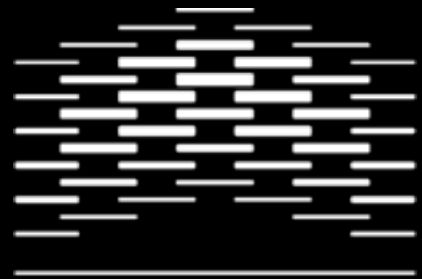


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# “I’ve never had so much fun at school”: Using Tablets in the Language Learning Classroom

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# Research question

- Pupils as producers: does the use of tablets support Norwegian language learning?

# The Norwegian context

- The Norwegian National Oral texts
- Written texts
- Composite texts
- Language and culture
  - To be digital literate
  - To express oneself orally
  - To calculate



«Each subject curriculum integrates competence aims, basic skills and subject content. The skills are consequently expressed in different manners and to a varying degree in the different curricula, depending on the relevance of different skills aspects for the subject in question» (Framework for Basic Skills)

# Research context

- Primary school in Oslo east - centre
- 3 classes at each level
- 50 % ethnic Norwegian pupils



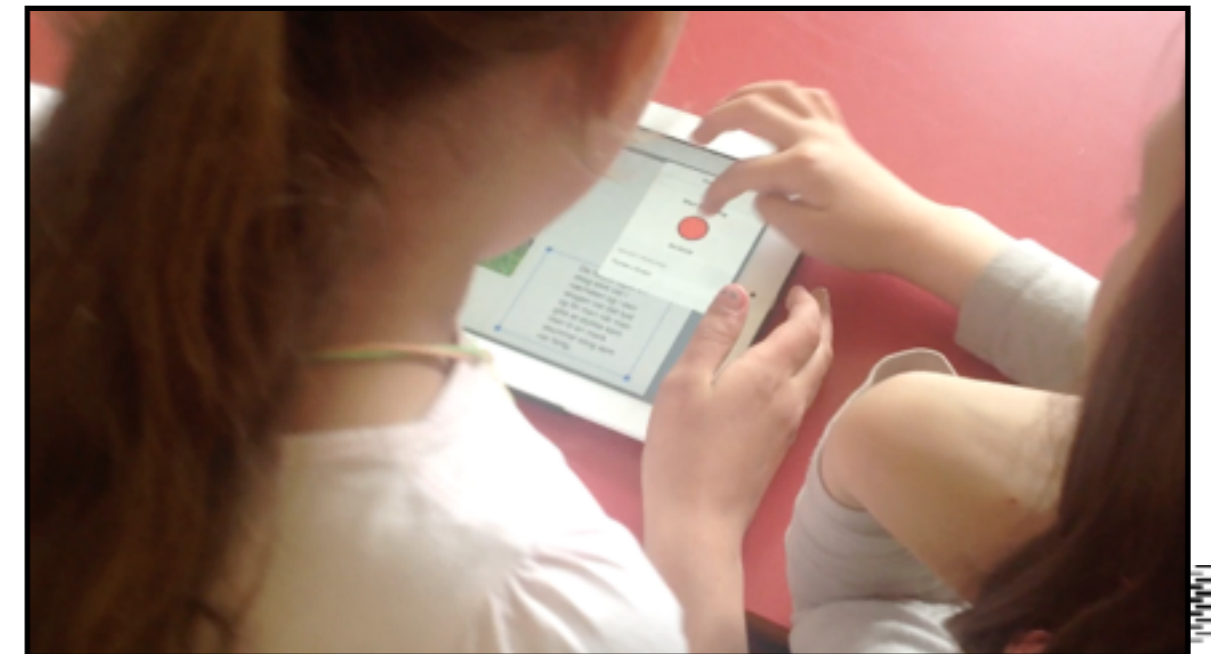
# Data collection

- Longitudinal study over a three-year period
- The pupils had been using the tablets (iPads) since their first grade
- This paper reports from:
  - Six-day observational period where the pupils worked specifically on the creation of multimodal fairy tales using the app “Book Creator”
  - observation
    - video supplemented by field notes
    - 20 hours of video material
  - Each researcher followed one group of pupils during the six days, as well as the introductory teacher-led sessions

# The fairy-tale project



# Teacher's introduction to the project



# Subject conversations and negotiations





# Developing the story



# Grammar and spelling



# Multimodal texts



Alle ble glade og kongen fikk en ørn og dater som heter rødhetta og de feiret lenge og ridderen ble snill snipp snapp snute nå er dette evetyret ute.

# Pupils as producers: Does the use of tablets support Norwegian language learning?

- The learning activities were characterised by reciprocal as well as complementary interaction between pupils, technology and text development
  - *grammar and spelling*: awareness of spelling and grammar rules
  - *genre*: discussions about fairytale genre within literature, language and multimodal texts
  - *text development*: mobility - using school surroundings
- Collaborative text development - negotiations in plot development

Oral texts  
Written texts  
Composite texts  
Language and culture

**Interaction**

**Text presentation**

**Story writing using digital tools**

**18 of total 25 competence aims were covered**

**Creating composite texts**

**Language functions**

**Dramatisation**

**Text assessment**

**Conversation**

**Storytelling**

**Discussion**

## Pupils as producers: Does the use of tablets support Norwegian language learning?

- The iPad acted as a scaffold for strengthening the interplay between the competence aims in Norwegian language learning in primary education

Thank you for listening

Questions?