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EDITORIAL

Le numéro 29, en son volume 2, de la revue de la Faculté des Sciences et Technologies de l'Éducation et de la Formation de l'Université Cheikh Anta Diop de Dakar (Sénégal) : *Liens, nouvelle série*, met une fois de plus à la disposition des chercheurs et autres lecteurs une panoplie d'articles touchant aux sciences de l'éducation et à d'autres disciplines.

En guise de préambule, Boubacar Siguiné Sy évoque, dans son étude, l'un des derniers penseurs de système, Leibniz, qui rêva d'une encyclopédie des sciences. Mais, ce projet passe d'abord par l'établissement d'une science générale dont la première étape reste la caractéristique universelle, un langage univoque calqué sur le modèle du calcul et de la logique.

Souleye Lô analyse quel effet la formation a sur l'efficacité de la stratégie de service à base communautaire (SBC). Cette recherche, assujettie à l'exploration scientifique, est réalisée dans un contexte difficile avec la situation qu'a connue la Casamance de la période qui va de 1980 à 2007. Toujours dans le domaine de la formation, Amadou Yoro Niang, étudie la pertinence et la validité des tâches complexes qui sont proposées à l'évaluation des élèves-maîtres. Il cible ceux du Centre Régional de Formation des Personnels de l'Éducation (CRFPE) de Dakar, session 2018. Quant à Bérédougou Koné, Denis Dougnon et Sory Doumbia, ils ont le projet d'identifier les perceptions, que les enseignants en Sciences de la Vie et de la Terre (SVT) des lycées du Mali, ont de la pédagogie par situation-problème. Et les résultats de leur étude démontrent que ces enseignants ont des difficultés à mettre en place des situations d'enseignement-apprentissage efficaces ; d'où un besoin de formation permanent pour améliorer les pratiques de classe.

Esther Somé-Guiébré nous emmène au Burkina Faso avec son article qui explore le rôle du modèle des PPP (presentation-practice-production) dans l'acquisition de l'Anglais comme langue étrangère. L'objectif de cette étude est de voir si cette méthode, souvent rattachée à celles traditionnelles essentiellement basées sur la grammaire, est une opportunité d'acquisition de l'Anglais ou une entrave. Nous restons dans le domaine de l'enseignement des langues, mais cette fois nous nous intéressons à l'espagnol avec cette étude d'Ibra Mboup et de Sulynet Torres Santiago, qui réfléchissent sur les méthodes d'enseignement-apprentissage de la littérature au Sénégal. Ils plaident

pour la mise en place d'un cadre opérationnel et conceptuel adéquat. Pape Meissa Coulibaly exhorte à un usage des téléphones intelligents ou smartphones pour l'enseignement et l'apprentissage de l'Anglais. Cet article dessine les contours de cette innovation pédagogique et bat en brèche les idées selon lesquelles les smartphones constituent des objets de distraction et, parfois même de tricherie, dans l'univers scolaire et universitaire. Moussa Thiaw, quant à lui, évoque dans son article la didactique du texte. Il revient sur les stratégies d'enseignement qui permettent de faire le travail de décodage nécessaire pour comprendre le message délivré par le texte. En effet, rappelons –que le texte est « un tissu d'éléments linguistiques qui forment un ensemble construit, composé et uni ».

Mamadou Thiarié nous fait changer de cap avec l'enseignement de la géographie. Il s'intéresse au nouveau programme de géographie mis en place au moyen et secondaire général au Sénégal depuis 2006. Thiarié se propose, dans son article, d'identifier et d'analyser les approches et les démarches que les enseignants utilisent pour construire le savoir géographique. Amadou Mamadou Camara et Amadou Tidiane Bâ lui emboîtent le pas en réfléchissant sur les finalités de l'enseignement de la géographie au Sénégal, notamment au collège. Ils exhortent, surtout par cet article, les professeurs de collège à mettre l'accent sur les finalités intellectuelles et scientifiques par l'enseignement de contenus appropriés. Il s'agit de construire des citoyens sénégalais ouverts vers le monde, mais enracinés dans leur culture.

Désiré Poussoghon, Richard Nanema et Mamadou Sanogo reviennent sur l'usage des TIC en pédagogie dans l'enseignement au Burkina Faso. Cette étude montre comment l'usage pédagogique des TIC constitue une puissante source de motivation pour les enseignants et les élèves, qui voient respectivement leur rôle se transformer dans la situation d'enseignement-apprentissage. Toujours dans le cadre de l'apport des nouvelles technologies dans l'enseignement, Salimata Séné réfléchit sur la place des TICE dans l'évolution des théories et modèles d'apprentissage. Son article a pour objectif principal d'étudier l'évolution des théories et modèles d'apprentissage compte tenu du contexte actuel de développement des TICE.

