Formal Language Teaching versus Informal Language Learning Supported by Mobile Devices

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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 forseeing 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' professionality, 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.

Formal Language Teaching Versus Informal Language Learning

AW Rasmussen

Formal Language Teaching Versus Informal Language Learning:

The book delves into Formal Language Teaching Versus Informal Language Learning. Formal Language Teaching Versus Informal Language Learning is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Formal Language Teaching Versus Informal Language Learning, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:

   - Chapter 1: Introduction to Formal Language Teaching Versus Informal Language Learning
   - Chapter 2: Essential Elements of Formal Language Teaching Versus Informal Language Learning
   - Chapter 3: Formal Language Teaching Versus Informal Language Learning in Everyday Life
   - Chapter 4: Formal Language Teaching Versus Informal Language Learning in Specific Contexts
   - Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of Formal Language Teaching Versus Informal Language Learning. The first chapter will explore what Formal Language Teaching Versus Informal Language Learning is, why Formal Language Teaching Versus Informal Language Learning is vital, and how to effectively learn about Formal Language Teaching Versus Informal Language Learning.

3. In chapter 2, the author will delve into the foundational concepts of Formal Language Teaching Versus Informal Language Learning. The second chapter will elucidate the essential principles that need to be understood to grasp Formal Language Teaching Versus Informal Language Learning in its entirety.

4. In chapter 3, the author will examine the practical applications of Formal Language Teaching Versus Informal Language Learning in daily life. This chapter will showcase real-world examples of how Formal Language Teaching Versus Informal Language Learning can be effectively utilized in everyday scenarios.

5. In chapter 4, this book will scrutinize the relevance of Formal Language Teaching Versus Informal Language Learning in specific contexts. The fourth chapter will explore how Formal Language Teaching Versus Informal Language Learning is applied in specialized fields, such as education, business, and technology.

6. In chapter 5, the author will draw a conclusion about Formal Language Teaching Versus Informal Language Learning. The final chapter will summarize the key points that have been discussed throughout the book.
   The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Formal Language Teaching Versus Informal Language Learning.

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