How the Materiality of Mobile Video Chats Shapes Emergent Language Learning Practices in Early Childhood

# Details

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Two bilingual children living in Sweden, a 3-year-old and a 6-year-old.

## Implications For Parents About

## Implications For Educators About

Other

# Abstract

Language learning practices are shaped by their material conditions. Using an action research case study intervention, this chapter shows how the intro- duction of mobile video chats for children learning a home language creates the material conditions for language engagement and participation practice to emerge that encourage the learning of the home language in additional contexts. The mobile video chat’s concomitant role in enacting change in the children’s home language learning practices facilitates home language learning in authentic and meaningful interactions. The material characteristics of the microphone, the web-camera, the loudspeaker, Skype and the portability of the tablet together with the material char- acteristics of their physical environment have the potential to enact change in chil- dren’s additional language learning through listening, seeing, speaking, moving, and showing in virtual interaction with a grandparent as adult conversational partner.

# Outcome

"Skype-based video chats on mobile devices opens up language learning opportunities and interactions for young language learners. This suggests that mobile video chats have potential as tools for supporting lan- guage development as they can support conversations that provide young children with a rich exposure to language, and opportunities and interactions to use and practice language in various authentic and meaningful contexts." (Authors, 226)