Mathias Kei nous ramène en Côte d'Ivoire avec la représentation de l'avenir chez les jeunes ivoiriens : cas des étudiants de master 2. Cet article a pour but de déterminer l'image qui se dégage dans le mental des étudiants quand ils pensent à leur « AVENIR ». Abdaramane Sow

se propose d'estimer les fonctions de production éducationnelle du Sénégal à partir des données du PASEC 2014 au niveau primaire en début et en fin de scolarité. Les résultats obtenus indiquent que l'utilisation répandue de la forme linéaire n'est pas appropriée, du moins en ce qui concerne les données sénégalaises.

En ce qui concerne l'article de Bouré Diouf, il traite d'œuvres d'auteurs classiques, en l'occurrence Homère et Euripide. Dans son étude, Bouré Diouf montre comment Euripide reprend le Polyphème homérique en l'humanisant. Il lui conserve ses traits antiques, mais le présente comme un être social. Cheikh Amadou Kabir Mbaye revient sur un classique de la littérature africaine d'expression française, *Une si longue lettre* de Mariama Bâ. Ce roman lui donne l'opportunité de réfléchir sur la question de l'identité dans une société sénégalaise en pleines mutations. Cet article d'Alioune Sow met en parallèle deux auteurs, appartenant à des univers sociaux différents : Claudel et Cheikh Aliou Ndao. Il a l'objectif de montrer comment les dramaturges associent la dimension historique à celle mythique en les réadaptant en fait littéraire. *La nuit de Noël* 1914 (1915) de Claudel et *L'exil d'Alboury* (1967) ont servi de corpus. Quant à Célestine Dibor Sarr, elle réfléchit sur le récit d'enfance à travers *Enfance* (1983) de Nathalie Sarraute. En effet, cette dernière a ouvert les voies d'une écriture nouvelle axée sur le récit d'enfance qui au-delà du bouclier mémoriel et sensoriel fait accéder à un monde authentique. Cette innovation, témoignant d'une volonté de rompre avec l'autobiographie classique, inaugure une ère nouvelle. Ahmadou Bamba Ka réfléchit sur l'utilisation du cadre spatial chez Albert Camus. Cet auteur, par le génie de la transfiguration littéraire, arrive à plonger le lecteur dans un espace imaginaire globalisant, voire universel, et ce faisant il rend compte de la condition humaine dans toutes ses aspirations. Ibrahima Ndiaye, dans son étude intitulée 'Balzac entre quête et enquête : la recherche d'un texte modèle', traite du statut de l'observateur et sa relation à l'observé, la quête qui met en branle le récit balzacien. Il y évoque les dispositifs annonciateurs des grandes transformations du roman de la modernité. Pour finir, Ousseynou Bâ montre que le théâtre forum est un outil de sensibilisation très efficace dans le domaine sanitaire. L'exemple de la compagnie Kaddu Yaraax fait foi. En effet, grâce aux ressources du théâtre forum des campagnes de communication-sensibilisation sur la santé ont donné des résultats probants.

Ndèye Astou Guèye

Papa Maïssa Coulibaly

TEACHING AND LEARNING ENGLISH WITH SMARTPHONES: USES, PRACTICES AND TRENDS

Abstract

Smartphones have become essential tools for English language teaching and learning. Yet they remain perceived in many schools and universities as a source of distraction, disruption or cheating and therefore rejected. This article aims to raise awareness on the contribution of smartphones to English language teaching and learning as well as the challenges associated with their uses in pedagogical contexts.

Keywords: Applications – mobile learning – teaching with multimedia – smartphones – ICT in education

ENSEIGNER ET APPRENDRE L'ANGLAIS AVEC LES TELEPHONES INTELLIGENTS : USAGES, PRATIQUES ET TENDANCES

Résumé

Les téléphones intelligents ou smartphones sont devenus des outils essentiels pour l'enseignement et l'apprentissage de l'anglais. Pourtant, dans nombre d'écoles et d'universités, ils demeurent perçus comme une source de distraction, de perturbation, un outil de tricherie...d'où leur rejet. Cet article vise à sensibiliser sur la contribution des smartphones à l'enseignement et à l'apprentissage de l'anglais ainsi qu'aux défis associés à leur utilisation dans des contextes pédagogiques.

Mots-clés : Applications – apprentissage mobile – enseignement médiatisé – smartphones – TICE

Introduction

Though many engineers, designers, and technicians contributed to bringing to life what is considered as the first smartphone, the iPhone, the American business magnate Steve Job remains widely credited as the mastermind behind the revolutionary device equipped with touch

controls and Internet, launched in a spectacular keynote in 2007 (Reid, 2018). In fact, the first mobile phone to be labelled as a smartphone was the Ericsson R380 which was released in November 2000 (Nosrati, Karimi, & Hasanvand, 2012). As Merchant (2017) put it: *“The technologies that shape our lives rarely emerge suddenly and out of nowhere; they are part of an incomprehensibly lengthy, tangled, and fluid process brought about by contributors who are mostly invisible to us”*. (p. 37).

