

MOBILE ASSISTED LANGUAGE LEARNING

Curso 2017/2018
(Código: 24409263)

1. PRESENTACIÓN

PRESENTATION

Mobile Assisted Language Learning is an intersection between Mobile Learning and Computer Assisted Language Learning. It is also the name of an optional 5 ECTS subject that is studied during the first semester of this master. This subject is offered to provide the students with an opportunity to learn about the perspectives and results of the work undertaken by the research community in the domain of Mobile Assisted Language Learning, and in other neighbouring fields such as incidental learning, gamification, and social learning, to name a few. The subject also has a practical side whereby the functionality of the mobile device for the specific purpose of language learning and the apps that can be stored and used therein are tried out and reflected upon in an interrelated way.

After a few decades of massive use of mobile devices by the general public and their increasing use for educational and training purposes and, particularly, for learning languages, the time is optimum for a specialized subject that focuses in a mosaic-like way on a steady path of mobile technological innovation and second language learning opportunity. This subject deals with the advantages and disadvantages that networked mobile devices and their various applications and related conceptual frameworks can entail for students, and the associated challenges for language teachers.

2. CONTEXTUALIZACIÓN

CONTEXT

Although this subject deals with a specialized language learning modality, it is studied in the first semester of the master because mobile technology is a common factor in language learning these days. It is not necessary anymore to make a case for the use of mobile devices in any type of linguistic education/training because they are already being used! All parties involved in the learning process are convinced of their value, as can be witnessed by teachers - and particularly students - walking to and from their classes with just a laptop, tablet PC, or any other mobile device in hand. The affordances of computer- and mobile-assisted language learning are decisive and their use is likely to coexist with conventional methods (and, in some cases, substitute them) in the foreseeable future.

The adoption and integration of mobile learning technology - and the associated pedagogy - is rapidly progressing and not something just limited to the more affluent students (currently there are five times more low cost Android devices connected to the Internet than more expensive Apple iOS ones). Furthermore, modern students are typically already digitally proficient - often more so than their teachers - and confidently expect them to come up with learning activities that are both linguistically and digitally challenging.

3. REQUISITOS PREVIOS RECOMENDABLES

PREVIOUS REQUIREMENTS

Despite being in the 1st semester, MALL is an advanced subject. As such, the student is expected to have introductory knowledge and certain experience in CALL (Computer Assisted Language Learning). If the student has not had the opportunity to experiment with CALL systems/tools in the past, s/he is encouraged to study the introductory subject on CALL which forms part of the syllabus of this master too (in Spanish: Introducción a la ELAO). It is also expected that the student will have access to a mobile device (preferably a smartphone) and have average usage skills.

Also, this subject will be taught and learnt in English. The course reading materials and study guides will be all in this language, which will also be used in the forums and the rest of the communication tools. Unless explicitly agreed with the teacher, all the learning activities and assignments will also take place in English. Therefore, it is fundamental that students have a B2 level for reading and writing in this language. It must be emphasized, however, that the English competence level will not be subject of evaluation or count neither positively nor negatively.

4. RESULTADOS DE APRENDIZAJE

LEARNING RESULTS

This subject is structured so that the student will obtain an understanding of MALL from two different and complementary perspectives: a theoretical one, reflecting the state of the art of the discipline, and a practical one, illustrating the currently available range of apps and functionalities of mobile devices. To be specific, by the end of the semester a student will have obtained the following results:

- At a theoretical level: the student will have a general knowledge of the history and trajectory of this field since its very beginning and the theoretical models that underpin the application of MALL both within and outside of the language classroom. The results obtained from these different approaches will also be understood by the student in terms of the development of communicative and linguistic competences and the characteristics of the underlying mobile devices.
- At a practical level: the student will have gained experience of installing and experimenting with a representative sample of mobile apps and tools for learning languages together with their didactic possibilities in a formal and/or non-formal learning environment. Furthermore, a range of apps will be used that reflect the different ways in which mobile technology can be used: individually, accessing both local and online resources, collaboratively, sharing information artefacts online, and socially, where groups of people network around common themes.

