

MOBILE ASSISTED LANGUAGE LEARNING

Curso 2016/2017
(Código:24409263)

1. PRESENTACIÓN

El objetivo de esta guía es orientar al alumno en el estudio de la asignatura Mobile-Assisted Language Learning.

Se recomienda la lectura completa de la guía a comienzo del cuatrimestre para tener una idea de la temática de la asignatura, su enfoque y contenidos, así como el calendario de entrega de los trabajos objeto de evaluación, de forma que el alumno pueda planificar su propio trabajo para cumplir con las fechas de entrega.

2. CONTEXTUALIZACIÓN

Esta asignatura tiene como objetivo principal que el alumno adquiera conocimientos avanzados sobre el campo del aprendizaje de lenguas por medio de dispositivos móviles (smartphones, tabletas, etc.) propiamente dicho y otros campos adyacentes que pueden influir en él decididamente, desde el aprendizaje basado en el contexto hasta el aprendizaje casual, la gamificación o el aprendizaje abierto, por nombrar algunos.

3. REQUISITOS PREVIOS RECOMENDABLES

Al tratarse de una asignatura de conocimiento avanzado, el alumno tiene que tener asimilados conocimiento y habilidades introductorios sobre CALL. Aparte de esto, no se requiere ningún requisito previo más allá de las competencias generales que un alumno debe tener en este nivel de enseñanza universitaria y del manejo de un dispositivo móvil a nivel de usuario.

Finalmente, es imprescindible un nivel de lectura en inglés equivalente a B2 debido a que la inmensa mayoría de los textos sobre MALL (Mobile Assisted Language Learning) están escritos en esta lengua.

Además, la comunicación en los foros, la lengua en la que estarán redactados de los trabajos etc. será prioritaria y preferiblemente en inglés por defecto.

El nivel de competencia lingüística en inglés no será, sin embargo, objeto de evaluación en esta asignatura.

4. RESULTADOS DE APRENDIZAJE

Al terminar el estudio de esta asignatura, el alumno se espera que haya alcanzado los siguientes resultados en su aprendizaje:

- a nivel teórico, el alumno tendrá un conocimiento general de lo que ha sido la trayectoria de este campo desde sus comienzos, los modelos teóricos que se han seguido tanto para la aplicación de MALL tanto dentro como fuera del aula de lenguas y los resultados que se han obtenido tanto con el uso de las herramientas que caracterizan los dispositivos móviles para el desarrollo de competencias lingüístico-comunicativas, como con apps creadas ad hoc con este fin.

- a nivel práctico, el alumno tendrá cierta práctica en el manejo de una muestra representativa de apps y herramientas móviles para el aprendizaje de lenguas y de sus posibilidades didácticas en un entorno de aprendizaje formal o no formal, según el caso.

5. CONTENIDOS DE LA ASIGNATURA

Durante la primera parte de la asignatura se ha de hacer un estudio del estado del arte en el campo del MALL, a través de lecturas variadas y punteras sobre la actualidad de este amplio campo, que proporcionará el equipo docente. Esta primera parte es de tipo teórico y el estudiante ha de dedicar todo el tiempo de estudio de esta asignatura a adquirir un conocimiento amplio sobre las cuestiones actuales del campo mediante la lectura de textos en formato impreso y electrónico. Ha de ser una lectura razonada, es decir, que a medida que el estudiante vaya adquiriendo información y mayores conocimientos sobre el campo, ha de ir aumentando su capacidad relacional, contrastiva, crítica, etc. A medida que el estudiante lea los textos que le hayan parecido de mayor interés se recomienda que dé inicio a la elaboración del primer trabajo. A continuación hay una lista de temas sobre los que hay que leer y que, por lo tanto, hay que cubrir en el primer trabajo:

1. Repaso a la disciplina: estado del arte.
2. Integración de otros campos de conocimiento en MALL: lingüística, pedagogía, ciencia cognitiva, lingüística computacional, inteligencia artificial.
3. MALL y el desarrollo de competencias lingüístico-comunicativas concretas.
4. Estudios de caso con sistemas concretos.

Con el fin de fomentar el estudio colaborativo, este primer trabajo se puede realizar en pareja o en grupos de tres estudiantes, cuya identidad deberá indicarse ya que todos los miembros de un mismo grupo obtendrán la misma calificación.

Aquellos estudiantes que tengan considerables conocimientos prácticos de MALL pueden enfocarse en una selección de dos o tres temas candentes de su interés desde un principio en lugar de realizar un tipo de trabajo más amplio y generalista.

La segunda parte es, por el contrario, individual y de más carácter práctico y en ella el estudiante podrá elegir abundar sobre alguno(s) de los temas cubiertos en el estudio de la primera parte. Tanto el tema como el progreso de la elaboración del trabajo serán consultados al equipo docente.

