Index

51.com, 168

access
  anytime–anywhere, 52
to annotations in a multimedia ESL reading lesson, and level of learner, 20
to annotations in a multimedia French reading program, and level of learner, 20–22
to CALL materials for implementing language support, 52
Active Worlds, 79, 80
activity theory research perspective, 107
Adobe Connect Pro, 131
advanced-level students
  access to annotations in a multimedia ESL reading lesson, 20
Adverbial Analyzer artifact, 153
affordances of technology, 7–9, 166
  common misconceptions of technology, 8
  for listening, 7–8
  laptop computers, 8
  manifestation dependent on user, 7
American students, study of indirect speech in Spanish, impact of specific program components on learning, 25–26
Android, 137, 144
annotation type and use by students in a multimedia program for second-year German students, 23
annotation use for marked words in an EFL reading program, 23
anytime–anywhere access, 52
Apple, 129
applicability of a new technology
  (Rosell-Aguilar’s podcasting research), 156–157
  conclusions, 157
  outcomes of research, 161, 162
  overview of the study, 156–157
  purpose of the study, 156
  research, practice, and technology, 157

...
Index

in language learning environments, 77
browserless learning environments, 28
bulletin board system (BBS), 82, 83, 84, 86

CALICO Journal, 5, 7, 34, 136, 149, 154
CALL
and learner autonomy, 9–10
appropriateness of the term, 10–12
changes in the field of, 170, 171
cally, 170
learner strategies, 35–36, 38
potential advantages of, 51
potential for language support, 51–67
reason for failure to meet its potential, 69
teacher access to information about, 169
use in face-to-face environment, 73, 82–86
CALL activities
designing, 144–145
CALL application
allowing students to explore on their own, 38
CALL artifacts, 152
CALL courses
constraints on design and implementation, 102, 104
New Zealand students’ experience of developing, 104–105
teachers provided with a pre-specified structure into which they introduce their own content, 105
CALL journals, 1, 10, 149, 154
CALL materials
for implementing language support, 51–54
for learner autonomy, 9, 10
learners’ experience of, 3
student use of, 14
CALL organizations, 169
CALL practitioners
and learners, 2
development of technology, 2
views on CALL research for everyday classroom needs, 161
CALL software, 150
idiosyncratic approaches to use, 19
lack of learner training in use of, 35
levels of learner and individual variability, 19–22
students ill-prepared for use of, 34, 35
variability in students’ use of, 29–32
CALL theories, 5
and practice, 5
interaction between technology and the learner, 6
of second language acquisition, 6
reviews, 5, 7, 147

