From the authors

I've never been much of a gadget person.

Ask me what make of car so-and-so drives, and I'll shrug and say 'a blue one'. I've always been immune to the 'shiny box' syndrome – that propensity to fall in love with glossy new gadgets.

And although I love using technology, I am hard-pressed to say exactly when it was I started using computers or what programs I cut my word processing teeth on. A true geek would not only know – but be able to reel off – the exact specifications of their first Amstrad computer.

But I do remember my first mobile phone. And as mobile devices have got better at doing a whole range of things – from making phone calls, to showing me new places to eat out; from taking photos, to telling me how to get from A to B (and in the accent of my choice) – I have started to appreciate them more and more.

However, this is less for their looks than for the central role they play in my life and, increasingly, in my teaching and training.

For several years now, students have been bringing mobile devices like phones and tablets into their language classes, but many teachers are as yet unsure about how to deal with this relatively new phenomenon. It is still unusual to find teachers who actively encourage their students to use mobile devices in the classroom, in creative and innovative ways.

There are still many teachers out there who need help in getting to grips with the new mobile technologies – not so much in the 'technical' sense, as in the pedagogical sense: how to integrate these devices into their teaching, in a principled and pedagogically sound manner.

This book aims to provide that help.

Grounded in our own experience of teaching and training with mobile devices, Gavin and I offer you a range of activities and ideas – as well as a thorough discussion of the challenges, choices and considerations – of going mobile.

We hope you enjoy *Going Mobile*.

Nicky

I've always been a gadget man.

Or – more precisely – I've always been an early adopter, buying and playing with new technologies and working out what they can do for me, and what they might mean in the context of my work. So much so that, at home, I have several large metal boxes full of old gadgets, dating back to the early nineties, which I somehow can't bring myself to throw away.

To me, these gadgets are a visible reminder of how much the world has changed in the past twenty years.

Just about ten years ago (way back in 2003!) I went to a talk at an IATEFL conference about the value of texting in ELT – the first talk on 'mobile learning' I ever saw.

Fast forward: through countless talks about simple mobile devices, the publication of David Crystal's book on 'txtng', the British Council's early experiments with mobile learning … and on to today – where mobile phones and tablet computers are everywhere and always 'on'.

But not in our classrooms, where they are still the elephant (albeit a small one) in the room.

These days, we hear talk of 'disruptive technologies' – and the unexpected developments in mobile and hand-held devices over the past few years must be one of the most disruptive innovations we've seen for quite some time.

From basic phones to smartphones, the mobile device is the first connected technology that has managed to get into the hands of a significant proportion of the world's population.

However, it is one which, to this day, is largely ignored in education.

So Nicky and I are delighted to get this book into your hands.

There is so much potential in these small mobile devices, and we hope you will take this opportunity to get them back out, turn them back on …

And take them into class.

G.T.

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