

Formal Language Teaching versus Informal Language Learning Supported by Mobile Devices

Barbara Gramegna
Ca'Foscari University (Italy)
gramegnabar@gmail.com

Abstract

In our everyday practice as language teachers, we have often thought about the great gap between our in-classroom action (formal teaching) and our students' out-of-classroom linguistic attitudes, such as at home, with friends etc. (informal/non-formal learning). How many of their meaningful cognitive experiences really find a real correspondence in school life, either in style or in aim?

Nevertheless in the last decade, arising economic problems and uncertainties have caused increasing migration and the linguistic consequence is a need of new ways to support informal and non-formal language learning, that offer practical solutions for the improvement of linguistic diversity, where more formal learning is unable or less capable of doing.

This incoherence between method, means and aims (we think of the enlarged use of m-technology) leads to loss of motivation or/and lack of scholastic success, which often renders our work less effective.

Herewith I present a piece of research referring to what formal teaching and informal /non-formal learning mean and to the differences between the two, and then hypothesize as to how mobile-technology nowadays represents the most used informal unconscious language learning tool.

In order to fill the gap between out-of-classroom and in-classroom language learning activities, it is necessary that we change our point of view and bring mobile devices into the classroom, producing tasks that integrate and validate certain kinds of unconscious natural language learning activities actually supported by mobile-technology.

1. Introduction

I shall begin with an explanation of meanings, that are usually familiar, but which are also often confused, like: formal teaching and informal learning, their characteristics and their environments.

Then I would like to speak briefly about a possible meeting point between them: the use of Mobile Technologies and the focus on metacognition, and at the end I shall illustrate the advantages of implementing mobile devices instead of other technologies in formal language teaching activity, imagining possible scenarios for student tailored tasks.

This paper is aimed at teachers and researchers interested in understanding how formal teaching practice can be integrated with informal learning through the creative use of multimedia.

The use of students' own devices in the classroom and at home can be seen as an enrichment and simply as another way to learn, although apparently, unconscious and unstructured.

Teachers have to rethink their own teaching practice and develop new pedagogical scenarios and strategies, not only in order to renew their professional activity but also to give informal learning a chance to be recognized.

2. Formal teaching

What does formal teaching mean?

Formal, from 'form', means that the teaching action happens inside a structure, usually school.

A fixed place/places with a fixed timetable following fixed goals with various but not unlimited methods, supported by some but not unlimited means, and foreseeing evaluations and examinations.

That is to say this kind of action is structured, organized, intentional and is supposed to have as feedback a formal learning process, that is also conscious and intentional.

The problem is that learning processes happen not only if and when teachers want them.

Advantages of formal teaching are that teachers' professionalism, planning of actions, fixed goals and accreditations lead often to results.

Disadvantages are that students' learning times are not always the same as the requested times, that school activities are often meaningless for students and too far from students' real life.