CALL/CELL (computer-assisted/enhanced language learning), 10
Cameroonian novel in French students’ use of components, 18
capacity development, 97, 101, 107
Captivate, 136
CASLA (computer-assisted for second language acquisition), 10
CDs for self-study, 136
characteristics of new or existing technologies, 152
chat logs, 15, 16
chat modality, 111, 113
chat tools, 130
Blake’s study, 115, 116
crosstalk conversations, 113
parallel talk conversations, 113
support for three different modes, 113
Thorne’s study, 116
use by distance learners, 112
class scheduling and student learning, 44
closed LMS, 134
cloud concept (web-based services), 127, 128, 129
collaborative courseware model to promote shared development among teachers, 105
collaborative learning versus individual training, 39
collaborative web-based applications, 129–130
commercial LMS, 128, 133
communities and networking, 97, 103, 104
community-building services, 128
community-building technologies combined with other services for teachers, 128
Computer Assisted Language Instruction Consortium (CALICO), 169
Computer Assisted Language Learning, 11, 149
computer desktop
ability to resize multiple windows, 35
computer logs
human–computer interactions, 16
use of, 15
computer science course
Vietnam, 100
computer-mediated communication (CMC), 14, 15
chat logs, 16
increase in studies investigating, 155
content
diversity in, 90–108
content creation tools and LMS, 132
and online collaboration, 131–132
content management systems (CMSs), 133
using mobile email functions, 142–143
learner requirements, 143
observations, 143
overview of environment, 142–143
context of technology, 1, 5
control
overuse of CALL materials, 54
copyright
and Open License Agreements, 94, 96–97, 102
course content
collaborative approach to, 105–106
creating, sharing, or accessing in the form of OER, 105
course design and implementation in CALL
collaborative courseware model, 105–106
constraints on, 102, 104
New Zealand students’ experience in course creation, 104
teacher use of pre-specified structure to which they introduce their own course content, 105
Creative Commons licensing, 96
crosstalk conversations (chat tools), 113
convergent patterns, 113
divergent patterns, 113
CSS, 137
cultural diversity
and learner training, 38
CVS, 134
cyclic training approach, 29, 31, 38
Cyworld, 168
deductive approach to training, 39
design
impact on meaning-making, 121–122
notion of (Kress and van Leeuwen), 124
development and use of technology (Baturay, Dalaglu, and Yildirim’s WEBGRAM study), 157–158
conclusions, 158
outcomes of the study, 147, 161
overview of the study, 157–158
purpose of the study, 157
research
practice and technology, 158
starting point for the study, 148
dictionary use
vocabulary learning and recall, 23
digital photo albums, 128
Diigo, 79
DimDim, 127
dissemination
impact on meaning-making, 121–123
distance education, 75–77
challenges associated with technology for, 76
development of new technologies for language learning, 75–76
difficulties for learners who are less competent with using technology, 76
difficulties of implementing learner training in CALL, 30, 31
instructional mode, 3
distance learners
chat tool use, 111
distance learning environments, 74, 75–77
reliance on learning management systems, 76
diversity
at a societal level, 164–170
at an individual level, 165–166
at an institutional level, 166–167
embracing or dealing with, 170–172
in content, 90–108
in environments, 71–89
in language support, 49–70
in learner training, 33–48
in learner usage patterns, 14–21
in modalities, 109–126
in research and practice, 147–163
in technologies, 127–146
levels of, 164–170
regional, 168–169
socioeconomic, 169
theme of, 2–5
document sharing sites, 130
DVDs for self-study, 136
DynEd, 134
eyearly CALL, 170
Edmodo, 129
EduBlogs, 129
education
and development of learner autonomy, 50
learner-centered systems, 50
Education New Zealand, 100
educational technologists
role, 145
elementary-level students
use of resources in software, 19
Elluminate, 122, 131
email, 147
and social networking, 78
mobile
use with CMS, 141–143
Index

to upload content from a mobile device to a web server, 127
emergent CALL, 150
empirical data, studies including, 155
empowerment through CALL materials, 54
environment(s) blended, 73–75
CALL interpretation, 71
distance-learning, 75–77, 88
diversity in, 71–89
face-to-face, 72–73, 82–86, 88
implications
affordances of an environment, 86–87
language learning in various environments, 87–88
in which learning takes place as factor behind CALL research, 161
social networking, 77–79
technology and language learning, 88 virtual, 79–81, 88
Web 2.0 technologies in, 92
Erben’s study of multimodal platforms, 118–119
ESL listening class (Stanford University) background, 43
goals and results of the project, 44
learner diversity, 43–47
learner training approaches, 43
strategies for improving listening, 43
students’ goals, 45
students’ gravitation to certain strategies, 45, 46
subtitles’ use, 46
training process stages, 46
ESL program (ImPRESSions) student use of help devices, 18
ESL reading lesson access to annotations, and level of learner, 20
established CALL, 152
European Association for Computer Assisted Language Learning (EUROCALL), 148, 169
Ever Quest II, 81
expedient lesson completion, 29, 30
experience CALL yourself (Hubbard principle no. 1), 29
Facebook, 53, 78, 131, 164, 168
face-to-face environments, 72–73, 88
collaborative role-play project between email-linked groups, 72
individual learner interaction with computer, 72
instructional mode, 3
small group interaction with a single computer, 72
face-to-face environments, using CALL in, 73, 82–86
Australian and Japanese high school students, 82
activities completed by the learners, 83–84
affordances of the environment, 86–87
bulletin board system use, 71, 82, 83, 84, 86
learning context, 82–83
observations and examples of student interactions, 84–86
feedback
learner autonomy in CALL, 10
via CALL, 54
file editing tools, 135
file transfer tools, 128
Fireworks, 135
FlashMeeting, 150
FLAX OSS language learning tool, 94, 134
as Moodle plug-in, 94
constraints on use, 102
implementing, 106
metadata set, 94
floating tag tool, 111
Foreign Language Annals, 34
forgetting curve (Ebbinghaus), 132
form of the learner training, 39
deductive approach, 39
individual versus collaborative learning, 39
inductive approach, 39
forum studies
Lamy and Hampel’s comparison of studies, 115
Savignon and Roithmeier’s research, 114
Weasenforth, Bisenbach-Lucas, and Meloni’s studies, 115
French multimedia reading program
frequency of access to annotations by achievement level, 20
general patterns of student use, 21–22
variability among students, 22
students’ self-reported use of program components and their actual use of program components, 24–25
French writing-assistant program (Système-D) student use of ancillary components, 18
game-like features
incorporation into learning activities, 139
204 Index