Today, with all the technological tools that have converged into them (digital camera, calculator, GPS, alarm clock, voice recorder to name a few), smartphones have become a key subject of interest in educational community. Furthermore, *“as mobile devices become even more powerful and versatile, we are likely to see more users make them their primary, perhaps their sole computing devices. This is not a trend language educator can ignore.”* (Godwin-Jones, 2011) (p. 8). Consequently, whether in formal or informal ways, English teachers and learners throughout the world are investing their time and resources in the exploration of the educational value of smartphones.

In the Sub Saharan African context, the high cost of mobile devices, limited access to electricity and quality Internet are the main challenges facing the use of mobile devices in teaching and learning. These constraints are exacerbated by technophobia emanating from lack of training or perverse uses of smartphones such as cheating, bullying or harassment. Aware of the educational potential of mobile devices, UNESCO has launched a pilot project to support teachers with mobile technology in 50 poorly ICT-equipped primary schools in Senegal. Using mobile technologies to support teaching was one of the main objectives of the project which reported strengths including motivation of learners and teachers, improved teacher understanding of ICT and the internet and improved teaching quality. The project also reported weaknesses such as heavy reliance on mobile phones, a shortage of devices and a need for larger screens. (Miao, West, So, & Toh, 2017, pp. 48-55). With such problems, Senegal needs to update its IT programs in middle and secondary schools to integrate the skills necessary to follow online courses through mobile devices (installation and use of educational applications, creation of accounts with secure password etc.) and prepare students for mobile learning. It also needs to improve Internet access and reflect on the funding of suitable equipment for teachers. In higher education for example, teachers can

be given the option of using their study trip per diem to equip themselves with nomadic course animation tools (smartphones, tablets, phablets...) with the best specifications (ROM, RAM, connectivity ...). Since training is at the heart of the success of distance education, Senegal also needs to mobilize its pedagogical engineers to train teachers and students in the pedagogical uses of the tools necessary for e-teaching and learning throughout the country.

The purpose of this article is to expose some current smartphones' pedagogical uses, practices and trends in English language teaching and learning. Its research methodology consisted first of a literature review which was done to collect a documentary corpus, mainly from scientific articles, books, and research published in scholarly journals to conduct critical reflection about the study to be carried out. Then a questionnaire (which will be described in section 4.2.1) was administered to secondary and higher education teachers who had already experienced smartphone use in teaching in the region of Saint-Louis, Senegal. During the survey period, a link to a Google form questionnaire was sent to the participants who then filled and submitted it online. The total number of forms consistently filled was 50. Some of the answers to questions 7 and 8 on the how teachers use smartphones in and outside of the classroom were excluded due to inconsistent responses.

1. A brief overview of mobile phones in ELT

According to Nosrati, Karimi, & Hasanvand (2012) "*A smartphone is a mobile phone built on a mobile operating system, with more advanced computing capability and connectivity than a feature phone*". (p. 400)

Language practitioners began to benefit from Mobile Assisted Language Learning (MALL) in the mid-2000s when new devices that were more compatible with language teaching learning were introduced by manufacturers. The most prominent ones, Apple's iPhone and Windows Phone 7 solved many of the technical issues that were undermining MALL so far (small screen size, low resolution, poor audio quality, limited storage, etc.) (Chinnery, 2006). MALL differed from Computer-assisted Language Learning (CALL) in that smartphones offered "*new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use*" (Kukulaska-Hulme A. , 2009, p. 162). With the advent of smartphones, "*what used to be phones with added-on computing capabilities have morphed into mini-computers which can also make phone calls*"

(Godwin-Jones, 2011, p. 2). Indeed, this opened the door to endless possibilities in pedagogy, especially in English Language Teaching and Learning and led to the emergence of a new concept called Mobile Learning or M-Learning (Kukulska-Hulme A. , 2009). Cochrane & Bateman (2010) identified key benefits of m-learning including:

- *“Exploring innovative teaching and learning practices.*
- *Enabling the embodiment of ‘authentic learning’ - i.e. facilitating anywhere, anytime, student centred learning.*
- *Engaging students with the affordances of mobile Web 2.0 technologies: connectivity, mobility, geolocation, social networking, personal podcasting and vodcasting, etc.*
- *Bridging the ‘digital divide’ by providing access to learning contexts and user content creation tools that are affordable and increasingly owned by students.*
- *Moving from a model of fixed, dedicated general computing to a mobile, wireless computing paradigm that turns any space into a potential learning space”.* (pp. 2-3)

To take advantage of such benefits in a context where learning management systems (Moodle, Google Classroom, Canvas...) are gaining popularity and becoming more and more available, it has become essential for schools to invest on appropriate mobile learning equipment (smartphones, phablets, tablets...) for both students and teachers.