6. EQUIPO DOCENTE

- [TIMOTHY MARTIN READ](#)
- [MARIA ELENA BARCENA MADERA](#)

7. METODOLOGÍA

Las actividades de aprendizaje se estructuran en torno al estado del arte en cada uno de los temas que componen MALL y particularmente a aquéllos que susciten mayor interés al estudiante. Estas actividades son las siguientes:

1. Síntesis del estado de la cuestión con artículos académicos y otros contenidos, ejercicios, etc. --> metodología: lectura de la literatura clave y realización de un trabajo individualmente o en grupo.
2. Tutorías individuales --> metodología: Resolución de dudas, consultas y seguimiento de trabajos por correo electrónico y/o en el foro.
3. Trabajo individual. --> metodología: Actividad autónoma del alumno.

8. BIBLIOGRAFÍA BÁSICA

Comentarios y anexos:

La bibliografía básica de la asignatura incluye un considerable número de artículos categorizados y anotados, a disposición de los estudiantes en el curso virtual. Para aquéllos que deseen iniciar su consulta o lectura, a continuación incluimos una lista de publicaciones de interés (en formato BiBTeX), que es meramente ilustrativa y no representativa del área:

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@article{wong_learner-centric_2012,
  title = {A learner-centric view of mobile seamless learning},
  volume = {43},
  number = {1},
  journal = {British Journal of Educational Technology},
  author = {Wong, Lung-Hsiang},
  year = {2012},
  pages = {E19--E23}
}

@inproceedings{traxler_defining_2005,
  title = {Defining mobile learning},
  booktitle = {{IADIS} {International} {Conference} {Mobile} {Learning}},
  publisher = {Suomen kuntaliitto},
  author = {Traxler, John},
}
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year = {2005},
pages = {251--266}
}

@article{crompton_historical_2013,
  title = {A historical overview of mobile learning: {Toward} learner-centered education},
  journal = {Handbook of mobile learning. Florence, KY: Routledge},
  author = {Crompton, H},
  year = {2013}
}

@article{kukulska-hulme_designed_2007,
  title = {Designed and user-generated activity in the mobile age},
  volume = {2},
  number = {1},
  journal = {Journal of Learning Design},
  author = {Kukulska-Hulme, Agnes and Traxler, John and Pettit, John},
  year = {2007},
  pages = {52--65}
}

@misc{de_waard_analyzing_2013,
  title = {Analyzing the {Impact} of {Mobile} {Access} on {Learner} {Interactions} in a {MOOC}},
  shorttitle = {Master dissertation},
  publisher = {Athabasca University},
  author = {de Waard, Ignata},
  year = {2013}
}

@article{wang_development_????,
  title = {Development and validation of a mobile computer anxiety scale.},
  volume = {38},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2007-14505-004&lang=es&site=ehost-live},
  number = {6},
  journal = {British Journal of Educational Technology},
  author = {Wang, Yi-Shun},
  note = {ID: 2558},
  keywords = {Computer Anxiety, Internet, Internet anxiety, Learning, Mobile Computer Anxiety Scale, Test Construction, mobile learning, psychometrics, test development, test validity},
  pages = {p990}
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@article{richards_10_2007,
  title = {10 {Podcasts} for {Teachers} and {Kids}},
  volume = {116},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ792936&lang=es&site=ehost-live},
  abstract = {Listening to podcasts or watching videocasts in the classroom couldn't be easier—or cheaper. But if one has a computer and an Internet connection, he or she already has all the equipment he or she needs. This article lists ten podcasts for teachers and students.},
  number = {6},
  journal = {Instructor},
  author = {Richards, Emily},
  year = {2007},
  note = {ID: 2805},
  keywords = {Computer Uses in Education, EDUCATIONAL technology, Educational Resources, English (Second Language), Foreign Countries, German, Internet, Japan:, Listening, Science Education, Second Language Instruction, Teacher Collaboration, Teacher Education, Teaching Methods},
  pages = {43}
}