generic technologies 
apPLICability for language learning, 150, 152, 155
gEosemiotics, 124 
definition, 124
sub-sets
interaction order, 124
space semiotics, 110, 124
visual semiotics, 124
German students
use of different types of annotations, 23
Gimp, 135
GIT, 134
give learners teacher training (Hubbard principle no. 2), 29, 36
GloCALL, 169
Glogster, 131
glossary, 178–180
glosses’ effectiveness on incidental vocabulary learning, 156, 158–159
glossing authentic language texts (GALT) authoring system, 18
good language learner model, 41
learner variables, 41–42
Google community-building services, 128
online repositories of photos, 129
GoogleApps for Education, 128
GoogleDocs, 138
grammar checkers, 135
grammar learning
online system for, 147, 157–158
Greenstone Digital Library software, 93, 100, 134
group learners
interaction with computer-based materials, 42
high-achievement group (German for American students)
feedback use, 19
Hong Kong students
annotations for marked words in an EFL reading program, 23
Hot Potatoes, 135, 139, 144, 152
HTML editor programs, 135
HTML5, 137
Hubbard’s five principles for learner training, 29
no. 1 experience CALL yourself, 29
no. 2 give learners teacher training, 29, 36
no. 3 use a cyclic approach, 29, 31, 33
no. 4 use collaborative debriefings, 29
no. 5 teach general exploitation strategies, 29, 30
human–computer interactions, 16
computer logs, 16
learner usage patterns, 29–32
human–human interactions via the computer, 16
chat logs, 16
ICALL system, 152
identifying a gap in research (Yoshii’s vocabulary acquisition study), 156, 158–159
conclusions, 159
outcomes of research, 161
overview of the study, 158–159
purpose of the study, 158
research, practice, and technology, 159
starting point for the study, 159
identifying a problem in practice and finding a solution using technology, 152
difficulties with this approach, 147
image creation software, 131, 135
ImPRESSions (web-based ESL program)
student use of help devices, 18
indirect speech in Spanish
impact of specific program components on student learning, 25–26
individual learner variability and material learned, 22–24
annotation use for marked words in an EFL reading program, 23
students’ use of a dictionary in a program on reading authentic texts in Spanish, 23
students’ use of different types of annotations in a multimedia program for second-year German students, 14
individual learners
interaction with computer-based materials, 42
individual level diversity at, 165–166
individual training
versus collaborative learning, 39
inductive approach to training, 39
instant messenger, 152
institutional language support systems, 51
institutions
administrators’ attitudes to technology, and opportunity for use across the curriculum, 167
conservative approach to technology use, 166
proactive implementation of technology, 164
instructional design, 28
and the web, 28
in tutorial CALL programs, 18
learner-centered, 28
instructional mode
distance education, 1
face-to-face environment, 3
intensity of the learner training, 39–40
amount of time available, 39
and diversity of the learners, 40
interaction
and language use, 53
between the technology and the learner, 6
interaction order, 124
interaction-based activities, 53
interactivity (learner autonomy in CALL), 10
intermediate-level students
access to annotations in a multimedia ESL
reading lesson, 20
use of resources in software, 19
International Institute for Educational
Planning (IIEP), 97
Internet
as source of content for language teachers, 90
cost, accessibility, and speed, affect on use, 168–169
interventionist approach, 38
iOS, 137, 145
iPod Touch devices’ use within a language
class (Kochi Institute of Technology), 141
learner requirements, 142
observations, 142
overview of the environment, 141
Israeli students
annotations for marked words in an EFL
reading program, 23
Japan Association for Language Teaching
Computer Assisted Language Learning
Special Interest Group (JALT CALL
SIG), 169
Japan-based project
computer science course based on English
in Vietnam, 90, 100
Japanese high school students
using CALL in a face-to-face environment
with Australian students, 82–86
JavaScript, 134
King Mongkut’s University, Thailand

