

# **Academic Podcasting and Mobile Assisted Language Learning**

**Applications and Outcomes**



# Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes

**JE Gale**

## **Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes:**

**Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes** Facer, Betty Rose,Abdous, M?hammed,2010-12-31 The use of Academic Podcasting Technology and MALL Mobile Assisted Language Learning is reshaping teaching and learning by supporting expanding and enhancing course content learning activities and teacher student interactions Academic Podcasting and Mobile Assisted Language Learning Applications and Outcomes shares innovative and pedagogically effective ways to improve foreign language education by identifying the instructional uses and benefits of academic podcasting technology and MALL in foreign language acquisition These include instructional uses students perceived learning gains how instructors can use have used the technology successes and challenges study abroad experiences with the technology pedagogical impact and economic perspectives on its use

**Academic Podcasting and Mobile Assisted Language Learning** ,2011 Shares innovative and pedagogically effective ways to improve foreign language education by identifying the instructional uses and benefits of academic podcasting technology and MALL in foreign language acquisition These include instructional uses students perceived learning gains how instructors can use have used the technology successes and challenges study abroad experiences with the technology pedagogical impact and economic perspectives on its use

*Quarterly Review of Distance Education* Michael Simonson,Anymir Orellana,2021-10-01 The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles research briefs reviews and editorials dealing with the theories research and practices of distance education The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors The Quarterly Review publishes full length manuscripts as well as research briefs editorials reviews of programs and scholarly works and columns The Quarterly Review defines distance education as institutionally based formal education in which the learning group is separated and interactive technologies are used to unite the learning group

**Handbook of Mobile Learning** Zane L. Berge,Lin Muilenburg,2013-06-19 Winner of the AECT Division of Distance Learning DDL Distance Education Book Award This handbook provides a comprehensive compendium of research in all aspects of mobile learning one of the most significant ongoing global developments in the entire field of education Rather than focus on specific technologies expert authors discuss how best to utilize technology in the service of improving teaching and learning For more than a decade researchers and practitioners have been exploring this area of study as the growing popularity of smartphones tablets and other such devices as well as the increasingly sophisticated applications for these devices has allowed educators to accommodate and support an increasingly mobile society This handbook provides the first authoritative account of the theory and research that underlies mobile learning while also exemplifying models of current and future practice

**Linguistics and Language Behavior Abstracts** ,2009 **Mobile Assisted Language Learning Across Educational Contexts** Valentina Morgana,Agnes Kukulska-Hulme,2021-02-10 This concise collection

critically reflects on mobile assisted language learning research across educational stages from early childhood through to university settings. The volume traces the development of MALL practices through researchers and teachers' efforts to make sense of the impact of mobile technologies on formal and informal second language learning and development. The chapters explore a range of topics around mobile learning design implementation and affordances across different educational and geographic contexts drawing on both qualitative and quantitative perspectives. In so doing the book creates a broader conversation around the importance of continuity in the successful integration of MALL practices into L2 learning curricula across the educational lifespan. This book will appeal to students and scholars in applied linguistics and language teaching and learning especially to those with a specific interest in mobile technologies.

*Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning* Andujar, Alberto, 2019-10-25. The use of technological tools to foster language development has led to advances in language methodologies and changed the approach towards language instruction. The tendency towards developing more autonomous learners has emphasized the need for technological tools that could contribute to this shift in foreign language learning. Computer assisted language learning and mobile assisted language learning have greatly collaborated to foster language instruction out of the classroom environment offering possibilities for distance learning and expanding in class time. *Recent Tools for Computer and Mobile Assisted Foreign Language Learning* is a scholarly research book that explores current strategies for foreign language learning through the use of technology and introduces new technological tools and evaluates existing ones that foster language development. Highlighting a wide array of topics such as gamification mobile technologies and virtual reality this book is essential for language educators educational software developers IT consultants K 20 institutions principals professionals academicians researchers curriculum designers and students.

*WorldCALL: Sustainability and Computer-Assisted Language Learning* Ana María Gimeno Sanz, Mike Levy, Françoise Blin, David Barr, 2015-12-17. This volume focuses on computer and digitally assisted language learning in all of its forms technology enhanced language learning network based language learning mobile assisted language learning and so on in close relation to the topic of sustainability. How can these technologies and techniques be implemented in a sustainable and repeatable way. The book covers a wide range of areas in terms of this sustainability. These include 1 education teacher learner training 2 normalisation integration 3 systems reliability support development 4 mobility mobile assisted language learning 5 innovation trends research. The volume samples research and practice in CALL from around the world organised into sections. It has an introduction and a conclusion written by the editors Ana Gimeno Mike Levy Fran oise Blin and David Barr which covers the state of the art at the moment and directions it is likely to take in the future.

