CAMBRIDGE

Cambridge University Press
978-1-108-47072-8 — Mobile Assisted Language Learning
Glenn Stockwell
Index
More Information

Index

activity system of mobile learning, 157
actor-network theory, 180
ADDIE approach, 151–153, 157
affordances, 13, 27–28
  designed, 27
  emergent, 28
  improvised, 27–28
  technical, 28, 39, 43, 183
agency, 107, 133, 138, 144, 156, 173, 175, 180–183
  collective, 132–133
  direct personal, 131, 146
  human, 131, 181
  learner, 18, 106, 131, 133, 176, 184
  non-human, 180
  proxy, 131–132
ANT. *See* Actor–Network Theory
apps, 11, 22, 29, 31, 43, 57–59, 67, 71, 76, 79, 97, 111, 117–118, 132, 142, 160, 166–167, 170, 175, 177–178, 182–183
  native, 118
  types of, 161
  web, 118
artefacts, 18, 27–28, 98, 149, 152, 156, 180, 182, 190
  design of, 98, 100, 148, 154, 158–161, 168
assessment, 13, 46, 90, 136, 148, 155, 167, 173
  design of, 165
  open-book-open-web, 165
  peer, 62
atomised learning, 167
attribution theory, 108
augmented reality, 29, 64, 76
autonomy, 35, 59, 62, 67, 100, 106, 109, 125, 131, 133, 135–141, 144, 147, 156, 182, 184
autonomy, 35

blended learning, 150
bring your own device, 30
BYOD. *See* Bring Your Own Device

CMC. *See* computer-mediated communication
cognitive load theory, 99
collaboration, 47, 82, 110, 137, 150, 156, 171
community, 28, 62, 137
complex systems theory, 94, 96, 105–106
comprehensible input theory, 96
comprehensible output theory, 96
computer-mediated communication, 83, 110, 164
computers, 5, 10, 13, 24, 26–27, 35, 69, 72–74, 85, 126, 166–167, 189
  desktop, 6, 9, 30, 41, 61, 70, 99
  laptop, 8–9, 21, 24–25, 30, 61, 99
  mainframe, 24
  microcomputers, 31
  netbook, 21
  personal, 24, 67
constructivism, 96
context awareness, 192
Conversational Framework, 155–157
courseware, 23, 152
craving, 123
crisis management, 185
cue reactivity, 123
cyberslacking, 122

digital divide, 2, 6, 19, 30, 124
digital literacy, 16, 100
directed motivational currents, 109
distractions, 18, 55, 74, 85, 105, 112, 119, 121, 128, 170, 179
distributed cognition, 103
dual systems theory, 103–105
dynamic systems theory. *See* complex systems theory

Ecology of Resources Model, 153–155
electronic dictionaries, 22, 24
emergency remote teaching, 186
engagement, 61, 71, 180
  limited, 35, 71, 120

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-47072-8 — Mobile Assisted Language Learning
Glenn Stockwell
Index
More Information

engagement (cont.)
  sustaining, 18, 32, 35, 58, 74, 105, 114, 133, 143, 146, 169–170
  task. *See* task engagement
expectancy-value theory, 107–108

Facebook, 48, 120, 123, 144, 161, 164, 170
flipped classrooms, 62–63
formal learning, 57, 60

Global Positioning Service, 10, 28–30, 37, 118, 133, 159, 168
GPS. *See* Global Positioning Service
GSM phones, 6, 22, 116–117

HCI. *See* human–computer interaction
human–computer interaction, 149
hype cycles, 38–39

ICT. *See* information and communications technologies
informal learning, 57
information and communications technologies, 2, 190
Instagram, 48
interaction hypothesis, 96
interactivity, 178–180
intercultural understanding, 34
internet, 2, 6, 9, 22, 25, 28–29, 34, 56, 124, 183
  addiction, 123
iPAC framework, 156

language socialisation, 110–111
learner
  motivation. *See* motivation
learner autonomy. *See* autonomy
learner beliefs, 133
learner motivation. *See* motivation
learner training, 18, 35, 48, 58–59, 61, 71, 119, 130, 132, 135–140, 144, 152, 169, 185, 189–190
  pedagogical, 141, 143–144
  rationale for, 134–135
  strategic, 141–143
  technical, 141–142
learners
  shifting roles of, 46–48
learning goals, 18, 23, 51, 58, 60, 64, 114, 132, 139, 151, 153, 155, 158, 168, 190
learning management systems, 34, 38, 40, 127
Line, 164
LMS. *See* learning management systems
lurkers, 170