My English online language support
program, 49–69
Kötter’s study of MOOs, 117
Kress and van Leeuwen
design dimension, 109, 124
dimensions of multimodal semiotics, 122, 123
multimodality theorists, 109
notion of modality, 110, 122
notion of mode, 110
Lamy and Hampel’s meta-studies of pairs of
modality relationships, 114
chats (study pair 2), 115–116
forum studies (study pair 1), 114–115
MOOs (study pair 3), 116–118
multimodal platforms (study pair 4), 118–120
language learners
general technology competence, 34
intelligent decisions about using
components in CALL programs, 32
Language Learning and Technology, 149
language learning courses
student-designed, 104–105
language learning in various environments,
87–88
meeting the essential needs of the learner,
88
pedagogical goals, 87
language learning objectives (modality), 111
language learning programs
and the web, 28
language support
and learner autonomy, 49
definition, 49
diversity in, 49–70
implementation, 67
guidelines, 67–69
importance of, 70
institutional language support systems, 51
integrating classroom with out-of-class
language learning, 50
philosophy of, 49
planning and preparation for success, 70
potential of CALL for, 51–54
purpose of, 49
through self-access, 51
language support, CALL materials for
implementing, 51–54
access, 52
control, 54
feedback, 54
implications, 67–69
interaction, 53
Index

language support, CALL materials for implementing (cont.)
monitoring and recording of learning behavior and progress, 54
multimedia, 53
sharing and recycling of materials, 53
storage and retrieval of learning behavior records and outcomes, 52
language teachers
Internet as source of content, 90
need to understand how LMS can be used to manage teaching and learning processes, 104
language teaching
generic technologies, 2
language teaching methodology aims, 40
laptop computers
affordances, 8
learner autonomy
and CALL, 9–10
and development of CALL materials, 9, 10
and education policies, 50
and language support, 49
and motivation, 9
and self-access learning, 51
and teacher independence, 9
definition, 9
factors contributing in CALL, 10
through metacognitive strategies, 54
learner beliefs
differences in, 41
learner diversity, 40–42, 48, 165
and second language proficiency, 42
ESL listening class example, 43–47
in individual and group interaction with computer-based materials, 42
in technical proficiency, 42
models, 41
overview, 41
variables affecting, 41–42
learner support. See also language support diversity in, 49–70
learner training in CALL, 28
and cultural diversity, 38
balance of training areas, 33, 40
content of the training, 48
definition, 33, 48
differences in effective use of support features, 36
diversity of, 33–48
effectiveness, 34, 40, 47
form of the training, 39
Hubbard’s five principles, 29–30
implementation
difficulties, 30, 31
Hubbard principles no. 2, no. 3, and no. 5, 30–31
implications, 47–48
importance of, 35
intensity of the training, 39–40
low usage in research studies, 34, 47
need for learners to make intelligent decisions about how to use components in CALL programs, 28, 32
pedagogical training, 36, 38
strategic training, 35–36, 38
technical training, 34, 36, 38
timing of the training, 38–39
types of training required, 35–38
learner training process
background, 34–35
diversity, 33, 34–40
form of the training, 39
intensity of the training, 39–40
pervasive nature of, 39, 47
stages
ESL listening students, 46
three-part framework, 35–38
timing of the training, 38–39
learner usage patterns
in human–computer interactions, 29–32
tracking data analysis, 14–16
examples, 29–32
summary, 26–27
variability, 14–21
implications, 29–31
learner-centered approaches to teaching
move towards, 50
political influences, 50
theoretical and pedagogical rationale, 50
learner-centered instructional design, 28
learners
acceptance of technology for language learning, 3
as active individuals, 50
experience of CALL materials, 3
experience of non-educational technology, 3
monitoring of by teachers, 3
political element related to learning and freedom of choice, 50
learning communities, 129
learning management systems (LMSs), 3, 76, 93, 100, 133–134
closed, 134
commercial, 133, 134
designed specifically for language learning, 134
online
and content creation, 132
Index