2. Factors hindering smartphones use in pedagogy

The potential of smartphones in pedagogy is tremendous but too often underexploited. Even though they *“can support different pedagogical tasks”* (Seabra, 2013), they tend to face *“resistance in formal education”* (Batista, 2011, p. 1) and prohibition in classrooms since they *“may also be responsible for problems such as distractions during classes”* (Seabra, 2013).

Following are some factors that can explain why smartphones are rejected or inadequately used by teachers and students:

2.1 Technophobia among teachers and students

Technophobia is one of the factors compromising mobile teaching and learning. Technophobe teachers feel comfortable with the practices they are used to and are reluctant to change them because *“They may feel embarrassed to be surpassed by people who are much younger and less experienced in life. They may not want their awkward efforts to learn the new technology be subject to public scrutiny”*. (Soong, 2017)

Technophobes can also be found among students for whom technology, which is nothing new, may be perceived as an additional constraint which, instead of facilitating learning, increases their workload. In fact, spending more time concentrating on how to use learning tools than on the course contents can generate technophobia among students. That work overload caused by the complexity of learning tools can lead to a systematic rejection of the ICT.

2.2 . Lack of teacher training

For Kukulska-Hulme, A. (2006), teachers *“have a long way to go to become ‘device-aware’, i.e. to understand the potential, the features and limitations of wireless and mobile devices”* (p. 125). In fact, being equipped is not enough, teachers need to be trained to the use of Information and Communication Technologies (ICT). The deployment of more than 5,000 laptops in Ethiopian schools through the One Laptop Per Child (OLPC) program could be cited as a supporting example. According to Kraemer, Dedrick and Sharma (2009), independent evaluators diagnosed inadequate teacher-training among the causes of the failure of the program. They mentioned in their conclusion that *“expecting a laptop to cause such revolutionary change showed a degree of naivety, even for an organization with the best intentions and smartest people”* (p. 69), and this applies to smartphones if teacher training is not done seriously.

Besides, when using mobiles in classrooms, teachers, more particularly digital immigrant teachers who grew up in the absence of digital technology (Prensky, 2001) tend to convert into a digital format the content and practices they use in traditional classes. This can be ineffective since it is obvious that *“material transferred to a mobile environment may need redesign”* (Kukulska-Hulme A. , 2006, p. 125).

Consequently, they need techno-pedagogical training in order to fully benefit from “*the mobility, peer connectivity, or advanced communication features of mobile devices*” (Godwin-Jones, 2011, p. 7) and the pedagogical potential of smartphones (Vota, 2011).

2.3 The digital divide (cost of equipment, power supply, connectivity, technical issues, ...)

Though smartphones can potentially help schools spend less on equipment such as expensive cameras, computers, laptops, etc., their selling prices remain high, averaging 235 US Dollars in African countries (Richter, 2018). Apart from the high prices of smartphones, poor access to electricity constitutes an obstacle that further darkens the prospects in terms of smartphone integration particularly in rural areas.

When “*most of the new generation of smartphones have faster 3G or 4G cellular connectivity along with even faster Wi-Fi.*” (Godwin-Jones, 2011, p. 3), smartphone connectivity throughout Africa remains limited due to data traffic constraints, and reserved to richer African consumers (Molony, 2012). The “*worries about the costs incurred by learners if communication and connectivity become additional financial burdens*” (Kukulaska-Hulme A. , 2006, p. 125) can be a demotivating factor.

The small screen size of smartphones can also be constraining for M-Learning. Shudong and Higgins (2006) pointed out that in order to view images and text, mobile phone makers have made their screens larger, but these “*screens cannot be made too larger because mobile phones would not be portable or convenient*”. (p. 6).

3. Suggestions for successful smartphone use in pedagogy

3.1 Tackling Technophobia among teachers and students

Teachers’ technophobia can be solved through the following steps:

- (1) *sharing information through seminars and workshops;*
- (2) *providing meaningful and sustained support to help individuals to identify and overcome their fears and...*

(3) creating a friendly learning environment and rewarding people's efforts through mentoring.
(Gunga & Ricketts, 2007, p. 4)

Professional development workshops, sustained support and mentoring can then result in reconciling technophobe teachers with the ICT. As for technophobia among students, teachers need to carefully choose their ICT and rethink their pedagogy to confront it. They must opt for intuitive and easy-to-use tools to help technophobic students reconnect with the ICT. They must also take the time to present the chosen tools (learning platform, videoconferencing apps...) and implement collaborative learning activities that will make students who are more comfortable with the ICT assist their peers.