@article{lan_mobile-device-supported_2007,
  title = {A {Mobile}-{Device}-{Supported} {Peer}-{Assisted} {Learning} {System} for {Collaborative} {Early} {EFL} {Reading}},
  volume = {11},
  url = {http://ilt.msu.edu/vol11num3/default.html; http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ805453&lang=es&site=ehost-live},
  abstract = {Collaborative learning methods which emphasize peer interaction have been widely applied to increase the intensity and effectiveness of EFL reading programs. However, simply grouping students heterogeneously and assigning them group goals does not guarantee that effective collaborative learning will ensue. The present research includes two studies. In Study One, the weaknesses of collaborative learning in a traditional EFL setting were observed. Then, in Study Two, a mobile-device-supported peer-assisted learning (MPAL) system was developed for the purpose of addressing the identified weaknesses. Two classes of twenty-six third grade students participated in the present research to examine the unique contribution of MPAL to collaborative EFL reading activities. The collaborative behavior of elementary EFL learners was videotaped and analyzed. Detailed analysis of the videotaped behavior indicated that MPAL helped improve collaboration in elementary school level EFL learners and promotes their reading motivation. (Contains 2 tables and 3 figures.)},
  number = {3},
  journal = {Language Learning & Technology},
  author = {Lan, Yu-Ju and Sung, Yao-Ting and Chang, Kuo-En},
  year = {2007},
  note = {ID: 2739; Accession Number: EJ805453; Acquisition Information: University of Hawaii National Foreign Language Resource Center. 1859 East-West Road \#106, Honolulu, HI 96822. Tel: 808-956-9424; Fax: 808-956-5983; e-mail: ilt@hawaii.edu; Web site: http://ilt.msu.edu; Language: English; Education Level: Elementary Education/Grade 3; Reference Count: 36; Journal Code: AUG2008; Level of Availability: Not available from ERIC; Publication Type: Journal Articles; Publication Type: Reports - Research; Entry Date: 2008},
  keywords = {Computer Uses in Education, Cooperative Learning, EDUCATIONAL technology, Early Reading, Elementary School Students, English (Second Language), Foreign Countries, Grade 3, Instructional Effectiveness, Peer Influence, Reading Instruction, Reading Motivation, Taiwan, Teaching Methods},
  pages = {130--151}
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@article{klapperstuck_cool_2009,
  title = {Cool {Tools} for {Content} {Creation}.},
  volume = {16},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=trh&AN=37133100&lang=es&site=ehost-live},
  abstract = {The article evaluates various Web-based services and computer software for creating and managing podcasts, screencasts and other types of digital content, including Lulu, Lesson Corner and Zotero.},
  number = {2},
  journal = {MultiMedia & Internet@Schools},
  author = {Klapperstuck, Karen J. and Lackie, Robert J.},
  year = {2009},
  note = {ID: 2808},
  keywords = {COMMERCIAL products – Evaluation, COMPUTER software – Reviews, DIGITAL media, INFORMATION technology, PODCASTING},
  pages = {12}
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@article{fallahkhair_development_2007,
  title = {Development of a cross-platform ubiquitous language learning service via mobile phone and interactive television},
  volume = {23},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2007-09972-004&lang=es&site=ehost-live},
  abstract = {This paper describes the development processes for a cross-platform ubiquitous language learning service via interactive television (ITV) and mobile phone. Adapting a learner-centred design methodology, a number of requirements were gathered from multiple sources that were subsequently used in TAMALLE (television and mobile phone assisted language learning environment) development. A number of issues that arise in the context of cross-platform user interface design and architecture for ubiquitous language learning were tackled. Finally, we discuss a multi-method evaluation regime to gauge usability, perceived usefulness and desirability of TAMALLE system. The result broadly revealed an overall positive response from language learners. Although, there were some reported difficulties in reading text and on-screen display mainly on the ITV side of the interface, TAMALLE was perceived to be a usable, useful and desirable tool to support informal language learning and also for gaining new contextual and cultural knowledge. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (from the journal abstract)},
  language = {English},
  number = {4},
  journal = {Journal of Computer Assisted Learning},
  author = {Fallahkhair, S. and Pemberton, L. and Griffiths, R.},
  year = {2007},
  note = {ID: 2832; UR:; UR:},
  keywords = {Computer Assisted Instruction, Human Machine Systems Design, Language Development, Teaching Methods, Telephone Systems, Television, cross-platform ubiquitous language learning service, interactive television, mobile phone},
  pages = {312--325}
}

@article{edirisingha_renaissance_2010,
  title = {A {Renaissance} of {Audio}: {Podcasting} approaches for learning on campus and beyond},
  url = {http://www.eurodl.org},
  abstract = {In this paper, we urge practitioners to consider the potential of podcasting for teaching, learning and assessment. Our perspective is drawn from research on IMPALA (Informal Mobile Podcasting And Learning Adaptation), which showed that there is a range of successful podcasting approaches for students on campus. After briefly surveying the background literature, we provide examples of three approaches, from three different universities: 1) helping students to prepare presentations and assessed work, 2) offering feedback from staff on students' assessed work, and 3) assisting undergraduates to make the transition from school or college to university. Finally, we would like readers to consider how podcasting approaches like these can be converted for distance education. On the evidence available to date from IMPALA and other studies, we feel confident in predicting that podcasting will be integrated more and more into distance education, to the immense benefit of the long distance learner.},
  journal = {European Journal of Open, Distance and E-learning},
  author = {Edirisingha, Palitha and Hawkrigge, David and Fothergill, John},
  month = mar,