open source, 133
quiz authoring tools, 135
teachers lack of understanding how to use, 104
use as portfolio system, 127
versioning systems, 134
learning object metadata (LOM), 94
learning objects, 53
learning strategy training, 29
LeMOOFrançaise, 79
Lessons from Good Language Learners (Griffiths), 41
level of learner
and access to annotations in a multimedia
ESL reading lesson, 20
and feedback use, 19
and frequency of access to annotations in a
multimedia French reading program, 20–22
and individual variability, 19–22
and students’ self-reports on the use of
program components versus their
actual use of program components, 24–26
and use of resources in software, 19, 26
material learned and individual learner
variability, 22–24
levels of diversity, 164–165
individual level, 165–166
institutional level, 166–167
linguistic mode (written language), 111
listening
technologies, 7–8
listening and reading comprehensio for
Spanish-speaking students
student use of help devices, 18
listening class, ESL (Stanford University), 43–47
logic circuit design course
Vietnam, 100
low-achievement group (German for American
students)
feedback use, 19
Lyceum, 76
Mahara, 134
MALL (mobile-assisted language learning), 1
Massachusetts Institute of Technology (MIT)
collaboration with Vietnamese educators, 99
OpenCourseWare project, 95, 99
material tools (modality), 111
materiality, 120–121
meaning-making, 109, 125
for MOOs, 117
impact of design on, 121–122
impact of dissemination on, 123
impact of production on, 121–123
impact of screen and perceptual spaces on, 124–125
in multimodal environments, 121
media objects
sharing of, 131–132
mediation, 91
meta-analyses, 154
metacognitive strategies, 54
metadata sets, 94
Microsoft
community-building services, 128
online repositories of photos, 129
Ministry of Education and Training (MOET), Vietnam, 99
Ministry of Education, Culture, Science, and
Technology (MEXT), Japan, 100
Mixi, 78, 131, 168
MMORPGs (massively multiplayer online
role-playing games), 81
for language learning, 71
mobile apps, 137–138
development software, 137
template approach, 137
mobile content delivery, 137
via podcasts, 137
mobile devices
difficulties with, 136
opportunities for language learning, 136
processing speeds, 137
mobile phones, 127, 152
for vocabulary acquisition, 153
SMS messaging, 168
mobile technologies, 136–138
tiations
examples
in the classroom (iPod Touch devices
use), 141–142
outside of the classroom (email use with
CMS), 142–143
summary, 143
mobile-optimized websites, 137
modalities. See also meaning-making
as relationships between modes, 110
diversity in, 109–126
elements making up, 111
implications, 120
in context of CALL, 125–126
issue for understanding, 109
Lamy and Hampel’s meta-studies, 113
materiality, 120–121
notion of (Kress and van Leeuwen), 109, 110
terms offered as illustrations of, 109
Index

