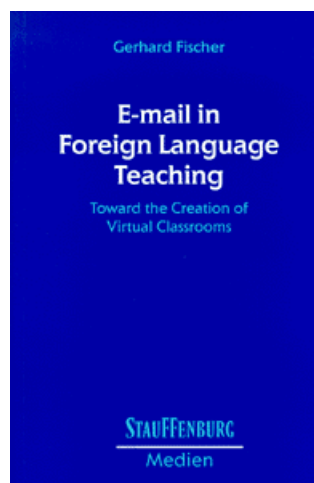


E-mail in foreign language teaching



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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)

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English Language Teaching. engaged in project planning (e.g. choice of topic). A further frequently mentioned benefit relates to students's increased social, cooperative skills, and group cohesiveness (Coleman, 1992; Papagiannopoulos et al, 2000: 36-37). Another reported benefit is improved language skills (Levine, 2004). Although there are many studies focusing on the theoretical underpinnings for project-based learning in foreign language teaching, there are relatively few empirical studies linking theory with practice, evaluating the impact of project work in the context of foreign language instruction. This analytical survey sets out to give a general overview of the availability of technology for foreign language (FL) teaching and learning today, to outline the various uses of information and communication technologies (ICTs) in this sector, to provide a few, selected studies of best practice, illustrating meaningful deployment of these resources, and to point towards future developments and possible implementation in the. 7 095 129 2990 Fax: 7 095 129 1225 E-mail: info@iite.ru Web: www.iite-unesco.org. One important aspect that has evolved in the study of the use of ICTs in foreign language learning and teaching is that, as a subject area, it differs greatly from most other subject areas in the curriculum: it is both skill-based and knowledge-based. My intention was to guide language teachers to explore those tools themselves and choose the right ones for their teaching purposes. Types of Online Tools. 12. Utilities that can be useful for language learning activities include CalculateMe, CalendarFly, Doodle, ClustrMaps, Currency Converter, Dvolver Moviemaker, Google Earth, Lesson Writer, Storybird, Cacao, Mindmeister, Mindomo, Remember the milk, SurveyMonkey, Voki, Time and Date, TinyURL.com, W3C Link Checker, Wallwisher, Wayback Machine and Wordle. The list (Table 1) is not exhaustive and can be modified and updated in line with changes to existing tools and developments of new tools. E-mail. Skype. <http://www.skype.com/>.