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Abstract: This paper summarises key findings from three recent research projects investigating how mobile technologies can support migrants in achieving greater language immersion through situated, informal and incidental language learning beyond the classroom. The research highlights the affordances and constraints of the city space as an emerging environment for semi-structured informal learning. Pedagogical models arising from this research emphasize the potential for learners' agency and engagement through self-directed, social and playful learning. Implications for policy and practice are discussed.

Résumé : L'article résume les principales conclusions de trois projets de recherche récents portant sur les technologies mobiles et la manière dont elles peuvent favoriser l'immersion des migrants dans la langue grâce à un apprentissage en situation, informel et fortuit – en dehors de la salle de classe. L'étude met en avant les *affordances* (potentialités) et les contraintes de l'espace urbain comme nouvel environnement favorisant un apprentissage informel semi-structuré. Les modèles pédagogiques proposés par l'étude soulignent le potentiel d'organisation et de participation des apprenants par le biais d'un apprentissage autodidacte, social et ludique. Les implications politiques et pratiques sont également examinées.

1 Introduction

Language learning can take place in a wide variety of settings, from formal language classes conducted by a teacher, to semi-formal language clubs and self-study materials, through to informal learning in everyday life and work. The advent of online learning has blurred the boundaries between these settings, and mobile learning has further modified the learning landscape through increased flexibility of access and new learning experience designs (Traxler and Kukulska-Hulme 2016). The designs are based around mobility and focus on learners inter-

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acting with their physical and social environment, for example by getting involved in conversations in the target language or in media creation and data capture. Sensors on mobile phones and in the environment can also trigger learning content based on a person's location, perhaps combined with their interests or needs. This new learning landscape can be highly advantageous to migrants, enabling them to develop language competencies aligned to everyday tasks and encounters in life and work.

Mobile phones are in widespread use among migrants (Chib, Wilkin, and Hua 2013; Leite et al. 2014) and create opportunities for those who are not able or willing to attend classroom-based language courses. We report key findings from projects in which we have designed and evaluated mobile-supported language learning in city environments, incorporating mobile applications designed to support engagement with local information, services and people.

2 Researching migrant language learning beyond the classroom

There is growing research evidence that language learning beyond the classroom can promote greater language immersion through situated, informal and incidental learning (Chen and Li 2010; Lai and Gu 2011; Shao and Crook 2015). Research on language learning beyond the classroom also examines the affordances and constraints of the city space as an emerging environment for learning, where mobile technologies and applications, together with online social networking, can provide some structure and support for learners. Affordances of a town or city include the availability of a rich linguistic landscape in the form of public and commercial signs, advertisements and notices (Rowland 2013), and the chance to observe and record how language is used *in situ*. Constraints include distracting and noisy environments, intermittent internet connectivity, and ambiguities around the new social etiquette of mobile device use and media sharing.

3 MASELTOV, SALSA and Mobile Pedagogy projects

In the EU-FP7 MASELTOV project (Mobile Assistance for Social Inclusion and Empowerment of Immigrants with Persuasive Learning Technologies and Social Network Services; 2012–15), a prototype context-aware smartphone app was de-

veloped comprising an integrated suite of navigation, information, social inter-action, language learning and game playing services for non-European immi-grants, and it was trialled in four major cities across Europe (Gaved et al. 2012; Kukulska-Hulme, Norris and Donohue 2015). In the process of trying to understand how the app would be used in both planned and spontaneous ways in the city, we developed an Incidental Learning Framework as a way to map everyday tasks to dimensions of time, place, tools, social support and out-comes of the immigrant's learning journey. In the SALSA project (Sensors and Apps for Languages in Smart Areas; 2014–15) we delivered location-triggered mobile language lessons across the town of Milton Keynes, UK, as part of the local smart city initiative. Bluetooth beacons were deployed on streets, buildings and buses, constituting a treasure hunt or trail, and these beacons triggered les-sons on learners' smartphones (Gaved, Greenwood and Peasgood 2015). In the Mobile Pedagogy for English Language Teaching project (2013–14), we inter-viewed language learners and teachers in Brighton, UK, to discover their infor-mal language learning practices with their phones and tablets. This led to the de-velopment of a Mobile Pedagogy framework and a guide for teachers wishing to design mobile language learning experiences beyond the classroom (Kukulska-Hulme, Norris and Donohue 2015).

