Academic Podcasting and Mobile Assisted Language Learning:

Applications and Outcomes

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Section 1
MALL and Language Acquisition

Chapter 1
Podcasting - Past, Present and Future: Applications of Academic Podcasting In and Out of the Language Classroom 1
Lara Lomicka, University of South Carolina, USA
Gillian Lord, University of Florida, USA

This chapter provides the necessary and essential foundation for academic podcasting technology in the K-12 and higher education settings by providing a brief (yet comprehensive) history of relevant research into podcasting, by offering practical suggestions for its use, and by exploring the future trends in podcasting. Authors Lomicka and Lord skillfully draw upon the documented research in Second Language Acquisition (SLA) and discuss to the implementation of pedagogically sound practices that remain true to communicative and meaningful tasks. Their conclusion is that, considering its past and present, academic podcasting technology has a promising future in education.

Chapter 2
Four L2 Learning Objectives to Guide Podcast Design 21
Claudia Fernández, DePaul University, USA

Fernández identifies four learning objectives to consider when searching for or developing academic podcasting technology for second language acquisition. In her chapter, she stresses the importance of podcast design based on sound L2 acquisition theories and best teaching practices, stressing the creation of podcasts that are comprehensible and meaningful, and that effectively deal with authentic language and culture.

Chapter 3
Going beyond Audio: Adding Multimedia to Podcasts for Foreign Language Education 37
Tony Gonzalez, University of Georgia, USA

A more technical approach to multimedia podcast production with a pedagogical basis is provided by Gonzalez in Chapter 3. The author discusses the textual and visual components for language learning, from the initial planning stages of a project to its final development, offering a comprehensive pros-and-cons approach for each strategy. In addition, Gonzalez provides important and necessary information related to copyright issues, free multimedia content, and Creative Commons.

Chapter 4
Getting Started: Academic Podcasting made Simple..... 54
Maria Elena Corbeil, The University of Texas at Brownsville/Texas Southmost College, USA
Joseph Rene Corbeil, The University of Texas at Brownsville/Texas Southmost College, USA

A simple and straightforward guide to creating a podcast is the basis for Chapter 4. In this chapter, authors Corbeil and Corbeil explore the instructional, technological, and production factors involved in using academic podcasting technology. The authors offer script samples and suggestions, surveys and results, and reflections on lessons learned.

Chapter 5
Challenges of Adopting Web 2.0 and Mobile 2.0 for Language Learning 70
Su-Ling Hsueh, Defense Language Institute, USA

Can students' burgeoning use of social networks contribute to their language learning? The author discusses various Web 2.0 applications and their potential applications and challenges, and explores the ways in which mobile technologies are assisting language learning.

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Mobile-Assisted Language Learning from the Student Perspective: Encouraging
Effective Language Learning Strategies Outside of the Classroom 93
Daryl L. Beres, Mount Holyoke College, USA

M-Learning (or mobile learning) in second language acquisition redirects the focus from the instructor to the learner. From this perspective, Beres investigates how students choose to integrate academic podcasting technology and MALL into their daily routines and how students perceive these technologies. Beres reports on the long-term research at her university concerning the use of m-learning strategies for language studies.

Chapter 7
Simulating Immersion: Podcasting in Spanish Teaching 111
Mario Daniel Martín, The Australian National University, Australia
Elizabeth Ann Beckmann, The Australian National University, Australia

Based on careful planning and quality design, Martín and Beckmann explain the background, educational design, and outcomes of their academic podcasting technology experiences over a three-year period. They describe the successful simulated immersion experience and the ways in which the fully interactive engagement of their students has set their program apart from others.

Section 3
MALL and Study Abroad

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Kathryn Murphy-Judy, Virginia Commonwealth University, USA

The potential for m-learning during the study abroad experience is gaining popularity. Murphy-Judy discusses her own technology-enhanced study abroad program which combined the use of mobile devices for second language acquisition with well-planned Web 2.0 resources for local/on-site and long-distance communications. In her chapter, she addresses the advantages of connecting learners abroad to learners at home, using MALL technologies. From her experiences, she provides helpful suggestions for optimizing iStudy Abroad.

Chapter 9
Crossing Classroom Settings and Academic Disciplines while Crossing Geographic Boundaries 147
Giovanna Summerfield, Auburn University, USA

This chapter examines the new technologically-tailored curriculum for study abroad in Italy for Auburn University students. Summerfield's instrumental case study reports on the implementation of iPods® abroad and their benefits as repositories of study materials and as tools for cultural involvement. Summerfield explains the ways in which the new generation of learners going abroad has the opportunity to become global citizens with an iBroad experience.

Section 4
MALL and ESL

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A Case Study of Using Podcasts in ESL Modules for Hong Kong Pre-Service Teachers and its Impact on their Attitudes toward Podcasting 160
Adrian Ting, Hong Kong Institute of Education, Hong Kong

Academic podcasting technology in English as a Second Language (ESL) teaching and its potential benefits to ESL learners is examined in this case study conducted by Ting at a Hong Kong tertiary institute. The author reports on the instructional, informational, and developmental purposes of podcasts for pre-service teachers and on the changing attitudes of students and teachers concerning its use in language education.

Chapter 11
Podcasts in Four Categories: Applications to Language Learning 176
Ulugbek Nurmukhamedov, Northern Arizona University, USA
Randall Sadler, University of Illinois at Urbana-Champaign, USA

Determining the best podcasts to use for English as a Second Language can be a daunting task. Authors Nurmukhamedov and Sadler provide a comprehensive analysis of academic podcasts by discrete category, carefully describing ESL-focused, general audience, and super-podcasts. Each category provides accessible examples, along with strengths and weaknesses.

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