5. CONTENIDOS DE LA ASIGNATURA

CONTENTS

The subject is structured in two parts. The first part has a theoretical nature where the student should study the texts, videos, recordings, etc. provided to acquire a broad understanding on the current issues in the field of MALL. There has been a considerable body of academic literature produced on MALL and related academic disciplines over the past decade, which could be used as basic reading material and course content here. However, to make the task easier for the student, chapters taken from the recently published "International Handbook of Mobile-Assisted Language Learning" will be used. These chapters will be provided in electronic format. This literature study should be undertaken by the student in a proactive and critical manner, i.e., as new information is acquired it should be integrated into the overall perspective a student has, thereby increasing his/her relational and contrastive capacities. Specific attention should be dedicated to the following list of topics:

1. State of the art of the discipline.
2. Integration of other fields of knowledge in MALL: linguistics, pedagogy, cognitive science, computational linguistics, artificial intelligence, computing technology.
3. MALL and the development of specific linguistic and communicative competences.
4. Case studies with specific apps and tools.

For students who want to study additional material above and beyond the handbook mentioned here, a bibliography list is provided in BibTeX format that can be easily imported into any academic literature management tool such as Zotero. Most of the literature referenced can be freely obtained online. If a student has difficulty in obtaining any given article, the teach team will do their best to help obtain a copy. Electronic textual materials will be complemented by videos and recordings on key aspects of the field under study.

6. EQUIPO DOCENTE

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

7. METODOLOGÍA

METHODOLOGY

The learning activities presented in the Contents section of this guide are structured around the state of the art in each of the themes that make up MALL and are of interest to the students. The methodological aspects related to these activities are as follows:

1. Synthesis of the state of the issue with academic articles and other contents, exercises, etc. -> methodology: Reading the key literature and carrying out a short essay or presentation individually or in pairs.
2. Individual tutorials -> methodology: Resolution of doubts, queries and follow up of works by email and/or in the forum.
3. Individual work -> methodology: Autonomous work on the part of the student.

This course on Mobile Assisted Language Learning (henceforth, MALL) requires a continuous study throughout the semester, where the theoretical and practical concepts related to the state of the art of the use of mobile devices for teaching and learning languages can be assimilated. To help students use their time wisely and effectively in this subject, a fortnightly plan will be provided, together with suggested activities, since it will be very difficult to assimilate the subject if the work is left to the end of the term!

This subject on MALL corresponds to 5 ECTS (European credits). One credit is equivalent to 25 hours of study, which implies about 125 hours of study in total over the 12 weeks generally available for the course.

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},
  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=psyh&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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  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 EducationGrade 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}
}

@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=psyh&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: },
  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},

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@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 Hawkrigde, David and Fothergill, John},
month = mar,
year = {2010},
note = {ID: 4130}

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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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title = {Academic podcasting and mobile assisted language learning: applications and outcomes},
volume = {26},
isbn = {0887-3763},
language = {English},
number = {3},
year = {2011},
note = {http://GO8Y6PB7J.search.serialssolutions.com?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8
&rfc_id=info:sid/summon.serialssolutions.com&rfc_val_fmt=info:ofi/fmt:kev:mtx:journal&rfc.genre=article&rfc.attitle=Academic+podcasting+and+mobile+assisted+language+learning%3B+applications+and+outcomes&rfc.jtitle=Reference+%26+Research+Book+News&rfc.date=2011-06-01&rfc.pub=Book+News%2C+Inc&rfc.issn=0887-3763&rfc.externalDBID=n%2Fa&rfc.externalDocID=257995078},
keywords = {Book reviews, Books}

@article{white_analysis_2009,
title = {Analysis of {Students}' {Downloading} of {Online} {Audio} {Lecture} {Recordings} in a {Large} {Biology} {Lecture} {Course}},
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}

@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},
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}