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  title = {Are {You} {Ready} for {Mobile} {Learning}?},
  volume = {30},
  url = {http://net.educause.edu/ir/library/pdf/eqm0726.pdf},
  number = {2},
  journal = {EDUCAUSE Quarterly},
  author = {Corbeil, Joseph Rene and Valdes-Corbeil, Maria Elena},
  year = {2007},
  note = {ID: 2909},
  keywords = {Assisted, Language, Learning, Mobile},
  pages = {51-58}
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@book{academic_2011,
  title = {Academic podcasting and mobile assisted language learning; applications and outcomes},
  volume = {26},
  isbn = {0887-3763},
  language = {English},
  number = {3},
  year = {2011},
  note = {http://GQ8Y6PB7J.search.serialssolutions.com?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8
&rft_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=Academic+podcasting+and+mobile+assisted+language+learning%3B+applications+and+outcomes&rft.jtitle=Reference+%26+Research+Book+News&rft.date=2011-06-01&rft.pub=Book+News%2C+Inc&rft.isbn=0887-3763&rft.externalDBID=n%2Fa&rft.externalDocID=257995078},
  keywords = {Book reviews, Books}
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@article{white_analysis_2009,
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  volume = {38},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ827571&lang=es&site=ehost-live},
  abstract = {This paper address three questions apropos of those posed by Kadel (2006) in the context of a large introductory-level undergraduate science lecture course. These questions include how podcasting is used by professors and students, whether podcasting decreases lecture attendance, and if particular podcasting options are effective teaching tools. It begins by exploring which students download the podcasts and when. Next, it examines the temporal pattern of downloads and what this suggests about how students use the podcasts. Finally, it examines whether the availability of podcasts reduces lecture attendance. (Contains 1 table and 5 figures.)},
  number = {3},
  journal = {Journal of College Science Teaching},
  author = {White, Brian T.},
  year = {2009},
  note = {ID: 2806},
  keywords = {Biology, Information Transfer, Instructional Effectiveness, Introductory Courses, Knowledge Management, Lecture Method, Student Attitudes, Teacher Effectiveness, Undergraduate Students, Use Studies, Video Technology},
  pages = {23}
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@article{traxler_defining_????,
  title = {Defining, {Discussing}, and {Evaluating} {Mobile} {Learning}: {The} {Moving} {Finger} {Writes} and {Having} {Writ}...},
  volume = {8},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ800946&lang=es&site=ehost-live},
  abstract = {Since the start of the current millennium, experience and expertise in the development and delivery of mobile learning have blossomed and a community of practice has evolved that is distinct from the established communities of "tethered" e-Learning. This community is currently visible mainly through dedicated international conference series, of which MLEARN is the most prestigious, rather than through any dedicated journals. So far, these forms of development and delivery have focussed on short-term small-scale pilots and trials in the developed countries of Europe, North America, and the Pacific Rim, and there is a taxonomy emerging from these pilots and trials that suggests tacit and pragmatic conceptualisations of mobile learning. What has, however, developed less confidently within this community is any theoretical conceptualisation of mobile learning and with it any evaluation methodologies specifically aligned to the unique attributes of mobile learning. Some advocates of mobile},
  number = {2},
  journal = {International Review of Research in Open and Distance Learning},
  author = {Traxler, John},
  year = {2009},
  note = {ID: 2544},
  keywords = {Access to Information, Asia Pacific Region, Community, DISTANCE education, Developed Nations, EDUCATIONAL technology, Educational Philosophy, Educational Practices, Europe, Foreign Countries, Informal Education, Measures (Individuals), Mobility, North America, Role of Education, Telecommunications},
  pages = {p1}
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  address = {London},
  series = {The {SAGE} {Handbook} of {E}-learning {Research}},
  title = {A {Theory} of {Learning} for the {Mobile} {Age}},
  isbn = {141291938X},
  url = {http://books.google.es/books?id=TgqxypKkoC&pg=PA1&dq=e+learning+research&lr=#v=snippet&q=mobile&f=false},
  abstract = {The SAGE Handbook of e-Learning Research provides a state-of-the-art, in-depth account of research in the rapidly expanding field of e-learning. The first of its kind, it provides reviews of over 20 areas in e-learning research by experts in the field, and provides a critical account of the best work to date. The contributors cover the basics of the discipline, as well as new theoretical perspectives.},
  publisher = {Sage Publications Ltd},
  author = {Sharples, Mike and Taylor, Jaylor and Vavoula, Giasemi},
  editor = {Andrews, Richard and Haythornthwaite, Caroline A.},
  year = {2007},
  note = {ID: 2902},
  keywords = {Nonfiction - Education - Education Theory - Research, Nonfiction - Education - General, Nonfiction - Education - General AAS, Nonfiction - Education - Technology \& Distance Learning - Computers \& Technology, Nonfiction - Education - Technology \& Distance Learning - Distance Learning, Nonfiction - Education - Technology \& Distance Learning - General, Nonfiction - Education - Technology \& Distance Learning - General AAS},
  pages = {221--247}
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@article{sole_social_2010,
  title = {A social and self-reflective approach to {MALL}},
  volume = {22},
  url = {http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=6855060&fulltextType=RA&fileId=S095834400990188RD 2010},
  abstract = {ABSTRACT There is a growing recognition that learning is increasingly taking place on the move and located beyond educational environments, (Sharples et al., 2007). And yet, language learners have mostly been perceived as being fixed in particular contexts, whether in the educational environment, abroad, or in their homes and communities. As several authors have pointed out (Castells et al., 2007; Okabe \& Ito, 2006; Sharples et al., 2007), mobile devices allow learners to capitalize on the multiple sites that they travel through, whether they be public or private spaces, formal or informal ones, and reflect on their social practices and their learner selves. This paper investigates whether such a context-sensitive and social-oriented approach to Mobile Assisted Language Learning (MALL) can be applied to the language learning context and how it is manifested. In order to carry out this investigation, we will be drawing on literature on the development of identity in second language learning (Norton, 2000; Kramsch, 2006; Phipps, 2007) and the use of ethnographic approaches to data collection and interpretation. We will be reporting on two case studies, involving learners of Icelandic and Serbian/Croatian, conducted over two years at a UK university. The paper concludes that the use of mobile technology enables language learners to use these devices as (Kress \& Pachler, 2007) which allows them to explore the perception of their L2 selves in a variety of day-to-day scenarios.},
  number = {01},
  journal = {ReCALL},
  author = {Solé, Cristina Ros i and Calic, Jelena and Neijmann, Daisy},
  year = {2010},
  note = {ID: 3286},