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The Handbook of Informal Language Learning Mark Dressman, Randall William Sadler, 2020-02-03 Provides a comprehensive and unique examination of global language learning outside of the formal school setting Authored by a prominent team of international experts in their respective fields The Handbook of Informal Language Learning is a one of a kind reference work and it is a timely and valuable resource for anyone looking to explore informal language learning outside of a formal education environment It features a comprehensive collection of cutting edge research areas exploring the cultural and historical cases of informal language learning along with the growing area of digital language learning and the future of this relevant field in national development and language education The Handbook of Informal Language Learning examines informal language learning from both theoretical and practical perspectives Structured across six sections chapters cover areas of motivation linguistics cognition and multimodality digital learning including virtual contexts gaming fanfiction vlogging mobile devices and nonformal programs and media and live contact including learning through environmental print tourism study abroad The book also provides studies of informal learning in four national contexts examines the integration of informal and formal classroom learning and discusses the future of language learning from different perspectives Edited by respected researchers of computer mediated communication and second language learning and teacher education Features contributions by leading international scholars reaching out to a global audience Presents an exciting and progressive selection of chapters in a rapidly expanding field of research and teaching Provides a state of the art collection of the theories as well as the historical cultural and international cases relating to informal language learning and its future in a digital age Covers 30 key topics that represent pioneering findings and new research The Handbook of Informal Language Learning is an essential resource for researchers students and professionals in the fields of language acquisition English as a second language and foreign language education [The Routledge Handbook of Language Learning and Teaching Beyond the Classroom](#) Hayo Reinders, Chun Lai, Pia Sundqvist, 2022-05-30 Informal language learning beyond the classroom plays an important and growing role in language learning and teaching This Handbook brings together the existing body of research and unites the various disciplines that have explored this area in order to present the current state of knowledge in one accessible resource Much of adult learning takes place outside of formal education and for language learning it is likely that out of class experiences play an equally important role It is therefore surprising that the role of informal language learning has received little attention over the years with the vast majority of research instead focusing on the classroom Researchers from a range of backgrounds however have started to realise the important contribution of informal language learning both in its own right and in its relationship with classroom learning Studies in the areas of learner autonomy learning strategies study abroad language support learners voices computer mediated communication mobile assisted language learning digital gaming and many others all add to our understanding of the complex and intersecting ways in which learners construct their

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Michael Byram, 2004 This handbook deals with all aspects of contemporary language teaching and its history Produced for language teaching professionals it is also useful as a reference work for academic studies at postgraduate level *Language Learning vs. Acquisition Based Theory. Special Regards to the Age Factor* Sylwia Ekmann, 2018-01-26 Seminar paper from the year 2017 in the subject Didactics Common Didactics Educational Objectives Methods grade 1 7 Christian Albrechts University of Kiel course Teaching Grammar Approaches Methods Examples language English abstract This term paper deals with the following questions What is the nature of language or grammar in a bi or multilingual person s mind and how do different systems of language knowledge coexist and interact How is more than one grammatical system acquired either simultaneously or sequential In what respect does bi or multilingual acquisition differ from monolingual acquisition How is the knowledge of two or more languages used by the same speaker in bilingual interaction SLA In order to get a better understanding of SLA one firstly and inevitably has to answer the question what language acquisition entails and how exactly it relates to the effect of age Therefore Linguistic theories will be made use of to help drawing lines between acquisition and learning as well as L1 and L2 acquisition One of the main aims of this paper is to explain Ziegler s acquisition based approach to teaching grammar and explore its possibilities Keeping in mind that instructed SLA or better assisted takes place in a certain environment the role of the foreign language classroom will be discussed and evaluated **Digital Technology and Language Teaching** Aby John, 2026-02-19 In today s digital age language teaching is undergoing a profound transformation The convergence of technology and language learning has unlocked unprecedented opportunities for innovation and growth Digital platforms multimedia resources and interactive tools are redefining the way languages are taught and learned This book explores the frontiers of digital technology in language teaching shedding light on its potential to enhance language acquisition boost learner engagement and foster global communication From theoretical foundations to practical applications this comprehensive volume provides a nuanced understanding of the complex relationships between technology language and learning By examining the benefits and challenges of digital language learning this book aims to inform educators researchers and policymakers about the effective integration of technology in language teaching With its cutting edge insights and expert contributions this book is an indispensable resource for anyone seeking to harness the power of digital technology to transform language learning This volume will be of significant interest to educators researchers and policymakers due to its comprehensive exploration of the intersection of digital technology and language teaching It will also serve as a valuable resource for language learners seeking to understand the role of technology in language acquisition *The Handbook of Informal Language Learning* Mark Dressman, Randall William Sadler, 2024-11-25 Provides a comprehensive and unique examination of global language learning outside of the formal school setting Authored by a prominent team of international experts in their respective fields The Handbook of Informal Language Learning is a one of a kind reference work and it is a timely and valuable resource for anyone looking to explore informal language learning

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The Atlantic Monthly ,1898 **The California Curriculum Study** William Chandler Bagley,George Cleveland Kyte,1926 **"Code of Massachusetts regulations, 2004"** ,2004 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by

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