**Library Literature & Information Science**, 2007. An index to library and information science literature.

*Campus Technology*, 2006. *The New York Times Index*, 2007. *Technology in Language Learning: An Overview* Bryan Smith, 2015-09-16. This module on computer assisted language learning provides novice and experienced

second and foreign language L2 teachers alike with an introduction to the field of computer assisted language learning CALL The module first provides a historical overview of the field and then explores the most widely researched areas within CALL The module examines findings of research into computer mediated communication for L2 learning as well as L2 skill area instruction in technology enhanced settings The unit then turns to a discussion of teacher and learner standards for using CALL followed by a discussion of how one may find and evaluate CALL resources appropriate for specific instructional contexts The module ends with an introduction to four of the newest and most exciting areas in CALL gaming fan fiction digital story telling and mobile assisted language learning Please visit the series companion website for more information <http://routledgetextbooks.com/textbooks/9781315679594>

*Left to My Own Devices: Learner Autonomy and Mobile-Assisted Language Learning* Javier Díaz-Vera, 2012-01-04 This book is the result of five years of intensive dedication to teaching innovation and curriculum development and offers a series of studies exploring how mobile technologies in particular and mobile learning in general may be used for second language teaching and learning in a wide variety of environments Although a strong emphasis is laid on issues to do with autonomy and independence in second language acquisition the volume also examines the connections and interrelations of mobile learning and second language teaching and learning process on the whole as well as the process of adoption of new mobile technologies as teaching tools in various communities across the globe The volume is targeted at a broad spectrum of readers including academics in the field of e learning online learning and ICT based learning with an interest in exploring the possibilities of mobile assisted learning and the new developments of ICT in particular portable devices for the foreign language classroom It is most attractive to those interested in the emerging field of mobile assisted learning in general and its potential for foreign language teaching and learning in particular

The Effects of Duolingo's Stories and Podcast Features on the Development of Explicit and Implicit Knowledge Anthony James Brandy, 2021 Some second language acquisition SLA scholars have characterized the astronomic rise in usership of language learning applications as a revolution of language learning pages 25 Alongside this rise in usership is also a small but steady stream of research that has investigated the effects of these applications on user motivation Isbell and others 2017 Loewen and others 2019 learning gains on collegiate foreign language tests Krashen 2014 Vesselinov and Grego 2012 and oral communicative ability Loewen and others 2020 This thesis investigated the role of meaningful input in the form of two new features of the language learning application Duolingo The two under researched features Savvani 2019 are the Stories feature which is performed by voice actors and provides the learner with short stories intermittent with comprehension check and translation activities and the Podcast feature which are 20 to 30 minute podcast episodes told primarily in the L2 with no user interaction involved Jiang and others 2020 These two features offer users more meaningful input which Duolingo has been frequently criticized for excluding in its curriculum e g Crowther and others 2017 Teske 2017 To investigate the effect these new features have on users this study utilized a quasi experimental case study design looking

at two Spanish L2 participants performance on a battery of implicit and explicit knowledge tests over the course of a four week treatment period. The results indicated a steady increase in both implicit and explicit knowledge for the Stories participant over time but that the Podcast participant was too advanced to make meaningful gains on the test battery as a result of Duolingo Podcast use. Despite this the Podcast participant still made meager gains in implicit but not explicit knowledge. The battery of tests also accessed different language domains such as receptive e.g. reading and listening and productive e.g. speaking and writing skills. These findings add nuance to previous critiques of Duolingo and Mobile Assisted Language Learning (MALL) in general that posited that the primary outcome of MALL app usage is receptive explicit knowledge e.g. Krashen 2014 Loewen and others 2020. First it was found that the Podcast participant showed meager gains in the measure of productive implicit knowledge the Oral Narrative Task but decreased in performance on the measure of receptive explicit knowledge the Untimed Grammaticality Judgement Task. Interestingly the Stories participant showed a large jump of 22% in receptive implicit knowledge of Spanish as measured by the Timed Grammaticality Judgement Task. Neither participant showed meaningful gains in the measure of productive explicit knowledge the Metalinguistic Knowledge Task. Although there was a slight effect found for receptive explicit knowledge for the Stories participant the data from both participants in tandem discount the idea that app based MALL prioritizes receptive explicit knowledge at least when considering these novel input based features of Duolingo.

**Task-Based Language Learning and Teaching with Technology** Michael Thomas, Hayo Reinders, 2013-03-14. This edited collection considers the relationship between task based language teaching (TBLT) and technology enhanced learning (TEL). TBLT is concerned with a number of macro tasks such as information gathering and problem solving as well as evaluative tasks all of which are increasingly available via online and Web based technologies. Technology Enhanced Learning refers to a broad conception of technology use in the language classroom and incorporates a range of interactive learning technologies such as Interactive Whiteboards and mobile learning devices. The popularity of Web 2.0 technologies blogs, wikis, social networking sites, podcasting, virtual worlds as well as practical applications of mobile learning place a fresh emphasis on creating project orientated language learning tasks with a clear real world significance for learners of foreign languages. This book examines the widespread interest in these new technology enhanced learning environments and looks at how they are being used to promote task based learning. This book will appeal to practitioners and researchers in applied linguistics, second language acquisition and education studies.