3.2 Using smartphones in teacher-training

For Lebrun (2004), pedagogical innovation must integrate teacher training with a view to improving the quality of the education provided to students. New ICT such as smartphones can facilitate teacher-training by providing alternative distance learning tools which can not only save time but also reduce the costs considerably. Perraton and Potashnik (1997) had shown that with distance learning, the costs of teacher-training were one to two thirds lower than those of conventional teacher training. They stated that there is:

"[...] a recognition that telecommunications and information technologies can be a more efficient and possibly even more cost-effective means for increasing access of teachers to education and training, particularly in countries where the postal service is slow and unreliable in remote areas". (p. 14)

Distance learning platforms such as Moodle or Google which are available and perfectly functional with most smartphones' operating systems can therefore be used effectively in teacher-training.

3.3 Guiding learners in their mobile learning

Mobile phones are already in classrooms. They are familiar objects to learners who *"are used to working with them, often more so than with computers"* (Reinders, 2010, p. 20).

Learners do not need to be trained to smartphones' general uses (chatting, texting sending emails...) but they do need assistance when it comes to using them in their learning. They need guidance on how to manage the tremendous amount of authentic materials available online. This is confirmed by Yunus (2018):

“One of the biggest benefits of the internet for language learners is the sudden widespread availability of authentic resources. [...] We can now access the daily news, watch videos on YouTube... the possibilities are endless. However, with so much content available to us, choosing the right online materials is crucial for efficient and effective learning.” (p. 34)

As “most learners will struggle without a teacher’s direction and guidance” (Kukulska-Hulme A. , 2009, p. 162), it becomes essential for teachers to orient their students towards the most relevant materials and teach them effective learning strategies because “any tool that can increase students’ access to the language will contribute greatly to their progress” (Reinders, 2010, p. 21).

The ultimate target of this orientation and guidance process is to transform them into autonomous learners capable of turning even social media into a learning tool: “Students control the medium, and teachers, by elaborating how best to use the medium, provide a blueprint for autonomous learning, especially during the wide range of daily social activities where mobile phones are most likely to be used”. (Reinders, 2010, p. 21). In a flipped classroom context, learning material with clear instructions can be conceived by the teacher and easily made available to students through social media (publications or links on Facebook, WhatsApp, Instagram...). The material can be designed to guide students towards effective use of their social media time to learn collaboratively with their peers before class. This will allow the teacher to focus on more complex parts of the course in class and make his teaching and time management more relevant and effective.

4. Teaching and learning with smartphones: practices and trends

4.1 Overview of practices and trends

The ways smartphones are used differ from one user to another. Teachers use them to develop strategies intended to positively impact their pedagogy:

The impact on pedagogy can be summarized as being strategies that are (a) more learner-centred, (b) more cooperative and collaborative, (c) more active learning, and (d) based on greater access to information and sources of information. (Hennessy, et al., 2010, p. 74).

To achieve this, they use the ICT in ways that can be totally different from those predefined by phones manufacturers. Kukulska-Hulme (2006) found that...

“[...] recent projects have shown that mobile device users are inclined to use their device in ways that were not necessarily anticipated” and that “everyday innovation happens when a person discovers a way of using his or her mobile device to enhance an existing activity, to replace it with something more valued, or to undertake something that would not have been possible before.”. (pp. 129-130).

In the African context, teachers and learners of the English language must take advantage of smartphones since the educational opportunities they offer materialize the myth of the end of distance of Cairncross (1997) who had predicted that the convergence of the Internet and the mobile would reduce the insulation of populations in developing countries by making communication and access to knowledge easier for them :

“[...] Thanks mainly to the convergence of the Internet and the mobile telephone, use outside the United States will soar in the coming decade.

Among the winners, developing countries will be especially important, for they will enjoy new freedoms: a way around overpriced international telephone and postal services, for instance, and a short-cut to information that may not be available locally, such as scientific articles and uncensored local news.” (p. 26)

Following are some practices and trends that emerged from the appropriation of smartphones and mobile technology by the educational community:

4.1.1 Bring Your Own Device (BYOD)

BYOD means “*the use of personally owned devices within a working environment for professional purposes; this could be smart devices such as smartphones, tablet, mobile devices and laptops*” (Boadi, Zhou, & Loannis, 2018, p. 1). Of course, within the educational context, its implementation can be challenging. Hockly (2012) mentioned the fact that students may have different phone models with different specifications, systems and capabilities and may be confronted with network or battery issues in class. She also mentioned teachers’ problems with classroom management (adapting their pedagogy, dealing with students’ distraction, etc.). Despite this, « *BYOD systems have great potential application to learner-centered, task-based, collaborative instruction, in and out of the classroom* ” (Burston, 2014, p. 1).

4.1.2 Collaborative mobile learning

Smartphones can boost traditional ways of collaborating and cooperating and make learning more collaborative (UNESCO, 2013). Ahmadi & Marandi (2014) argued that...