mode(s), 109 and modality, 110 and tools, 109 in synchronous messaging tools, 111 notion of (Kress and van Leeuwen), 110 monitoring and recording of learning behavior and progress, 54 Moodle, 3, 93, 94, 100, 101, 134, 166 as open source LMS, 127, 133 implementing, 106 integration with GoogleApps, 128 productive environment for curriculum collaboration, 95 student-designed language learning courses in, 104–105 to administer quizzes, 132, 139 use in blended-learning English course, 139, 140 Moodle 2.0, 133 MOOs (multi-user domain object oriented), 71 characteristics, 116 for language learning, 79 Kötter’s study, 117 Lamy and Hampel’s comparison of studies, 118 meaning-making resources, 117 Schneider and von der Emde’s study, 117 motivation and learner autonomy, 1 and learner training in CALL, 38 MovieMaker, 135 MP3 players, 7, 166 multimedia for language support, 53 multimodal environments meaning-making in, 121 multimodal platforms Erben’s study, 118–119, 120 Svensson’s project, 119–120 multimodality definition, 110 multimodality research definition, 109 multiplayer games, 81 multi-server technologies, 128–133 example (blended-learning English course), 138 MUVEs (multi-user virtual environments), 79 for second language learning, 79–81 My English (online language support program, King Mongkut’s University, Thailand), 55–67 description, 56 educational background, 55 gaining help from a teacher, 64 book an advisory session, 64 students post messages via chat, 64 when teacher unavailable question sent to helpdesk via email, 64 implementation guidelines, 67 allocate sufficient time for preparation and implementation, 68 allow staff opportunities to experiment with the program, 67 learner preparation, 69 teaching with CALL requires a partially different skill set, 68 time needed for consultation with teaching staff and administrators, 68 training and supervision is a long-term commitment, 69 implementing language support, 67 modules and functionality, 56 Activities, 67 English for Fun, 64 Find Resources (online catalogue), 56 Getting Help from a Teacher, 64 Test Yourself, 61 Your Learning Plan, 56 Your Learning Record, 61 Your Progress, 64 objectives, 55–56 SALC programs, 55 student interface, 56 Myers Briggs type indicator and student usage patterns, 26 MySpace, 53, 78, 127, 168 NBLT (network-based language teaching), 10 NetMeeting, 76, 152 New Zealand, online graduate course in CALL constraints, 90 student experiences of course development, 104–105 New Zealand-based project English language training programs in Vietnam, 100 news sites, 137 object sharing, 131–132 observation methods (tracking student’s actions within CALL programs), 15 online collaboration and resource creation, 131–132 online communities and groups, 128–129 online conferencing, 130–131 online education constraints, 103 growth and expansion, 91–92 use of Web 2.0 technologies, 91–92
Vietnam, 99–102
online games, 81–82, 132–133
avatar use, 81, 132
for language learning, 81
MMORPGs, 71, 81
playing characters and non-playing characters, 81
single-player games, 81
Wii controller, 82
online LMS and content creation, 132
online resource sharing, 129–130
online virtual worlds, 132–133
open educational resources (OER), 90, 95–96
adoption to facilitate development of teachers’ collaborative skills, 107
definition, 95
development, 95
for CALL, 96, 104–105, 107
key limitations to adoption, 97, 100–101, 107
awareness raising and promotion, 97, 101
capacity development, 97, 101
communities and networking, 97, 103
copyright and licensing, 97, 101, 102
lack of explicit reference to pedagogy, 98
priority issues for developed and developing countries, 97
priority issues in East Asia, 98
quality assurance, 97, 103
resources for harnessing the potential of, 106
New Zealand students’ experience of developing CALL courses, 104–105
OpenCourseWare (OCW) project, 95, 96
OpenLearn, 95, 96
reasons for making them free, 91
research on implementation in specific country contexts, 106
research on limiting the potential of, 106
teachers’ requirement for on-going, sustained support for access and exchange of ideas, 108
New Zealand students’ experience of developing CALL courses, 99–102
Open License Agreements, 96–97, 102
and copyright, 90, 96–97, 102
and Creative Commons licensing, 96
open source LMS, 133
hurdles for use, 133
open source software (OSS) tools, 90, 92–94
adoption to facilitate development of teachers’ collaborative skills, 107
advantages over proprietary software, 92
availability, 93
common characteristics, 92
constraints on integration of software into teaching, 93, 107
FLAX, 94, 102, 106
Greenstone Digital Library, 93, 100
licensing agreements, 92
research on implementation on specific country contexts, 106
straightforward for non-specialists to install, 106
Open University (UK), 3
OpenLearn initiative, 95, 96
OpenCourseWare (OCW) project, 95, 96
Vietnam, 91
OpenLearn initiative, 95, 96
organized and disorganized learner behavior (Vi-Conte multimedia program), 16–17
chaotic approach, 17
linear schema, 17
problem-solving strategy use, 17
outcomes of research, 161–162
outcomes-based CALL research, 155
overuse of a single ancillary component and underuse of other ancillary components, 18–19, 26
parallel talk conversations (text chat), 113
identical patterns, 113
unrelated patterns, 113
passive voice construction in German for American students
achievement level and feedback use, 19
pedagogical goals of language learning, 87
pedagogical training in CALL, 36, 38
timing approaches, 38
pedagogy as essential understanding and appreciation of, for CALL, 103, 106
lack of, as limitation to adoption of OER, 98
pedagogy-based approach to CALL research, 152
perpetual spaces
impact on meaning-making, 121–125
pervasive learner training, 39, 47
photo galleries, 129
photo sharing sites, 129
casting, 147
research on, 155–157, 159, 161, 162
podcasts, 137
portfolio systems, 134
PRAAT, 151
practice in CALL, 147, 148
Prezi, 131  
production  
impact on meaning-making, 122–123  
proficiency level  
and effectiveness of CALL training, 40  
and learner diversity, 42  
and use of resources in software, 19  
push-to-talk systems, 122  
Qedoc, 135  
quality assurance, 97, 103  
quiz authoring software, 135–136, 139  
QuizPort, 135, 139  
ReallyEnglish, 129  
ReCALL, 10, 149  
regional diversity in technologies, 168  
factors influencing use, 164  
RenRen, 168  
research and practice in CALL, 147–163, 172–173  
and environment in which learning takes place, 161  
and everyday classroom needs and decisions, 161  
empirical data use, 155  
examples, 156  
describing the development and use of technology, 157–158  
identifying a gap in research, 158–159  
investigating applicability of a new technology, 156–157  
implications  
diverse outcomes of research, 161–162  
selecting a starting point for research, 159–161  
literature review, 149  
motivation for using CALL, 160  
outcomes-based research, 155  
reasons for research, 160  
relationship between research and practice, 5, 148  
research approaches, 150–155  
building on previous research, 153  
CALL artifacts, 152  
characteristics of new or existing technologies, 152  
discussions about concepts, 154  
generic technologies, 150, 155  
identifying a problem in practice and finding a solution using technology, 152  
meta-analyses, 154  
pedagogy-based approach, 152  
trends, 155–156  
research/practice dilemma, 147  
technology role, 147, 148–149, 150–163  
theory, 5–7, 154  
research in CALL  
diverse nature of, 1, 148  
goals of, 148  
nature of, 149  
technology role, 148, 149  
resource creation  
and LMS, 132  
and online collaboration, 131–132  
Rosell-Aguilar’s study on use of podcasting, 156–157, 159, 161, 162  
Sakai, 133  
Savignon and Roithmeier’s forum studies, 114  
scheduling  
and student learning, 44  
SchMOOze University, 79  
Schneider and von der Emde’s study of MOOs, 117  
screen  
impact on meaning-making, 124–125  
screen capture tools, 136  
screencasts, 136  
Scribd, 130  
scripts, 133  
second language acquisition (SLA)  
MUVEs use, 79–75  
primary objective, 40  
theories, 6, 7  
second language proficiency  
and learner diversity, 41  
Second Life, 71, 80, 122, 150  
self-access, 51  
and learner autonomy, 51  
self-access learning center (SALC), 51  
King Mongkut’s University, Thailand, 49  
self-study, 9, 51  
self-study CDs or DVDs, 136  
semiotic analysis, comparative methods, 113  
meta-studies on modality relationships, 113  
semiotic resources in CALL, 111  
elements, 111  
setup script, 139  
shadowing strategy (ESL listening class), 45  
sharable content object reference model (SCORM), 53, 94, 132  
sharing  
and recycling of CALL materials, 53  
of resources, 129–130  
simulations, 81  
single PC technologies, 135–136  
single-player games, 81
Index

