

Appendix 4.1:

Questions for language teachers and educators to guide thinking around training/CPD, focussing on a Mobile Pedagogy for ELT and MALL

- What are teacher beliefs & attitudes, pedagogic approach(es) and practices involved in language learning? (e.g. *teacher or learner-centred? knowledge of how languages are best learned? Is learner choice valued? Do recent trends -such as coaching, blended or flipped learning, multi-media storytelling- currently figure in professional conversations?*)
- How is this reflected in classroom layouts & available infrastructure? (e.g. *connectivity, learner & teacher access to devices?*)
- Is there a whole school approach to learning & teaching practices? (i.e. *is innovation made in one department or subject isolated, or interdisciplinary?*)
- How is collegiality valued? (i.e. *is time available for professional discussion & planning? Does it involve school leaders/management team? Are teachers paid/rewarded for time spent outside normal working hours?*)
- How are teachers' learning needs identified? (e.g. *top down by school leaders, ministries of education, outside 'experts' or bottom up, by teachers themselves?*)
- What is motivating training/CPD? Is it developmental or corrective? (e.g. *exam results, enrolment/student numbers? or progression and attrition rates?*)
- How is progress and evidence of teacher growth & achievement recognised? (e.g. *career advancement? public recognition? paid for conferences attendance?*)
- How does ICT figure in class/at home? How are mobile devices used by teachers, learners and parents? (e.g. *are learners actively encouraged to use ICT in all subjects? is it required for home learning?*)
- Is 21st century learning (e.g. *meta-cognition, critical thinking, creativity, collaboration, media & computing literacies*) reflected in national exams, or internal school assessment or inspection policies? (teachers, school leaders and management teams will need to decide on their needs)
- How will digital tools (e.g. apps) be purchased? How will they be included in the school budget? How will individual teachers or departments decide on tools to be used in their subjects? (i.e. *many useful tools have free versions, but to unlock their full potential for teaching and learning, must be purchased*).
- What are the ethical & privacy considerations? (e.g., *is there a data use/protection policy? Safeguarding? Social media guidelines? will teachers need parental consent? good practice guidelines? Institutional reputation?*)