  pages = {39}
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@article{naj_ask_2005,
  title = {Ask {Naj}},
  volume = {9},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=18426114&lang=es&site=ehost-live},
  abstract = {The article presents information on the benefits of podcasting in distance education programs. Podcasting is the creation of digital audio files that may be downloaded to any portable MP3 player and listened to at the student's convenience. Though it is a misnomer to call it "podcasting," indicating the need for an iPod, the process of creating and publishing digital audio files via the Internet for an automatic download to an MP3 player has great potential as an educational tool and method. The cost efficiency of podcasting is in itself a strong argument for its adoption as a pedagogical tool. It does have potential as an effective tool to be used in conjunction with other methodologies.},
  number = {19},
  journal = {Distance Education Report},
  author = {Naj and Laws, Dwight R.},
  year = {2005},
  note = {ID: 2724; M3: Article; Accession Number: 18426114; Naj; Email Address: najuiuc@hotmail.com Laws, Dwight R. 1; Email Address: dwight.laws@byu.edu; Affiliation: 1: Director of Independent Study, Brigham Young University.; Source Info: 10/1/2005, Vol. 9 Issue 19, p3; Subject Term: DISTANCE education; Subject Term: SOUND - Equipment \& supplies; Subject Term: PODCASTING; Subject Term: IPOD (Digital music player); Subject Term: MUSIC downloading (Computers); Subject Term: MP3 players; NAICS/Industry Codes: 519130 Internet Publishing and Broadcasting and Web Search Portals; Number of Pages: 2p; Document Type: Article},
  keywords = {DISTANCE education, IPOD (Digital music player), MP3 players, MUSIC downloading (Computers), PODCASTING, SOUND - Equipment \& supplies},
  pages = {3--4}
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@article{moore_continuing_2008,
  title = {Continuing {Thoughts} on {Social} {Networking}},
  volume = {22},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=33563433&lang=es&site=ehost-live},
  abstract = {The author reflects on the integration of the new technologies in learning. He argues on the challenges on his first experience of podcasting. An overview of the five key issues that emerged from the study of podcasting is offered. The author notes on the comment of one respondent on the challenges in learning with the use of the new technologies and adds that the biggest learning point is that the student can ask for help.},
  number = {3},
  journal = {American Journal of Distance Education},
  author = {Moore, Michael Grahame},
  year = {2008},
  note = {ID: 2725; M3: Article; Accession Number: 33563433; Moore, Michael Grahame; Source Info: Jul2008, Vol. 22 Issue 3, p127; Subject Term: EDITORIALS; Subject Term: DISTANCE education students; Subject Term: INTEGRATION (Theory of knowledge); Subject Term: SOCIAL networks; Subject Term: TECHNOLOGICAL innovations; Subject Term: PODCASTING; NAICS/Industry Codes: 519110 News Syndicates; NAICS/Industry Codes: 624190 Other Individual and Family Services; NAICS/Industry Codes: 519130 Internet Publishing and Broadcasting and Web Search Portals; Number of Pages: 3p; Document Type: Article},
  keywords = {DISTANCE education students, EDITORIALS, INTEGRATION (Theory of knowledge), PODCASTING, SOCIAL networks, TECHNOLOGICAL innovations},
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  title = {An {Overview} of {Mobile} {Assisted} {Language} {Learning}: {From} {Content} {Delivery} to {Supported} {Collaboration} and {Interaction}},
  volume = {20},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ812214&lang=es&site=ehost-live},
  abstract = {Mobile learning is undergoing rapid evolution. While early generations of mobile learning tended to propose activities that were carefully crafted by educators and technologists, learners are increasingly motivated by their personal learning needs, including those arising from greater mobility and frequent travel. At the same time, it is often argued that mobile devices are particularly suited to supporting social contacts and collaborative learning—claims that have obvious relevance for language learning. A review of publications reporting mobile-assisted language learning (MALL) was undertaken to discover how far mobile devices are being used to support social contact and collaborative learning. In particular, we were interested in speaking and listening practice and in the possibilities for both synchronous and asynchronous interaction in the context of online and distance learning. We reflect on how mobile language learning has developed to date and suggest directions for the fut},
  number = {3},
  journal = {ReCALL},
  author = {Kukulska-Hulme, Agnes and Shield, Lesley},
  year = {2008},
  note = {ID: 2543},
  keywords = {Asynchronous Communication, Computer Assisted Instruction, Computer Mediated Communication, DISTANCE education, EDUCATIONAL technology, Handheld Devices, Internet, Learning Activities, Literature Reviews, Second Language Learning, Social Environment, Synchronous Communication},
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  title = {Cell phones in task based learning: {Are} cell phones useful language learning tools?},
  volume = {16},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2004-17047-006&lang=es&site=ehost-live},
  abstract = {Cell phones are now widespread in many countries including Japan where we teach, and are particularly popular among university students. Although they can be a distraction in the classroom, functions such as Internet access and e-mail capability have transformed them into sophisticated communication tools. But are they also potentially useful in language learning? While task-based approaches (Nunan, 1989) adapted to desktop e-mail are now a growing area of research in CALL (Greenfield, 2003; Gonzalez-Lloret, 2003), cell phones have yet to receive much attention. This paper reports on a classroom research project aimed at evaluating the use of mobile phones as tools for classroom learning. Freshman university students in intact EFL classes (2 elementary classes, 2 lower intermediate) were first surveyed regarding their cell phone use and pre-tested to assess their knowledge of certain target learning structures. Following this they were subdivided into three groups: (a) using cell phone text messages, (b) using computer e-mail, and (c) speaking. The learners were paired, trained with warm-up tasks, and given two further sets of tasks to complete (one in class and the other at home). The target vocabulary appeared in the initial narrative task. All messages sent while doing the tasks were saved for analysis. The speaking task pairs were recorded and samples were transcribed for comparison. Finally learners took a post-test the following week to assess short-term learning gains. This project drew attention to a number of potential advantages of mobile phones as well as highlighting some limitations, but overall suggested that mobile phones represent a language learning resource worthy of further investigation. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (from the journal abstract)},
  language = {English},
  number = {1},
  journal = {ReCALL: Journal of Eurocall},
  author = {Kiernan, Patrick J. and Aizawa, Kazumi},
  year = {2004},
  note = {ID: 2831},
  keywords = {Cellular Phones, Language, Learning, Telephone Systems, VOCABULARY, classroom learning, language learning tools, mobile phones, task based learning},
  pages = {71--84}
}