M-COPE framework, 157
Messenger, 120
mobile phones, 2, 5–6, 8, 11, 21, 24, 29–30, 36, 41, 54, 63, 70, 72–73, 75, 79, 83, 85, 99, 115, 117–118, 132, 134, 159, 161, 163, 167, 176, 183
mobility, 99, 125–126, 157, 159, 168, 173
  3 Mobilities Framework, 174
  defining, 8
  learning and, 68
  lifelong, 174–178
  portability and, 9
MOOCs, 34, 38, 47, 61
motivation
  autonomy and, 140
  for research, 71
  intrinsic, 120
  learner, 3, 34, 58–59, 62–63, 67, 96, 106, 121, 132–133, 135, 138–140, 155, 159, 168, 181, 185
  teacher, 49
  technology and, 32, 139, *See* technology
  theories of, 91, *See* theory
  to use technology, 49, 99, 127
multimedia, 10, 31, 34, 43, 99
multimodal literacies, 102–103
multitasking, 121–124

near-field communication, 24, 37
networking, 16, 19, 47
NFC, *See* near-field communication
normalisation, 135
noticing hypothesis, 96
novelty effect, 33, 36, 139

pandemic pedagogy, 186
PDAs. *See* personal digital assistants
pedagogy, 1–2, 5, 16–17, 32, 35, 37–40, 45, 70, 75, 83, 112, 125–128, 147, 149, 157, 184, 189, 192
personal digital assistants, 8, 17, 21, 24, 29, 35, 68, 70, 118, 160

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-47072-8 — Mobile Assisted Language Learning
Glenn Stockwell
Index
More Information

physical mobile interaction, 30
PMI. *See* physical mobile interaction
portability, 7, 17, 25–26, 71, 115, 167

RASE learning design framework, 157
research
  affordances and, 28
  elicitation techniques, 83–86
  ethnographic methods, 82–83
  experimental methods, 86–88
  in CALL, 31–36
  in MALL, 36–37, 69–76
  introspection methods, 80–81
  observation, 78–79
  practice and, 40–43
  teaching and, 13
  theory and, 40–43

second-language acquisition, 3, 17, 66–67, 81, 97
selective attention shifting, 122
self-determination theory, 96, 108–109
situated learning, 99, 126, 156, 158–159, 192
Skype, 161
SLA. *See* second-language acquisition
smartphones, 5–6, 9, 11, 22, 25, 36–37, 75, 116–118, 177
SNS. *See* social networking
social networking, 26, 43, 47, 55, 110, 120, 123, 125, 133, 142, 164
sociocultural theory, 96, 110
sociomateriality, 28, 180–183
sustainability of engagement. *See* engagement

tablets, 6, 8, 22, 24, 30, 70, 81, 99, 118, 177
tasks, 7–8, 12, 14, 29, 36, 41, 49, 63, 83, 105, 107, 110, 115, 117, 121, 123, 128, 148
  applying, 185
  defining, 149
  design of, 51, 99–100, 126, 134, 154, 161–164, 168
  engagement in, 10, 13, 61, 63, 72–73, 108, 112, 115, 121, 127, 133, 135–140, 168, 175, 183
  production, 83
  selection of, 150, 152, 166–167, 169
teacher motivation. *See* motivation
teacher training, 50–52, 74, 84, 90, 152, 189–190
teachers
  early in-service, 51
  experienced in-service, 51
  pre-service, 51
  resistance to technology, 54–57
  shifting roles of, 48–53
teaching goals, 51
technology
  addiction, 124
  affordances. *See* affordances
  attitudes towards, 74
  controversy, 1
  defining, 23
  developments in, 26
  evolving, 191
  impact of, 11
  integration of, 84
  language learning and, 110
  motivation and, 107
  practice and, 41
  research and, 41
  support for, 168
  theories of, 100–105
  theory and, 42
  training. *See* training
technology acceptance model, 99
theoretical pluralism, 98
theories
  formal, 91–92
  fundamentals of, 93–94
  in CALL, 95–99
  informal, 91
  of complexity, 105–106
  of motivation, 106–109
  of technology, 100–105
  social models of language learning, 109–111
touchscreen, 9, 35, 37
TPACK, 189
tracking, 13, 69, 77, 82
  learner behaviour, 80, 127
  software, 17, 77, 127
training
  learner. *See* learner training
  teacher. *See* teacher training
translanguaging, 47
Twitter, 47, 120, 161, 164

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-47072-8 — Mobile Assisted Language Learning
Glenn Stockwell
Index
More Information

ubiquitous learning, 14, 99
ubiquity, 125–126
Unified Theory of Acceptance and Use of Technology, 102
UTAUT. *See* Unified Theory of Acceptance and Use of Technology

wearable technologies, 5–6, 9, 64
WhatsApp, 120, 164

YouTube, 161, 191

ZAA. *See* Zone of Available Assistance
Zone of Available Assistance, 153
Zone of Proximal Adjustment, 153
Zone of Proximal Development, 153
ZPA. *See* Zone of Proximal Adjustment
ZPD. *See* Zone of Proximal Development

© in this web service Cambridge University Press www.cambridge.org