for language learning, 81
single-server technologies, 133–134
example (blended-learning English course), 138–141
Skyrock, 168
SlideShare, 127
Smart.fm, 132
SMS (short message service), 168
social bookmarking websites, 79
for language learning, 79
social networking environments, 77–79
blogs, 77
wikis, 77
social networking sites, 53, 78–79, 131, 137, 168
for language learning, 78
for specific language groups, 168
social networking systems (SNSs), 78
societal level
diversity at, 168–170
socioeconomic diversity, 169
SoundForge, 135
space semiotics, 124
spaced rehearsal, 132
Spanish language
indirect speech
impact of specific program components
on student learning, 25–26
Spanish texts
dictionary use
vocabulary learning and recall, 23
Spanish-speaking students
listening and reading comprehension
student use of help devices, 18
spell checkers, 135
starting points for research
selecting, 159–161
storage and retrieval of learning behavior
records and outcomes, 52
strategic training for CALL, 35–36, 38
timing approaches, 38
student learning
and class length and sessions, 44
students’ goals
ESL listening class, 45
students’ self-reported use of program
components versus their actual use of
program components, 26
American students studying Spanish on
indirect speech, 25–26
French multimedia program, 24–25
subtitles
in ESL listening classes, 46
Subversion, 134, 138
sustainability, 97, 101, 107

Svensson’s study of multimodal platforms,
119–115, 120
synchronous chat
studies, 115–116, 130
synchronous communication, 130–131
synchronous messaging tools, 111, 115
modes in, 111
Système-D program
student use, 18
TALL/TELL (technology-assisted/enhanced
language learning), 10, 11
teach general exploitation strategies (Hubbard
principle no. 5), 29, 30
teacher training
impact on CALL use, 166
in CALL, 4, 166
teacher-centered learning
change away from, 144
teachers
adaptation of teaching style to the technology,
3
characteristics, impact on attitudes towards
technology, 166
experience and beliefs impact on
technology use, 4
promotion of shared development, through
collaborative courseware model,
105–106
 provision of pre-specified structure to
introduce their own course content, 94
requirement for ongoing, sustained support
for access and exchange of ideas in use
of open source computing tools, 108
skills for online teaching, 68
societal influences, 169
technical proficiency of learners, 42
technical training in CALL, 35, 36, 38
timing approaches, 38
technology competence
language learners, 34
technology(ies), 2, 127–128, 145, 171
affordances of, 7–9
and educational technologists’ role, 145
and move away from traditional teacher-
centered learning, 127
characteristics of new or existing, 152
common misconceptions of, 8
context of, 2, 5
designing for CALL activities, 144–145
developed by CALL practitioners, 2
diversity in, 127–146
eLearning, and unfulfilled expectations, 103
existing generic, 150, 152
implications for learning, 144–145
Index