“[...] face-to-face interaction, collaboration and cooperation now have the opportunity to be boosted by tools gifted by technology. [...] Virtual communication patterns are harnessing more user-friendly tools such as discussion lists, forums, chat room, and more recently, blogs and wikis.” (p.101).

By providing access to the internet and giving at the same time access to websites such as wikis, smartphones contribute to promoting collaborative writing skills (Lamb & Johnson, 2007). They also promote other language skills such as listening and speaking for they “*provide the ability to engage in learning conversations between students and lecturers, between student and peers, students and subject*

experts, and students and authentic environments within any context.” (Cochrane & Bateman, 2010, p. 3).

4.1.3 Flipped or inverted classroom

According to Lage, Platt, & Treglia (2000) *“Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa”*. (p. 32). Before the class, the teacher prepares digital learning material that students will view and exploit outside of the classroom. Once in the classroom, they work on activities about *contents* they have already processed at home or at the library for instance. What makes inverted classroom interesting is that *“The instructors focus on the desired outcome (for instance, having the student prepared for discussion) and allow the student to choose the best method to reach that outcome.”* (Lage, Platt, & Treglia, 2000, p. 32). In a flipped classroom, the instructor uses classroom time to guide and orient the students in their learning instead of delivering lectures as in the behaviorist approach. As Bishop & Verleger (2013) suggested, the learner-centered theories of Piaget (1967) and Vygotsky (1978) which mainly focus *“on reasons for not using classroom time to deliver lectures”* are the theoretical foundations of flipped classroom.

4.1.4 Podcasting and Vodcasting

The educational podcast is a simple and inexpensive technology that is increasingly being used by students of English. Podcasts allow to receive free audio or video files (radio broadcasts, conferences, courses ...) on a smartphone, digital music player or computer. The concept comes from two developers, Adam Curry and Dave Winer (Grumet, 2005) who, after several experiments, developed in 2004 the “iPodder”, an application that allows to download media files for playback or copying to a digital audio player. Podcasts help students choose their learning moments (they can learn English, during a walk, while jogging, on the bus, or in a car), overcome the problem of absenteeism (by listening to lessons that they missed due to health reasons for example), and improve understanding. They help teachers self-assess their performances by listening to them after class.

Vodcasting or video podcasting is a step beyond podcasting. It is a new web-based broadcasting method that is used to automatically transfer video to a portable media player such as a mobile phone” (Gkatzidou & Pearson, 2009).

Yakovlev (2007) suggested that *“the part that makes podcasting and vodcasting relatively new is the ability to search, choose, and receive a wide variety of content cheaply and easily through a subscription aggregator, such as Apple’s iTunes”*.

Access to relevant podcasts has never been easier. It only takes mobile applications such as Google Podcasts, Pocket Casts or Podcast Addict to access podcasts or audio books that can help learn while on other daily activities such as driving or cooking.

4.1.5 Social networking

The principle of social networking is quite simple for its users. They first create a personal profile that they complete with their own information: name, age, interests, aspirations, etc. Then they invite other people with whom they share the same interests. This generates a group that grows as members send out new invitations. Members have access to a space where they can upload photos, tell personal stories, comment on events, send, receive messages, etc. In most social networks, we find an application of the "six degrees of separation" theory of the American sociologist Stanley Milgram who had shown that there are on average six intermediaries between two people randomly selected on the planet (Travers & Milgram, 1969).

The interconnection of every human on the planet by a trail of six people makes the Internet a favorable place for constructivist social learning and mobile devices perfect tools for collaborative teaching and learning.

Using social networks can be very conducive to English learning since *“phones are social tools that facilitate authentic and relevant communication and collaboration among learners”* (Reinders, 2010, p. 20). Social media such as Facebook can connect non-native learners of English with natives in online cultural and linguistic exchanges facilitated by image and video sharing tools.

For the student, the exchange of experiences in written form in social networks is a real written production practice. As Reinders (2010) stated: *“Most of the interaction takes place in writing, and simply asking students to use English instead of their native language produces a great deal of writing practice.”* (p. 23). Viewing videos posted on video sharing platforms such as YouTube is also a genuine listening comprehension activity for students.

Some social sites allow synchronous communication through the incorporation of video conferencing tools. This allows students to practice pronunciation, improve their speaking skills as well as their ability to listen and understand an English speaker.

Social sites are also relevant in English teaching. They enable teachers to enhance their students learning experience. Reinders (2010) stated that teachers....

“[...] actively use such sites to keep in touch with students or to organize activities online. The sites can be accessed through mobile phones, and it could be good fun to ask students to post on each other’s pages in relation to a topic you have just discussed in class”. (p. 23).