@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=S0958344009990188RD 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}

@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: najluuc@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}

@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},
pages = {127--129}

@article{kukulska-hulme_overview_2008,
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},
pages = {271--289}

@article{kiernan_cell_2004,
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=psych&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://GO8YY6PB7J.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: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=psych&AN=2007-18475-005&lang=es&site=ehost-live},
number = {4},
journal = {Innovations in Education and Teaching International},
author = {Copley, Jonathan},
note = {ID: 2556},
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},

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    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.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: oti/fmt: kev: mtr: journal\&rft. genre=article\&rft. atitle=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. issn=0958-8221\&rft. volume=24\&rft. issue=2\&rft. spage=155
  \&rft. epage=180\&rft\_id=info: doi/10.1080\%2F09588221.2010.536952\&rft. 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 lamLearn. 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.

CALL 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

SUPPORT RESOURCES

In addition to the student's own mobile device and related set of apps and learning and communication tools, the aLF e-Learning platform will provide a way to enable the interaction between the learner, his/her peers and teachers. aLF allows students to receive training, manage and share documents, create and participate in thematic communities, as well as to carry out projects online. This platform will be used by the teaching team to provide students with the bibliography, tools and resources necessary to undertake all the individual work and collaborative learning proposed in the subject.

The teaching team will share their own publications, presentations and videos on this field, such as the following:

<https://www.youtube.com/watch?v=JQH4wWchOaU> (Timothy Read --> "Comparison of the individual and social versions of ANT")

They will also provide the students with recordings on the methodology of this subject, such as the following:

<https://canal.uned.es/mmobj/index/id/53398> (Elena Barcena --> "MALL: An introduction to the subject")

<https://canal.uned.es/mmobj/index/id/53335> (Elena Barcena --> " Methodological and technological innovation in distance language learning: mobile, open and social learning")

11. TUTORIZACIÓN Y SEGUIMIENTO

Student tutoring will take place mainly on the virtual course of this subject within the aLF platform, where peers can benefit from the consultations. A social media tool will also be used to complement the platform so that the students can experience the advantages and disadvantages that such a tool provides. However, should the student wish to interact with the teachers individually, s/he may do so by emailing, writing or phoning them. The contact details will be provided in the platform.

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12. EVALUACIÓN DE LOS APRENDIZAJES

The students' work in this subject will be evaluated by three complementary activities.

Firstly, an assignment reflecting what has been learnt from their study of the literature (40% of the final grade). It can take the form of a written report (around 10 pages in length), a video presentation or a screencast using a PowerPoint-like presentation as a backdrop for an audio recording. In order to encourage collaborative study, this first assignment can be undertaken in pairs, whose identity must be indicated since both members of the same group will obtain the same qualification. Furthermore, those students who have considerable MALL skills can focus on a selection of two or three hot topics of interest from the outset rather than performing a broader, more general type of synthesis and analysis.

The second activity is individual and of a more practical character, where the student can choose one or more apps or tools that s/he has used to explore practical ways in which the technology can be used in a teaching context (40% of the final grade). The nature of the context can be selected by the student depending upon his/her background and interests. The result of this activity should be presented in a report (around 10 pages, including screen dumps) highlighting the reasons why the app(s)/tool(s) has(have) been selected, detailing the learning activities proposed, the results hoped for, and anticipate the problems and limitations of the approach together with solutions where possible. Both the subject and the progress of the preparation of the work should be consulted to the teaching team.

The third activity is the ongoing participation in the forums and/or the social networking tool WhatsApp throughout the duration of the subject (20% of the final grade). The students should use these tools to discuss questions related to the subject, ask and give help to peers, and generally interact on questions related to MALL and its theoretical and practical considerations. Teachers will participate both in the forums and on WhatsApp but all methodological announcements will take place in the virtual course. It is also in the virtual course where materials, study guides, etc. will be uploaded so it is the students' responsibility to access it on a regular basis.

13. COLABORADORES DOCENTES

Véase equipo docente.