@book{fischer_academic_2011,
  title = {Academic {Podcasting} and {Mobile} {Assisted} {Language} {Learning}: {Applications} and {Outcomes}},
  isbn = {9781609601430, 1609601432, 1609601416, 9781609601416},
  url = {http://books.google.es/books?id=X8j5hbXLF88C&printsec=frontcover&dq=Academic+Podcasting+and+Mobile+Assisted+Language+Learning:+Applications+and+Outcomes&cd=1&redir_esc=y},
  language = {English},
  author = {Fischer, Robert and Facer, Betty Rose and Abdous, Mahammed and Lafford, Peter},
  year = {2011},
  note = {http://GQ8YY6PB7J.search.serialsolutions.com?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info:sid/summon.serialsolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.title=Academic+Podcasting+and+Mobile+Assisted+Language+Learning%3A+Applications+and+Outcomes&rft.au=Fischer%2C+Robert&rft.au=Facer%2C+Betty+Rose&rft.au=Abdous%2C+Mahammed&rft.au=Lafford%2C+Peter&rft.date=2011-01-01&rft.isbn=9781609601430&rft.externalDocID=2011653279},
  keywords = {PODCASTING, application computer programs, cellular telephone, pocket computer, teaching of language, technology and media}
}

@article{copley_audio_????,
  title = {Audio and video podcasts of lectures for campus-based students: {Production} and evaluation of student use.},
  volume = {44},
  url = {http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2007-18475-005&lang=es&site=ehost-live},
  number = {4},
  journal = {Innovations in Education and Teaching International},
  author = {Copley, Jonathan},
  year = {2011},
  keywords = {Audiovisual Communications Media, Campuses, Computer Assisted Instruction, Educational Audiovisual Aids, Learning, Teaching Methods, Technology, audio, campus based students, mobile learning, podcasts, technology based lectures, video},
  pages = {p387}
}