They can create profiles (on Facebook, Instagram, Twitter...) using their own pictures or avatars where only information about the course will be shared. They can then add their students as "friends" and post additional resources to their physical classes (articles, texts, images, videos ...) as new publications which will appear on the news feeds of all their students.

4.2 Field study results

4.2.1 Study design

The anonymous questionnaire that was administered to Senegalese teachers via Google forms was initially filled in French then translated into English. It included the following questions:

1. Age
 2. Gender:
 3. Number of years of teaching:
 4. Number of training in ICT:
 5. Date of the last ICT training:
 6. Do you have a Smartphone? Yes No
- If you answered "no" do you plan to acquire it in the next 6 months?
7. Do you use your smartphone to teach in the classroom? Yes No
- If you answered "Yes" specify the tool (s) and type (s) of use (s):

If you answered "No" explain the reasons:

8. Do you use your smartphone to teach outside the classroom? Yes
No

If you answered "Yes" specify the tool (s) and type (s) of use (s):

If you answered "No" explain the reasons:

4.2.2 Results

The participants are men (88%) and women (12%) with ages ranging from 21 to 55 years old. Most of them have less than 5 years of teaching experience. Tables 1 and two 2 display these sociodemographic features.

Table 1: Age range

Age range	N
] < 20 [	0
] 20 – 25 [	9
] 26 – 30 [	11
] 31 – 35 [	7
] 36 – 40 [	10
] 41 – 50 [	11
] > 50 [	2
Total	50

Table 2: Teaching experience

Years of teaching	N
] < 5 [	17
] 5 – 10 [	9
] 11 – 15 [	12
] 16 – 20 [	4
] 21 – 25 [	5
] < 25 [	3
Total	50

Most of the survey participants (98%) own a smartphone. As shown in chart 1, Android based smartphones are the most widely used. The only participant who does not possess a smartphone is willing to acquire one in the next six months.

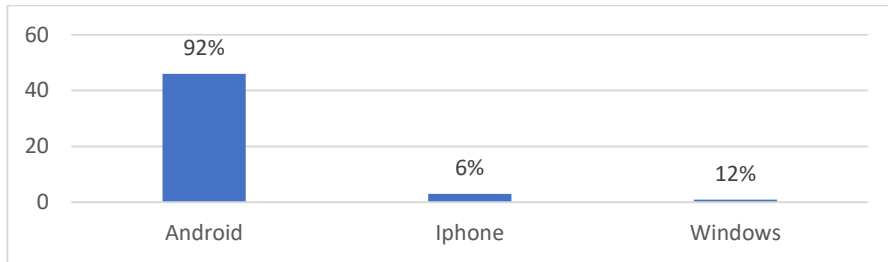


Chart 1: Smartphone types

As far as training is concerned, 44% of those who participated to (in?) the survey have attended only one training course on the use of ICT in pedagogy, 22% have been trained twice, 14% three times, 8% four times, 8% five times, and only 4% more than five times in their teaching career.

The study suggests that researching information on the Internet is the main use among the teachers when in class. It is followed by reading documents (PDF, Word etc.) and checking words in the dictionary (see **Chart 2**).

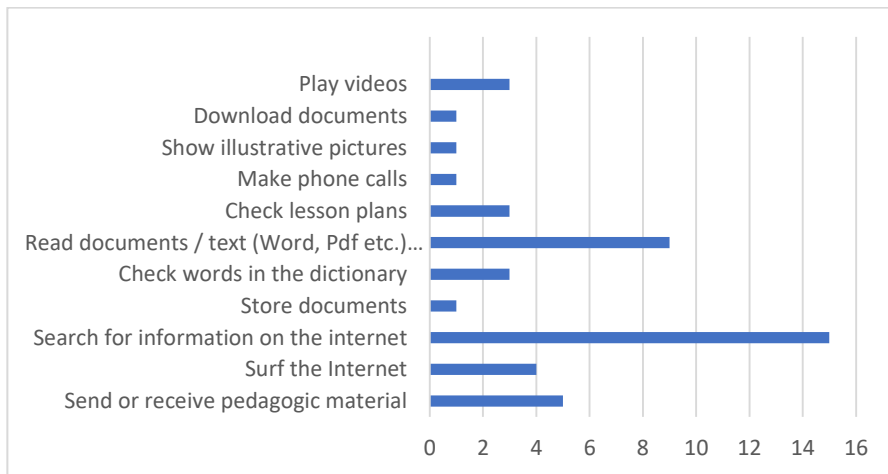


Chart 2: Smartphone use in the classroom

As for those who do not use their smartphones in class (8%), the main reasons given are lack of time, preference for laptops and Internet connexion issues.

