

Mobile ELT: East and South of the Red Sea

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Abstract

An exploration of the educational value behind mobile, or cellular, phone utilization in English Language Teaching (ELT), and the Second Language Acquisition (SLA) theory behind effective instructional use of such technology is presented. A number of hindrances associated with learning using these devices are uncovered, as are methods of engaging students at the pedagogical level. This establishes a grounded means of employing mobiles as a language learning platform, and results in support for the foundation of a multi-regional synopsis of mobile phone use in ELT. Several pedagogically significant points regarding the employment of mobile devices with learners across eastern Asia, India, the Middle East, and Africa then emerge in analysis. In particular, the considerations necessary for effective future implementation of mobile learning technologies in Afro-Asian contexts. What ultimately arises is the notion that although the concept of m-learning is still largely embryonic it is becoming increasingly embraced, as mobiles are viewed as an enabling technology that can deliver essential learning opportunities. The article closes by outlining several significant areas of pertinence to next-step research.

Keywords: digital pedagogy, ELT, m-learning, mobile phones, SLA