@article{chen_content_2011,
  title = {Content presentation modes in mobile language listening tasks: {English} proficiency as a moderator},
  volume = {24},
  abstract = {This study investigated whether the modality effect of content presentation modes on students' cognitive load and listening comprehension depends on the moderating effect of the learners' language proficiencies in a mobile learning context. One hundred and sixty-two students majoring in English in a technology university used personal digital assistants (PDAs) as the learning tool for a mobile listening comprehension activity. Participants were randomly assigned to one of two presentation modes: (1) a single mode in which students were engaged in auditory materials only and (2) a dual mode in which they were exposed to audio and textual inputs simultaneously. Hierarchical regression was employed to examine the moderating effect of the learners' proficiencies. The results confirmed the moderator role of English proficiency on cognitive load: students with lower proficiency appeared to be more perceptive of the text aid. However, the moderating effect was not obtained on the task performance in that students provided with the dual mode outperformed their single mode counterpart across the proficiency level. This study recommends that written text be displayed when students are engaged in a mobile English listening comprehension task to reduce learners' cognitive load. The study also provides pedagogical implications for mobile language learning.},
  language = {English},
  number = {5},
  journal = {COMPUTER ASSISTED LANGUAGE LEARNING},
  author = {Chen, I. J. and Chang, C. C.},
  year = {2011},
  note = {http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ949344},
  keywords = {COGNITIVE LOAD THEORY, COLLEGE-STUDENTS, COMPREHENSION, EDUCATION \& EDUCATIONAL RESEARCH, English language learning, FOREIGN-LANGUAGE, INSTRUCTION, LANGUAGE \& LINGUISTICS, LEARNERS, LINGUISTICS, MEMORY, PERFORMANCE, SPEECH RATE, WRITTEN, cognitive load, computer-assisted language learning, language proficiency, listening comprehension, mobile learning, pocket computer, presentation modality, teaching of language, technology and media},
  pages = {451--470}
}

@article{chang_mobile-assisted_2011,
  title = {A {Mobile}-{Assisted} {Synchronously} {Collaborative} {Translation}-{Annotation} {System} for {English} as a {Foreign} {Language} ({EFL}) {Reading} {Comprehension}},
  volume = {24},
  language = {English},
  number = {2},
  journal = {Computer Assisted Language Learning: An International Journal},
  author = {Chang, Chih-Kai and Hsu, Ching-Kun},
  year = {2011},
  note = {http://GQ8YY6PB7J.search.serialsolutions.com?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info:sid/summon.serialsolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.title=A+Mobile-Assisted+Synchronously+Collaborative+Translation-Annotation+System+for+English+as+a+Foreign+Language+%28EFL%29+Reading+Comprehension&rft.jtitle=Computer+Assisted+Language+Learning%3A+An+International+Journal&rft.au=Chang%2C+Chih-Kai&rft.au=Hsu%2C+Ching-Kun&rft.date=2011-04-01&rft.isn=0958-8221&rft.volume=24&rft.issue=2&rft.spage=155}
}

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\&ft.epage=180\&ft\_id=info:doi/10.1080\%2F09588221.2010.536952\&ft.externalDocID=2011651353},
keywords = {EFL, Reading Comprehension, personal digital assistant, teaching of language, technology and media},
pages = {155--180}
}
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9.BIBLIOGRAFÍA COMPLEMENTARIA

Comentarios y anexos:

MALL existe como especialización académica y profesional desde principios de la década de los 90. Por lo tanto, existe un número creciente de organizaciones dedicadas a MALL alrededor del mundo, conferencias nacionales e internacionales especializadas y un elevado número de revistas académicas, como las que se citan a continuación:

SIG de MALL en EUROCALL y SIG de MALL en IamLearn. Tanto la asociación europea de CALL como la asociación internacional de aprendizaje móvil tienen sendos 'special interest groups' en MALL que organizan reuniones anuales, simposios, seminarios, publicaciones conjuntas, etc.