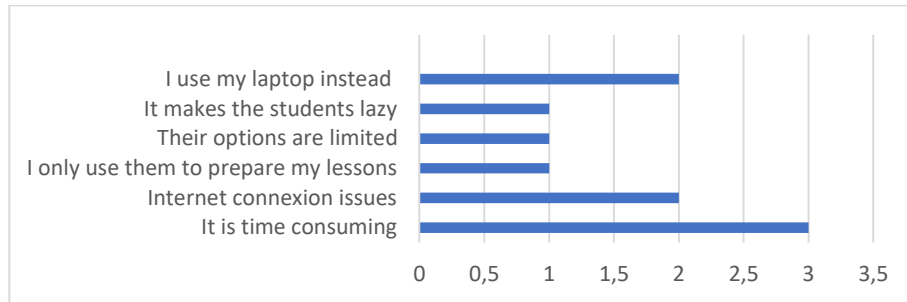


Chart 3: Reasons for not using the smartphone in the classroom

Chart 4 illustrates the pedagogical uses of smartphones outside of the classroom: researching information on the Internet also dominates, followed by reading or editing documents and learning online. Chart 5 informs about the reasons why the survey participants do not use them in that specific context. They consider small screen and short battery life as the main obstacles.

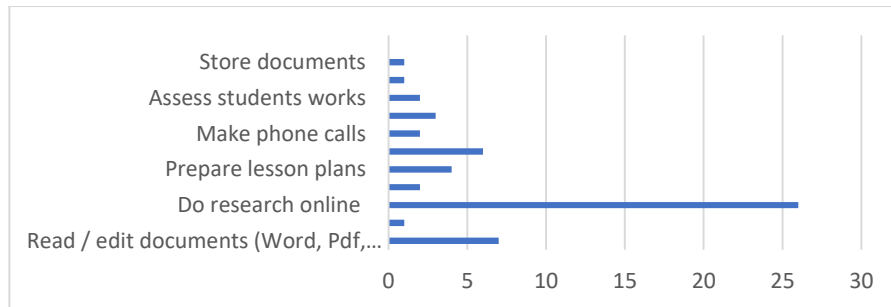


Chart 4: Smartphone use outside of the classroom

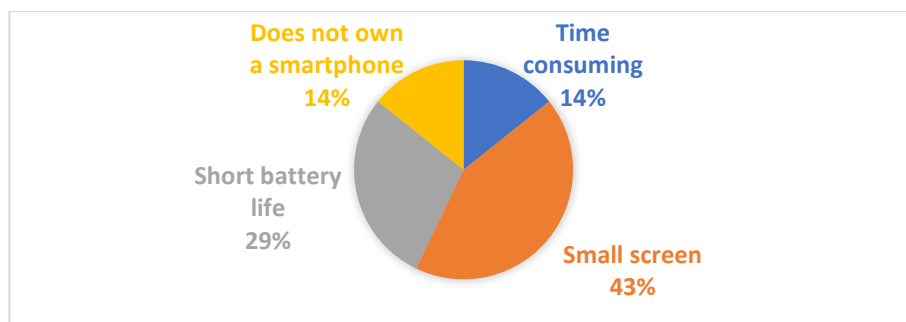


Chart 5: Reasons for not using smartphones outside of the classroom

Conclusion

This research highlighted that using smartphones in English language teaching and learning can, on the one side, be challenging because of technical or classroom management issues. But on the other side, it can be a very effective way for teachers and learners to benefit from the pedagogical potential of concepts such as Bring Your Own Device (BYOD), collaborative mobile learning, flipped classroom, podcasting/vodcasting and social networking.

Issues such as technophobia, lack of teacher training, the cost of equipment, electricity supply, connectivity and other technical problems can impede proper use of smartphones in teaching and learning.

The research also showed that sharing information on ways to overcome teachers' fear of new ICT, using smartphones in teacher training and guiding students in their use of smartphones in learning are among ways to surmount those issues.

The field survey filled and submitted online by middle and secondary school teachers in the region of Saint-Louis, Senegal revealed that in that context, android-based smartphones are widely available and are used in classrooms mainly to research information online, read text in a digital format, share pedagogical material, surf the Internet, check words in the dictionary, etc. Outside of the classroom, they are mainly used to do research on the Internet, edit, share multimedia files, learn online, prepare lesson plans, etc.

The survey also revealed that the main reasons for not using smartphones both in and outside of the classroom are lack of time and internet connection issues.

When asked what should be done to improve smartphone use in teaching the most frequent recommendations provided by the survey participants were that teachers should be trained to the use of these new tools, Wi-Fi improved and made available in all the educational institutions. Smartphones should be made available to all (their prices made affordable) and their use allowed in schools and universities. Non-pedagogical uses/functions (e.g. irrelevant chats on social networks) should be restricted. It has also been suggested that the use of smartphones as teaching tools be made compulsory, ICT taught from elementary school and more educational apps for smartphones be designed and made available to teachers.

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