

University of Groningen

## A Holistic Person-Centred Approach to Mobile Assisted Language Learning

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Thesis title: A holistic person-centred approach to Mobile-Assisted Language Learning

1. Mobile technologies can exert a medium to large effect on L2 learners' reading, listening, writing, and speaking skills. (Chapter 2, this dissertation)
2. Language learners as intentional agents are in constant interaction with spatial-temporal contexts; researching learners' use of mobile technologies in language learning should therefore integratively consider learner-internal and -external attributes and resources. (Chapter 3, this dissertation)
3. Learners' selective use of mobile technologies in informal contexts can characterize them into different learner types. (Chapter 4, this dissertation)
4. Each type of informal mobile learners brings along a distinct package of linguistic, motivational, emotional, and technological interaction. (Chapter 4, this dissertation)
5. Despite the individual uniqueness, distinct learner profiles across individuals in terms of learning experiences and developmental processes can still be identified as they emerge from data. (Chapters 4 & 5, this dissertation)
6. Informal language learners can become developmentally more advanced in terms of lexis and syntax, mastering syntactically and lexically more complex language use in their written production. (Chapter 5, this dissertation)
7. Efforts from L2 researchers and teachers should be devoted to organically creating L2 learning environments that establish bridges between the classroom and learners' lifeworlds. (Chapter 6, this dissertation)
8. "Nothing vast enters the life of mortals without a curse." -- Sophocles