LLT. Language Learning and Technology Journal. Fundamentalmente una revista de teoría e investigación, aunque también incluye reseñas, etc. Se trata de una fuente gratuita de gran interés. Los artículos completos están disponibles en línea.

CALL-EJ Online. CALL Electronic Journal Online. Otra fuente gratuita, más orientada hacia la práctica que la anterior.

CALICO Journal. Revista del Computer-Assisted Language Instruction Consortium: existe solo una versión impresa de ella, pero existe material relacionado disponible en línea.

MALL Journal. Computer-Assisted Language Learning. Se trata de una revista internacional en formato impreso, pero también existe un versión electrónica para las instituciones que se suscriban.

ReCALL. La revista de la organización professional EuroCALL; la publica Cambridge University Press.

10.RECURSOS DE APOYO AL ESTUDIO

La plataforma de e-Learning aLF posibilitará la adecuada interacción entre el alumno y sus profesores. aLF es una plataforma de e-Learning y colaboración que permite impartir y recibir formación, gestionar y compartir documentos, crear y participar en comunidades temáticas, así como realizar proyectos en línea. A través de ella se ofrecerán la bibliografía, herramientas y recursos necesarios para que tanto el equipo docente como el alumnado encuentren la manera de compaginar tanto el trabajo individual como el aprendizaje colaborativo.

11.TUTORIZACIÓN Y SEGUIMIENTO

La tutorización de los alumnos se llevará a cabo a través del curso virtual de la asignatura en la plataforma de e-Learning aLF.

12.EVALUACIÓN DE LOS APRENDIZAJES

La asignatura se valorará a través de dos trabajos, calculándose la calificación media de ambos.

PRIMERA PARTE DE LA ASIGNATURA:

Llevarla a cabo consiste en realizar lecturas razonadas y generar debate en los foros a partir de ellas, comentándolas. A medida que se avance en esta parte, se hará un trabajo teórico tipo ensayo sobre el campo de MALL en el que se ha de plasmar lo leído y los razonamientos y reflexiones originales del alumno a partir de ellos.

Este trabajos se puede realizar individualmente, en pareja o en grupos de tres estudiantes, cuya identidad debe quedar claramente indicada en ellos. Todos los miembros de un mismo grupo obtendrán en principio la misma calificación.

Si un estudiante por sus amplios conocimientos de MALL lo desea, puede optar por una vía de estudio y trabajo alternativo que se centre en al menos tres de los temas de actualidad que se proponen en la asignatura.

Se recomienda encarecidamente que el primer trabajo se entregue en la plataforma de e-Learning a mediados del cuatrimestre. En él se valorará lo siguiente:

1. Que se ofrezca un resumen amplio de los avances del MALL (o ciertas líneas de trabajo dentro de MALL) que ha habido en los últimos años.
2. Que cubra todas las cuestiones fundamentales que constituyen el campo objeto de estudio.
3. Que siga los requisitos de los textos académicos en lo formal pero sea a la vez personal y original en la medida de lo posible y no se limite a listar las opiniones de autores consagrados sin comentarlas, relacionarlas, contrastarlas, etc.

4. La selección de contenidos y su estructura y organización.

5. El trabajo ha de incluir un índice jerarquizado y una bibliografía.

SEGUNDA PARTE DE LA ASIGNATURA:

Es recomendable que la segunda parte de la asignatura sea de tipo más práctico y en ella el estudiante tenga la oportunidad de aprender sobre la búsqueda y manejo de algunos de los programas (sistemas y herramientas) del MALL que reflejan los avances que ha habido en los últimos años y lo que representa realmente esta disciplina hoy en día. Con esta vía de trabajo, el estudiante podrá ganar experiencia en el manejo y valoración de dichos programas, accediendo a ellos y practicando con cada uno. A medida que vaya adquiriendo conocimientos prácticos de primera mano sobre el tipo de programas disponibles para MALL (y sus sub-modalidades), podrá ir centrándose en la selección de un tipo concreto de dichos programas (por ejemplo, los programas para el aprendizaje de vocabulario y terminología) para, por ejemplo, llevar a cabo un análisis valorativo de cara a su segundo trabajo. Otro tema de trabajo podría versar sobre las apps de lenguas per se.

El plazo de entrega del segundo trabajo es el final del cuatrimestre.

La evaluación se llevará a cabo en base calculando la calificación media de los dos trabajos.

Calificación numérica de 0 a 10 según legislación vigente (RD 1125/2003).

13.COLABORADORES DOCENTES

Véase equipo docente.