

Chapter 10

LingoBee Mobile App: Connecting to Language Learners through Technology

Emma Procter-Legg

Bellerbys College, UK

Sobah Abbas Petersen

SINTEF Technology and Society, Norway

Annamaria Cacchione

Università degli Studi del Molise, Italy

ABSTRACT

This chapter describes case studies conducted in five European countries, where language learners were invited to use “LingoBee,” a mobile app, as a means of supporting their language learning. Assuming that today’s language learners are mobile savvy and “Digital Natives” and that they should be able to engage in language learning autonomously using technology, initial studies were conducted with little or no intervention by the language teachers. However, the support and guidance provided within a teacher-led context can impact positively on learner engagement. The case studies confirm this hypothesis. This chapter addresses the research question: Does the level of the support and guidance and pedagogical approach impact on learners’ engagement and the synergy between formal and informal learning? Based on the experiences from the five case studies, recommendations are provided for teachers and designers of educational technologies.

INTRODUCTION

Educational technologies provide new opportunities for learning, challenging the need for innovative ways to gain advantage of their affordances. Researchers and educators are challenged to think about learning in formal and non-formal arenas (Schwier, 2010). There are several distinctions between formal and informal learning, discussed in

detail in (Colley, Hodkinson, & Malcolm, 2002). Eraut raised awareness of the distinction between the two, where he presented the features of formal learning (i.e., a prescribed learning framework, the presence of a teacher, qualification and credit) and classified everything else as non-formal learning (Eraut, 2000). Formal Learning is organized and has learning objectives, while informal learning is never organized and is often unintentional; it is

DOI: 10.4018/978-1-4666-4655-1.ch010

referred to as an experience and its value has often been under-estimated. Non-formal learning has also been recognised as an intermediate between the formal and informal learning, and this has been of interest to researchers and policy makers, as the European Union (EU) (European Commission, 2013) and the OECD (OECD, 2010). The EU considers non-formal learning as structured and intentional from the learner's perspective; however, it does not lead to certification (European Commission, 2013). Thus, non-formal learning can be organized and can have learning objectives.

There has been work in using Learning Management Systems (LMS) or Virtual Learning Environments (VLE) to provide learning resources to students, and efforts have been made to make these environments into more personal learning environments. While these types of technologies provide access to relevant learning material, they are designed to support a management perspective both for the teachers and the students. They do not provide the necessary support for the learning processes for a learner anytime, anywhere as mobile technologies do.

Several educational technologies can support learning although these are not designed as a teaching tool. Similar to eLearning, mobile learning is also undergoing an evolution "from a position of where 'delivery' of learning was paramount, to current thinking which encompasses a learner-generated content perspective" (Kukulska-Hulme, 2009). Mobile learning emphasizes the active involvement of the learner where formal learning is complemented by informal learning. This is well in line with the constructivist thinking, in particular, with social constructivism (Vygotsy, 1978). In fact, social constructivism focuses on the social context that shapes the construction of knowledge, which is important in language learning. Learning languages is strongly influenced by situations (Ogata & Yoneo, 2004), and language and culture are inextricably linked (Tang, 1999).

This fits well within the concept of situated learning proposed by Lave and Wenger (1991).

Language learners and teachers should take advantage of the affordances of mobile language learning apps. To gain leverage from such educational technologies, teachers and researchers are challenged with the ideas of technology-enhanced, non-formal learning for the benefit of formal learning.

This chapter will describe five case studies conducted in five European countries involving pre-university international students, Erasmus and Grundtvig (European Commission, 2013a; 2013b) programme language learners who were invited to use "LingoBee," a mobile app, as a means of supporting their language learning. Assuming that today's students are mobile savvy and "Digital Natives," the generation that has grown up in the digital age surrounded by computers and other technologies such as mobile phones and playing computer games (Prensky, 2001); and that they should be able to engage in language learning autonomously using technology, initial studies were conducted with little or no intervention by the language teachers. However, the support and guidance provided within a teacher-led context can impact positively on learners' engagement and use of LingoBee.

This chapter addresses the research question: does the level of the support and guidance, pedagogical approach and prior learning impact on learners' engagement and the synergy between formal and informal learning? In the following, we try to answer this research question on the basis of a number of studies that we have conducted using a mobile app for situated and collaborative language learning called LingoBee. It aims to help learners in linguistic and cultural diversity and to support a community of detached language learners. It is designed to capture language elements in learners' everyday lives (Pemberton, Winter, & Fallahkair, 2010) and is based on the ideas of crowd-sourcing and social networks. LingoBee was developed

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/lingobee-mobile-app/83427

Related Content

ePortfolio as a Tool to Support Competency Development in Hybrid Learning

Satu-Maarit Frangou and Pigga Keskitalo (2021). *International Journal of Adult Education and Technology* (pp. 15-33).

www.irma-international.org/article/eportfolio-as-a-tool-to-support-competency-development-in-hybrid-learning/282528

Facilitating Learning with Adult Students in the Transcultural Classroom

Gerald E. Thomas (2014). *Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications* (pp. 1127-1149).

www.irma-international.org/chapter/facilitating-learning-with-adult-students-in-the-transcultural-classroom/105301

Meeting the Needs of Exceptional Students: The Importance of Technology in Teaching and Implementing Universal Design for Learning Principles

Timothy J. Frey and E. Ann Knackendoffel (2012). *Developing Technology-Rich Teacher Education Programs: Key Issues* (pp. 28-44).

www.irma-international.org/chapter/meeting-needs-exceptional-students/61915

Implications of Higher Education on Earnings: An Empirical Analysis of Skills and Competence

Belle Selene Xia and Elia Liitiäinen (2016). *International Journal of Adult Vocational Education and Technology* (pp. 50-64).

www.irma-international.org/article/implications-of-higher-education-on-earnings/153940

A Study of Workforce Training Challenges Faced by a US Community College and a Comparable Chinese Institution

Harry Hou and Diane E. Oliver (2012). *International Journal of Adult Vocational Education and Technology* (pp. 13-28).

www.irma-international.org/article/study-workforce-training-challenges-faced/62980