**Title: Using iphone as my *"Personal Mobile Language Learning Environment"*:
an exploration and classification of language learning possibilities.**

One of the major challenges for both foreign and second language learning is thinking about how technology can mediate or create connections between the teaching's
formal and more informal learning environments Today, MALL (Mobile Assisted Language Learning) is moving into the field of multimedia and more social constructivist activities combined with the new developments of the internet (Mobile internet and Web 2.0). Mobile gaming, Web 2.0 and Mobile internet enable learners to tie language acquisition and use to a location that is relevant for their particular proficiency.

The learner acquires the linguistic phenomena which his or her prior
knowledge, experience and motivation permits (Schmidt 1990). This implies that we must set the learner free
from the traditional classroom where the teacher-guided language input is often minimal. The learner needs to
seek out input in authentic texts and conversations. Input can be found in large amounts outside formal
education. In language education with a high degree of learner autonomy, the classroom serves as an
environment for more formal and systematic reflections over and analysis of informal, self-experienced input.

In the 1990s, a social dimension was added through the Cognitive Language Acquisition Theory. Today, the
Socio-Cognitive language acquisition theory is central to the explanation on how learning takes place (Atkinson
2007).). Research has documented how cognitive processes are integrated with, and reinforced by social and
collaborative processes. Linguistic awareness is reinforced by the communication the learner is included.

Today, a communicative view of language, a sociocognitive approach to linguistic awareness, learner
autonomy and authentic problem solving are central to foreign and second language education. These concepts
are integrated in the establishment of connections between the formal learning environment of teaching and the
informal learning environment of everyday life. In the practice of teaching and learning a foreign or second
language, these connections are made through simulations.

It is no longer a question of *whether* to take advantage of these electronic technologies in foreign language instruction, but of *how* to harness them and guide our students in their use

Increasing contact with the target language, then, appears to be one of the most critical factors for successful second language learning

But what about those students who are unable or unwilling to take advantage of study abroad opportunities? Here is where technology can be of some help. Most second language acquisition (SLA) theorists would agree--in some basic formulation of the issues--that formal L2 instruction is often unsuccessful because learners receive impoverished or insufficient input in the target language (Cummins 1998:19). Technology, if used wisely, can play a major role in enhancing all L2 learners' contact with the target language, regardless of their study abroad experiences

Swaffar (1998"Networked exchanges seem to help all individuals in language classes engage more frequently, with greater confidence, and with greater enthusiasm in the communicative process than is characteristic for similar students in oral classrooms."

New Technology Platforms for Learning

Effective technology tools, strategies, and resources assist foreign language instruction by fueling the students' natural motivation to speak another language and get inside another culture [Paulsen 2000]. Authentic, meaningful, interactive, student-centered, Web-based learning activities can improve student performance in much the same manner as learning the language and culture while studying abroad.

a useful summary of the requisite conditions for successful language learning is provided by Egbert *et al* (1999), who drew on similarities in SLA research to come up with eight key factors:

1. Learners have opportunities to interact and to negotiate meaning.
2. Learners interact in the target language with an authentic audience.
3. Learners are involved in authentic tasks.
4. Learners are exposed to and encouraged to produce varied and creative language.
5. Learners have sufficient time and feedback.
6. Learners are guided to attend mindfully to the learning process.
7. Learners work in an atmosphere with an ideal stress/anxiety level.
8. Learner autonomy is supported.

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Web 2.0 technologies can enhance language learning by facilitating many of the key characteristics outlined above: intput/output, social interaction, authenticity, exposure, feedback, and learner autonomy

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Language learners have two communities of learning: the learning community in the classroom, and the target language community (Alm 2006). In many cases, communication occurs within the classroom, and is teacher-centred (especially if classes are conducted in a country in which the target language is not spoken). I hope

to show how Web 2.0 applications can open up the classroom walls, and provide a broader range of opportunities for authentic and varied language interaction.

Language is all about communication, and there is nothing more motivating than being able to use one's newly acquired language skills in an authentic environment.

Looking at the iPhone downloads app store there were more apps available, and it was easier to navigate through them. Under travel or education you could find nine main brands from 0.79 – 7.99 euros. Two broad categories – phrases for immediate use when travelling or flashcard style functions for longer term learning, in a range of languages. Brands included iLingo, Babelingo, Lingolook, Lingou, Lonely Planet, Talking Phrasebook (Coolgorilla), AccelaStudy (Renkara Media Group) and Mywords pod101.com.*

Tools to build a bit more vocabulary:
Learnitlists.com (I declare an interest as this is my startup) provides a widget that can be placed on iPhone, any web page, Facebook & your desktop (xp). Currently covering 24 languages, you are given 10 new words every day, from 1500 common words. Functions include learn (with test), listen, speak, write (with translate tool) & share. Most of the functionality is availabe free of charge (ad supported) . You can subscribe to hear sound from a speaking avatar, or listen to other learners for free. There is no work in setting up the service as the 10 daily words are generated for you

iPhone Travel downloads:

• Beijing games mini phrase book - (100 phrases with sound) being the cheapest at .79 euros.

• iLingo (by Talking Panda) French/Mandarin, German, Spanish, Cantonese, Italian, Mandarin, Portuguese, Russian, French, Japanese, Korean 7.99 euros. 400 words & phrases with sound.

• Babelingo (Alta Vida) 4.99 euros, 300 phrases, 7 languages. No sound.

• Lingolook Italy, Japan, China, France 3.99 euros, flashcards and phrases.

• Lingou (Edovia) English, German, Spanish & Italian audio, with 13 other languages. 2.39 euros.

• Lonely Planet Phrasebook - Cantonese, Czech, French, German, Italian, Japanese, Mandarin, Spanish, Thai, Vietnamese. 7,99 euros. 600 phrases. With audio (version 2 better quality audio)

• Talking Phrasebook (Coolgorilla) 'too busy to learn a new language? Download the lastminute.com talking phrasebook and let your iPhone or iPod touch do the talking'. Great idea, but the app didn't seem to be finished before it went life - with no info or pics available in the directory.

Iphone Education downloads.

AccelaStudy (Renkara Media Group) 11.99. 1200 words in 41 subject areas in the format of flipcards. Dutch, Japanese, Polish, Russian, Turkish, Portuguese, German, French, Italian and Spanish available. Mywords pod101.com (Innovative Language Learning LLC) 7.99 euros Japanese, German, Arabic, French, Italian, Korean, Spanish, Russian. Released on the 12th August this year, the application advocates learning 10 words a day – and so do I.