The use of E-mail in foreign language teaching can create a virtual classroom, where students and teachers from different cultures meet and form a new learning community. This Internet-community has characteristics very similar to those of a normal learning community in a traditional classroom. This book examines the promise and the reality of virtual classrooms by discussing examples from E-mail projects between German and American schools. John Dewey’s pragmatic and education philosophy is recommended as the foundation for the development of learning communities on the Internet, because it builds on the close relationship between the words communication and community. Developments in linguistic research, in anthropology and in the social sciences which suggest a third way between the assumptions of an objective cultural reality and of cultural relativity are discussed. They serve as the guiding principle for the development of student-centered intercultural learning in the virtual classroom.

**Review:**
"Fischer is familiar with both the American and German educational system, and he writes for an audience of foreign language teachers interested in implementing e-mail into their work. His detailed description of past projects between German and American schools vividly exemplify the importance of individual initiative and the administrative obstacles that can cause the most enthusiastically endorsed project to fail. But electronic communication is here to stay, and the teaching of foreign languages will greatly profit by it."

*Thomas Rommel, ZAA XLVII 3:3 (1999)*