

22-23

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

UNED

22-23

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Nombre de la asignatura	MOBILE ASSISTED LANGUAGE LEARNING
Código	24409263
Curso académico	2022/2023
Título 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.

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.

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

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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.

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COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

Competencias Básicas:

CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación

CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio

CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios

CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades

CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

Competencias Generales:

CG01 - Adquirir iniciativa y motivación

CG04 - Adquirir competencias cognitivas superiores en análisis y síntesis

CG07 - Desarrollar razonamiento crítico

CG09 - Desarrollar capacidad de comunicación y expresión escrita

- CG11 - Desarrollar capacidad de comunicación y expresión científica y tecnológica
- CG13 - Desarrollar competencias en la búsqueda, procesamiento y difusión de información y conocimiento
- CG16 - Desarrollar habilidades para coordinarse con el trabajo de otros

Competencias Específicas:

- CE02 - Evaluar herramientas digitales para el proceso de enseñanza/aprendizaje de idiomas.
- CE04 - Analizar de forma crítica y reflexiva las opciones metodológicas que se presentan en diversos contextos de investigación lingüística, así como fundamentar las propias decisiones.
- CE23 - Analizar el futuro inmediato de la ELAO a la vista de los avances tecnológicos y la realidad formativa y social.

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

Subject structure

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.

The basic bibliography of this subject consists of the following book provided in electronic format to the students:

- The International Handbook of Mobile-Assisted Language Learning, edited by Aga Palalas & Mohamed Ally. 2016. Beijing: China University Press.

and a series of complementary articles are also recommended for students who want to complement the basic course text.

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

TIPO DE PRUEBA PRESENCIAL

Tipo de examen

No hay prueba presencial

CARACTERÍSTICAS DE LA PRUEBA PRESENCIAL Y/O LOS TRABAJOS

Requiere Presencialidad

No

Descripción

No hay prueba presencial.

Criterios de evaluación

Ponderación de la prueba presencial y/o los trabajos en la nota final

Fecha aproximada de entrega

Comentarios y observaciones

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC?

No

Descripción

Criterios de evaluación

Ponderación de la PEC en la nota final

Fecha aproximada de entrega

Comentarios y observaciones

OTRAS ACTIVIDADES EVALUABLES

¿Hay otra/s actividad/es evaluable/s?

Si,no presencial

Descripción

For the evaluation of this subject you need to write a report that should consist of two parts:

A synthesis and analysis of the literature provided here, i.e., the first part of the International Handbook on MALL, the chapters proposed for reading in weeks 1 to 7. A summary of your experience of installing and experimenting with some mobile apps and tools for learning languages together with your reflections on their didactic possibilities in a formal or non-formal learning environment. You can search for such apps (only free ones!) on Google Play or The App Store depending on whether your mobile device (smartphone or tablet) is Android or iOS.

We do not like to specify a fixed number of pages for any assignment. However, since the question will arise, you should note that you are expected to write between 20 and 30 pages, including references and any appendices you feel are necessary.

Criterios de evaluación

The activities will be evaluated as follows:

- (1) The relevance of the contents in the overall structure of the course, presented in such a way that although the length of the activities is not penalized, the most relevant elements that have been covered it in its different stages must be present.**
- (2) Critical reflection, in such a way that the continuous transcription of the opinions and perspectives of other authors will be penalized and, on the contrary, original attempts to reinterpret the aspects that define and characterize the subject will be positively valued.**
- (3) Creativity, in particular, unpublished but well-founded attempts to advance MALL in any of its manifestations.**
- (4) The observation of formal questions relevant to academic discourse: structure, use and reference of sources, correction in the expression, use of appropriate terminology, etc.**

Ponderación en la nota final

- Activity 1: 50% of the final grade - Activity 2: 50% of the final grade

Fecha aproximada de entrega

Activity 1: The sixth week of the course;
Activity 2: The end of the course

Comentarios y observaciones

¿CÓMO SE OBTIENE LA NOTA FINAL?

Firstly, a student has to have passed both activities (with a grade of 5 or more). Subsequently, the grades of both activities are combined as follows:

Activity 1: 50% of the final grade

Activity 2: 50% of the final grade

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},
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://lit.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 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}

}

@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}
}
@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},
```

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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}
}
@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\&rfr\_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}...},

```



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    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},
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@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
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as well as new theoretical perspectives.},

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author = {Sharples, Mike and Taylor, Jaylor and Vavoula, Giasemi},
editor = {Andrews, Richard and Haythornthwaite, Caroline A.},
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keywords = {Nonfiction –Education –Education Theory –Research, Nonfiction –Education
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title = {A social and self-reflective approach to {MALL}},
volume = {22},
url =
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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},

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    year = {2010},
    note = {ID: 3286},
    pages = {39}
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    title = {Ask {Naj}},
    volume = {9},
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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.},
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    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},

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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},
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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}
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@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

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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},

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    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}
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@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

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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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  journal = {ReCALL: Journal of Eurocall},
  author = {Kiernan, Patrick J. and Aizawa, Kazumi},
  year = {2004},
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  keywords = {Cellular Phones, Language, Learning, Telephone Systems, VOCABULARY,
classroom learning, language learning tools, mobile phones, task based learning},
  pages = {71--84}
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@book{fischer_academic_2011,
  title = {Academic {Podcasting} and {Mobile} {Assisted} {Language} {Learning}:
{Applications} and {Outcomes}},
  isbn = {9781609601430, 1609601432, 1609601416, 9781609601416},
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  author = {Fischer, Robert and Facer, Betty Rose and Abdous, Mahammed and Lafford,
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  note = {http://GQ8YY6PB7J.search.serialssolutions.com?ctx\_ver=Z39.88-
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genre=book\&rft.title=Academic+Podcasting+and+Mobile+Assisted+Language+Learning\%3
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  keywords = {PODCASTING, application computer programs, cellular telephone, pocket
computer, teaching of language, technology and media}
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@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-
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  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}
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@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},

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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,
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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-
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keywords = {EFL, Reading Comprehension, personal digital assistant, teaching of
language, technology and media},
pages = {155--180}
}

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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 una 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 se hayan sustituido por términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.