for Learning

<http://nikpeachey.blogspot.co.uk/> - Nik Peachey’s Learning Technology blog

www.teachertrainingvideos.com/ - Russell Stannard’s teacher training videos on a wide range of digital and social media tools

<https://elt.oup.com/feature/global/mlearning/?cc=gb&sellLanguage=en> - Oxford University Press m-learning website and blog

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