technology(ies) (cont.)
in language learning, 88
in language teaching, 2
learners’ experience of, 3
mobile technologies, 136–138, 141–143
multi-server technologies, 128–133, 138–141
normalization of, 171
regional diversity in, 168–169
role in research and practice in CALL, 148–149, 150–163
single PC technologies, 135–136
single-server technologies, 133–134, 138–141
teacher adaption of their teaching to the, 3
teacher experience and beliefs about, 4
term usage,
TESOL technology standards, 33
Thorne’s study of synchronous chat, 116
timing of the learner training, 38–39
allow students to explore on their own, 38
cyclical training, 38
interventionist approach, 38
tools. See also chat tools
tools, 32
tracking data (student use of CALL programs), 14–16, 27, 31–32
analysis difficulties, 15, 31
applications
individual learner variability and material learned, 22–24
levels of learners and individual variability, 19–22, 26
organized and disorganized learner behavior, 16–17
overuse of a single ancillary component and underuse of other ancillary components, 18–19, 26
students’ self-reports on the use of program components versus their actual use of program components, 24–26
benefits of, 14
observation methods, 15
Traveler, 122
tutor and tool, 6
tutorial CALL programs
diversity of students’ approaches to using, 18–27, 31
instructional design in, 28
Twitter, 78
Udutu, 132
UNESCO projects, 97, 100–101, 102
Universitat Oberta de Catalunya (Spain), 3
use a cyclic approach (Hubbard principle no. 3), 14, 31, 38
use collaborative debriefings (Hubbard principle no. 4), 29
V Kontakte, 168
Vegas, 135
versioning systems, 134
Vi-Conte multimedia program, 16
video clips
repositories on Internet, 129
video-conferencing, 168
video creation software, 135
video formats, 168
video recording software
to track students’ actions on the computer, 15
video sharing sites, 129–130
Vietnam
boost in English language education, 99
enthusiasm for eLearning, 99, 102
Internet usage, 99
localization of OCW materials, 99
Vietnam OpenCourseWare (OCW) project, 99
Vietnam web-based English language teaching and learning projects, 99–102
difficulties, 101
capacity development issues, 101
copyright issues, 102
FLAX OSS language learning tool, 102
staff experience of communication tools, 101
staffing and training issues, 101
Japan-based project, 100
New Zealand-based project, 100
virtual environments, 79–81, 88
avatar use, 79, 80
for language learning, 79–81
MUVES use, 79–81
outcomes set by participants, 80
virtual learning environments (VLEs), 133
virtual worlds
online, 132–133
visual mode (choice of fonts and organization of spaces on screen), 111
visual semiotics, 124
Index

vocabulary acquisition
glosses’ effectiveness, 158–159
through technology, 153
VoiceThread, 132
VoIP video-conferencing, 100

Weasenforth, Bisenbach-Lucas and Meloni’s forum study, 115
web
and instructional design, 28
and language learning programs, 28
Web 2.0 technologies, and LMS, 133
integrating into CALL environments, 91–92
recreational use, 91
use in education, 91–92
web apps, 137
and mobile browsers, 137
web-based applications
  collaborative, 129–130
web-based conferencing, 130–131
  operation, 130
  problems, 130
web-based services, 128
WebCT, 3, 76, 133, 134, 152
Webex, 131

WEBGRAM, 157–158, 161
website URLs, 174
Wi game console, 82
Wikipedia, 77, 134
wikis, 77
  anonymous collaborative nature of, 77
  feedback from learners using, 77
Windows Media Player, 7
Windows Mobile, 145
WiZiQ, 132
word clouds, 131
Wordle, 131
WordPress, 133
word-processors, 135, 152
WorldCALL, 169
written texts (CALL)
  modes, 111
WYSIWYG (what you see is what you get) editor, 135
Yahoo!, 129
Yahoo! groups, 128
Yoshii’s study on vocabulary acquisition, 156, 158–159
YouTube, 129
Yugma, 131