What these three projects had in common was a focus on learner empower-ment and how that may lead to the development of more self-directed learning. Migrants were always involved in discussions about their real needs and require-ments. Top level findings from the projects may be summarized as follows:

- Mobile learning creates opportunities to complement and enhance class-room-based learning (extending highly limited access to formal adult educa-tion language learning).
- Language teachers see increased informal use of mobile devices by their learners, and are keen to leverage this enthusiasm to extend learning be-yond class time.
- Language teacher training is currently lacking with regard to mobile technol-ogies for language learning both in and beyond class. There is a need for mo-bile policy setting and guidance for learners, teachers, and facilitators in community settings and institutions.
- Migrants are a highly diverse audience and bring a wide range of prior edu-cational, cultural and technological experiences that should be considered when developing a learning intervention.
- Learning becomes locally and personally relevant, and content therefore needs to be reconsidered. Learning can be based around interests, contexts and locations; it can include language for reacting to unexpected events, being a helpful citizen and accessing essential services.

- Mobile learning encourages migrants to think about different strategies and approaches to learning. Shared usage of tools was observed highlighting social learning among friends and family. Effective application designs can also motivate and trigger learning.
- For many recent migrants, financial constraints and lack of familiarity with digital literacies may influence engagement with mobile technologies. It is necessary to consider developing for budget-range devices and interactivity that does not require frequent or large (i. e. expensive) data downloads.
- For many migrants, finding the time for learning is an issue. Even if not in employment, many have family or other responsibilities. Hence they need to fit learning into their daily routine (e. g. on the bus). Learning may occur in short episodes (15 minutes), even if the goal is longer (listening to an audiobook).
- Tracking of mobile learner movements around the city (e. g. to deliver useful language content specific to locations, or to give recommendations based on interests inferred from movements) raises ethical, trust and privacy issues.

4 Pedagogical models

Pedagogical models arising from this research foreground learners' agency, blending of formal and informal learning, the value of social interaction, and playful learning that may alleviate anxiety or build confidence. Three relevant pedagogical models may be identified on the basis of our research:

Self-directed learning: Learners are in a position to formulate their personal learning goals more freely than would typically be the case in a classroom setting. They may need considerable support with doing this if they have been used to exclusively teacher-led education.

Social learning: This focuses on bringing migrants and others together to facilitate sharing of experiences, questions, resources, language practice, peer support and mentoring.

Gamified learning: The SALSA project beacons illustrate a playful treasure hunt learning model, encouraging learners to explore and interrogate the city. The MASELTOV project's cultural mobile game was very popular with some users.

5 Implications for policy and practice

1. Be aware of the diversity of audience: there is not one "migrant profile" and engagement should be based upon an understanding of the expertise and

prior experiences of your target audience. Consider the need to support diverse languages; the diversity of migrant languages in current translanguaging initiatives might mean the ability to input other scripts (e. g. Arabic).

2. Recent migrants may be economically constrained and so applications should be developed that run on budget as well as high-end devices; applications also accessible on PCs and laptops would be welcomed. Interactivity should not depend on regular downloads from high-speed internet connections: data downloads can be expensive and will act as a barrier to uptake. Consider applications that run without network connections or can work with sporadic, occasional connectivity (e. g. connection made when there is free Wi-Fi).

3. Cultural sensitivities may affect how learners engage with resources: they may not be comfortable using phones in public places, visiting some places across the city, or contacting unknown local volunteers. In some places mobile use may be prohibited.

4. Be transparent in explaining what data is collected, and how it will be used. Learners may be cautious about sharing data but will be more likely to participate if the "contract" is made clear.

6 Conclusion

Migration can no longer be viewed as a linear move from home country to host country, without further links to the former, and it is partly due to portable digital technologies that migrant networks have become "more mobile and less anchored to the host country, rendering integration a flexible and dynamic activity" (Spotti and Kurvers 2015:197). Self-directed, yet supported language learning can enable the positive psychological benefits of social interaction within a mobile community (Shao and Crook 2015:416), reported by participants in the projects described in section 3.

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