*Technology-Assisted ESL Acquisition and Development for Nontraditional Learners* Khadimally, Seda, 2018-08-31. Creating technology integrated learning environments for adolescent and adult language learners remains a challenge to educators in the field. Thoroughly examining and optimizing the experience of these students is imperative to the success of language learning classrooms. *Technology Assisted ESL Acquisition and Development for Nontraditional Learners* provides innovative insights into the advancements in communication technologies and their applications in language learning. The

content within this publication covers emerging research on instructional design teacher cognition and professional development It is a vital reference source for educators academics administrators and researchers seeking coverage centered on the implementation of technology based language learning systems **The Motivational Value of Mobile-assisted Vocabulary Learning Applications in English as First Additional Language** Marianne Mathee,2017 English first additional language Motivation Personal mobile device PMD Vocabulary learning Engels eerste addisionele taal Motivering Persoonlike mobiele toestel PMT Leer van woordeskat **Effective Mobile Assisted Language Learning** Kiomars Kimyayi,2012 This is a new practical and inclusive book targeted to a second foreign language teacher The author tries to provide a new approach for how to enhance vocabulary learning in rural and deprived areas utilizing mobile phones especially SMS The experimental data which has been achieved in this project is in line with the previous researches on Mobile Assisted Language Learning This book is an excellent choice for English teachers as they learn different methodologies to improve their teaching in the post method era **Computer-Assisted Language Learning (CALL) in Literature Education. Exploring the Untapped Potential** Joseph Yaw-kan,2023-11-22 Seminar paper from the year 2023 in the subject Pedagogy Media Pedagogy grade B University of Education Department of English Language course Technology for Language Teaching and Learning language English abstract This paper delves into the underexplored intersection of Computer Assisted Language Learning CALL and literature education focusing on the innovative application of CALL in teaching characterization While CALL has been widely acknowledged for its contributions to language education its relevance to literature teaching remains a subject of debate Drawing on the conceptualization of innovation by Rogers 2003 we examine how CALL serves as a bridge between technology and the literature classroom Through a literature review we explore the existing landscape of CALL studies emphasizing the gap in literature teaching The paper then presents an analysis of quiz results highlighting the effectiveness of CALL in teaching characterization The findings underscore the potential of CALL in literature education offering insights for educators and researchers alike **Implementing Mobile Language Learning Technologies in Japan** Steve McCarty,Hiroyuki Obari,Takeshi Sato,2016-10-06 This book explores theoretical and practical aspects of implementing mobile language learning in university classrooms for English as a Foreign Language in Japan The technologies utilized such as smartphones iPads and wi fi integrate students hand held devices into the campus network infrastructure The pedagogical aims of ubiquitous mobile learning further incorporate social media blended learning and flipped classroom approaches into the curriculum Chapter 1 defines mobile language learning within dimensions of e learning and technology assisted language learning prior to tracing the development of mobile learning in Japan Chapter 2 documents the sociocultural theory underpinning the authors humanistic approach to implementation of mobile technologies The sociocultural pedagogy represents a global consensus of leading educators that also recognizes the agency of Asian learners and brings out their capability for autonomous learning Case studies of universities large and small

public and private are organized similarly in Chapters 3 to 5 Institutional pedagogical and technological context sections are followed by detailed content on the implementation of initiatives assessment of effectiveness and recommendations for other institutions Distinct from a collection of papers this monograph tells a story in brief book length about theorizing and realizing mobile language learning describing pioneering and original initiatives of importance to practitioners in other educational contexts

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## **Table of Contents Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes**

1. Understanding the eBook Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - The Rise of Digital Reading Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - Advantages of eBooks Over Traditional Books
2. Identifying Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - User-Friendly Interface
4. Exploring eBook Recommendations from Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - Personalized Recommendations
  - Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes User Reviews and Ratings
  - Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes and Bestseller Lists

5. Accessing Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes Free and Paid eBooks
  - Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes Public Domain eBooks
  - Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes eBook Subscription Services
  - Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes Budget-Friendly Options
6. Navigating Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes eBook Formats
  - ePUB, PDF, MOBI, and More
  - Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes Compatibility with Devices
  - Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - Highlighting and Note-Taking Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - Interactive Elements Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
8. Staying Engaged with Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
9. Balancing eBooks and Physical Books Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
10. Overcoming Reading Challenges

- Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
- Setting Reading Goals Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
- Fact-Checking eBook Content of Academic Podcasting And Mobile Assisted Language Learning Applications And Outcomes
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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