

17-18

MÁSTER UNIVERSITARIO EN LAS
TECNOLOGÍAS DE LA INFORMACIÓN Y
LA COMUNICACIÓN EN LA ENSEÑANZA
Y EL TRATAMIENTO DE LENGUAS

GUÍA DE ESTUDIO PÚBLICA



MOBILE ASSISTED LANGUAGE LEARNING

CÓDIGO 24409263



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Nombre de la asignatura	MOBILE ASSISTED LANGUAGE LEARNING
Código	24409263
Curso académico	2017/2018
Títulos en que se imparte	MÁSTER UNIVERSITARIO EN LAS TECNOLOGÍAS DE LA INFORMACIÓN Y LA COMUNICACIÓN EN LA ENSEÑANZA Y EL TRATAMIENTO DE LENGUAS
Tipo	CONTENIDOS
Nº ETCS	5
Horas	125.0
Periodo	SEMESTRE 1
Idiomas en que se imparte	INGLÉS

PRESENTACIÓN Y CONTEXTUALIZACIÓN

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.

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR ESTA ASIGNATURA

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.

EQUIPO DOCENTE

Nombre y Apellidos
Correo Electrónico
Teléfono
Facultad
Departamento

TIMOTHY MARTIN READ .
tread@lsi.uned.es
91398-8261
ESCUELA TÉCN.SUP INGENIERÍA INFORMÁTICA
LENGUAJES Y SISTEMAS INFORMÁTICOS

Nombre y Apellidos
Correo Electrónico
Teléfono
Facultad
Departamento

MARIA ELENA BARCENA MADERA
mbarcena@flog.uned.es
91398-6841
FACULTAD DE FILOLOGÍA
FILOLOGÍAS EXTRANJERAS Y SUS LINGÜÍSTICA

HORARIO DE ATENCIÓN AL ESTUDIANTE

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.

Timothy Read

Departamento de Lenguajes y Sistemas Informáticos

ETSII

UNED

C/ Juan de Rosales, 16

28040 Madrid

Telephone support: Thursdays, 10.00 –14.00

Tel.: (+)91 3988261

Fax: (+)91 3986535

E-mail: tread@lsi.uned.es

Elena Bárcena

Departamento de Filologías Extranjeras y sus Lingüísticas

Facultad de Filología

UNED

Pº Senda del Rey, 7

28040 Madrid

Telephone support: Wednesdays, 10.00 –14.00

Tel.: (+)91 3986841



Fax: (+)91 3986674

E-mail: mbarcena@flog.uned.es

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

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.

CONTENIDOS

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.

SISTEMA DE EVALUACIÓN

BIBLIOGRAFÍA BÁSICA

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:

```
@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=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}
}
@article{richards_10_2007,
title = {10 {Podcasts} for {Teachers} and {Kids}},
volume = {116},

```



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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://lt.msu.edu/vol11num3/default.html;
http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ805453&lang=es&site=e
host-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: llt@hawaii.edu; Web site:
http://llt.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=e
host-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}
}
@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:: 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 Hawkridge, David and Fothergill, John},
 month = mar,
 year = {2010},
 note = {ID: 4130}

}

@article{corbeil_are_2007,
 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}

}

@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://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: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.issn=0887-3763&rft.externalDBID=n\%2Fa&rft.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
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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},

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    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}
}
@incollection{sharples_theory_2007,
    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=Tgqxy-
_pKkoC&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

```



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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&fulltext
Type=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: 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}

}

@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},

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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}
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@article{kiernan_cell_2004,
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title = {Cell phones in task based learning: {Are} cell phones useful language learning
tools?},

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volume = {16},

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url = {http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2004-17047-
006&lang=es&site=ehost-live},

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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)},

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language = {English},

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number = {1},

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journal = {ReCALL: Journal of Eurocall},

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author = {Kiernan, Patrick J. and Aizawa, Kazumi},

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year = {2004},

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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+Podca
sting+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.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\%3
A+Applications+and+Outcomes&rft.au=Fischer\%2C+Robert&rft.au=Facer\%2C+Betty+Ros
e&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},
note = {ID: 2556},
keywords = {Audiovisual Communications Media, Campuses, Computer Assisted

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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}

}



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@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:ofi/fmt:kev:mtx:journal\&rft.genre=article\&rft.atitle=A+Mobile-Assisted+Synchronously+Collaborative+Translation-
Annotation+System+for+English+as+a+Foreign+Language+\%28EFL\%29+Reading+Compr
ehension\&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}
}
```

BIBLIOGRAFÍA COMPLEMENTARIA

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 profesional EuroCALL; la publica Cambridge University Press.

RECURSOS DE APOYO Y WEBGRAFÍA

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")

IGUALDAD DE GÉNERO

En coherencia con el valor asumido de la igualdad de género, todas las denominaciones que en esta Guía hacen referencia a órganos de gobierno unipersonales, de representación, o miembros de la comunidad universitaria y se efectúan en género masculino, cuando no hayan sido sustituido por términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.

