Contents

List of figures \textit{vii}
List of tables \textit{viii}
List of contributors \textit{ix}
List of abbreviations \textit{xiii}

1 Introduction \textit{1}
   \textsc{Glenn Stockwell}

2 Diversity in learner usage patterns \textit{14}
   \textsc{Robert Fischer}

3 Diversity in learner training \textit{33}
   \textsc{Philip Hubbard and Kenneth Romeo}

4 Diversity in learner support \textit{49}
   \textsc{Hayo Reinders and Pornapit Darasawang}

5 Diversity in environments \textit{71}
   \textsc{Glenn Stockwell and Nobue Tanaka-Ellis}

6 Diversity in content \textit{90}
   \textsc{E. Marcia Johnson and John Brine}

7 Diversity in modalities \textit{109}
   \textsc{Marie-Noëlle Lamy}

8 Diversity in technologies \textit{127}
   \textsc{Gordon Bateson and Paul Daniels}

9 Diversity in research and practice \textit{147}
   \textsc{Glenn Stockwell}

10 Conclusion \textit{164}
    \textsc{Glenn Stockwell}

v
Appendix List of websites 174
Glossary 176
References 180
Index 200
## Figures

3.1 Using multiple windows to facilitate listening comprehension and vocabulary development  
   page 37

4.1 The nine modules designed to support the self-directed learning process  
   57

4.2 The “your learning plan” module  
   58

4.3 Sample of a completed “your learning plan” module  
   59

4.4 The “find resources” module  
   60

4.5 Sample of a completed “your learning record” module  
   62

4.6 The “test yourself” module  
   63

4.7 Sample of the “your progress” module  
   65

4.8 Sample of the “get help from a teacher” module  
   66

4.9 Skills for online teaching (from Hampel and Stickler, 2005; reprinted by permission of the publisher: Taylor and Francis Group, www.informaworld.com)  
   69
Tables

2.1 Means and standard deviations of the number of clicks on hyperactive words by level of general proficiency and achievement  page 21
2.2 Minimum and maximum number of clicks on marked and unmarked words by level of general proficiency and achievement  22
2.3 Schematic overview of correlation analysis of students’ self-reported use and their actual use of program features  25
2.4 Schematic overview of correlation analysis of students’ perception of the instructional value of features and their actual use of program features  25
4.1 The potential advantages of CALL  52
4.6 Priority issues for developed and developing country respondents  98
4.2 Priority issues in East Asia  98
7.1 Examples of modality relationships in CALL  112
7.2 One tool, three modes, and many meanings in text chat  114
7.3 Modality: issues emerging from our corpus  121
9.1 Approaches to research in CALL  151
10.1 Levels of diversity in CALL  165