AAUSC Issues in Language Program Direction

Internet-mediated Intercultural Foreign Language Education

Julie A. Belz
Steven L. Thorne
Editors

HEINLE
CENGAGE Learning™

Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

AAUSC Issues in Language Program Direction: Internet-mediated Intercultural Foreign Language Education
Julie A. Belz, Steven L.Thorne

Executive Editor: Carrie Brandon

Senior Development Editor: Joan M. Flaherty

Assistant Editor: Arlinda Shtuni

Editorial Assistant: Morgen Murphy

Technology Project Manager: Sacha Laustsen

Production Director: Elise Kaiser

Marketing Manager: Lindsey Richardson

Marketing Assistant: Marla Nasser

Advertising Project Manager: Stacey Purviance

Manufacturing Manager: Marcia Locke

Compositor: GEX Publishing Services

Project Manager: GEX Publishing Services

Library of Congress Control Number: 2005935615

ISBN-13: 978-1-4130-2992-5

ISBN-10: 1-4130-2992-2

Heinle
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **www.cengage.com/global**

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Heinle, visit **www.cengage.com/heinle**

Purchase any of our products at your local college store or at our preferred online store **www.cengagebrain.com**

Printed in the United States of America
2 3 4 5 6 7 14 13 12 11 10

Contents

Acknowledgments

The 2005 volume of the annual ***AAUSC Issues in Language Program Direction*** series is the product of much hard work on the part of numerous individuals. First, we are thankful to the members of the AAUSC Editorial Board who provided many suggestions and valuable feedback in the developmental stages of the volume. Second, we are indebted to the series editor, Sally Sieloff Magnan, for her generous assistance throughout the editorial process.

We are very grateful for the expertise and efforts of our referees beyond the editorial board members who provided timely, detailed, and careful reviews of the submissions for the volume: Matthew Carlson, Meredith Doran, Carolin Fuchs, Paula Golombeck, Michael Legutke, Glenn Levine, Robert O'Dowd, Emily F. Rine, J. Scott Payne, Jonathon Reinhardt, D. Bryan Smith, Julie Sykes, Nina Vyatkina, and Paige Ware. Special thanks go to our colleague at Pennsylvania State, editorial board member Celeste Kinginger, who provided reviews above and beyond the call of duty.

We also wish to acknowledge Heinle, Cengage Learning for its continued support of the AAUSC annual series. In particular, we are grateful to Carrie Brandon, Executive Editor for World Languages, Elise Kaiser, Production Director, and Jennifer Roehrig, Project Manager for GEX Publishing Services, for their help in bringing this volume to press. The volume contributors deserve special thanks for their willingness to engage in, and explore, the time-consuming, challenging, frequently tense, but persistently rewarding enterprise of Internet-mediated intercultural foreign language education.

Finally, we wish to thank those department heads, administrators, and language program directors who recognize the long-term educational and humanistic value of interaction with persons from other cultures and therefore encourage the establishment of networked foreign language and culture exchanges in their units. We hope the intercultural experiences reported in this volume will not only encourage enhanced conditions for language learning, but also highlight the capacity for foreign language education to foster dialogue between members of different cultures at a point in time when such dialogue is greatly needed.

Julie A. Belz and *Steven L. Thorne*
Editors

Contributors

Beth Bauer (Ph.D., University of Pennsylvania) is Director of the Center for Language Studies and Senior Lecturer in Hispanic Studies at Brown University. She has published several articles on 19th-century Spanish literature and is the co-author, with Barbara Freed, of *Contextos: Spanish for Communication*. She teaches and supervises Spanish language courses at the intermediate and advanced levels, and has offered literature and culture courses at all levels, including graduate seminars on Spanish literature and on foreign language teaching methodology. In addition to a *Cultura* exchange with Mexico, her curricular initiatives include Spanish service-learning courses and a pilot Spanish Writing Center. Beth_Bauer@brown.edu

Julie A. Belz (Ph.D., University of California at Berkeley) is an Assistant Professor of German and Applied Linguistics and a Project Director at the Center for Advanced Language Proficiency Education and Research (CALPER) at Pennsylvania State University. She specializes in additional language learning and development, computer-mediated intercultural communication, interlanguage pragmatics, learner corpus analysis, discourse analysis, learner identity, language play, multilingual discourse, and literary accounts of language learning. Her publications appear in a variety of refereed journals including *Language Learning, The Modern Language Journal, The International Journal of Applied Linguistics, Language Learning & Technology, The Journal of Language, Identity, and Education,* and *Intercultural Pragmatics.* Julie conducts networked courses between the United States and Germany and oversees the establishment of *Telekorp*, a bilingual corpus of computer-mediated learner language. Her research has been supported by grants from the U.S. Department of Education. jab63@psu.edu

Lynne deBenedette (M.A., University of Michigan) is a Senior Lecturer in Russian at Brown University where she has coordinated the Russian language program since 1995. In addition to materials development, her interests include developing and assessing intercultural competence and the implications of Focus on Form research for the teaching of Russian. lynne_debenedette@brown.edu

Paola E. Dussias (Ph.D., University of Arizona) is Assistant Professor of Spanish, Linguistics, and Psychology at Pennsylvania State University. Her main research area focuses on sentence comprehension processes in bilinguals and second language learners. Her work on sentence parsing has been published in a number of volumes and journals, including *One Mind, Two Languages, The Handbook of Bilingualism, Studies in Second Language Acquisition*, and *The International Journal of Bilingualism.* She has also conducted research on the use of experimental techniques to study psycholinguistic processes involving code-switched utterances. Some of this work has appeared in *Revista Internacional de Lingüística Iberoamericana* and *Romance Phonology and Variation.* pdussias@psu.edu

Gilberte Furstenberg (*Aggrégation* in English at the University of Lille, France) is a Senior Lecturer in French at the Massachusetts Institute of Technology. She is the main author of two multimedia works: *A la Rencontre de Philippe*, a pioneering interactive fiction that has won national and international awards and *Dans un quartier de Paris*, an award-winning interactive documentary. She has been teaching French at M.I.T. for the last 25 years and started developing *Cultura* in 1997, thanks to an initial grant from the Consortium for Language Teaching and Learning and a subsequent one from the National Endowment for the Humanities. gfursten@mit.edu

Lina Lee (Ph.D., University of Texas at Austin) is an Associate Professor of Spanish and Coordinator of the Spanish Program at the University of New Hampshire, where she teaches both undergraduate and graduate courses, trains teaching assistants, and supervises foreign language interns. She teaches courses in applied linguistics, second language acquisition, and foreign language methods. She has published articles in the areas of oral proficiency testing, portfolio assessment, and Internet technologies for language learning in *Foreign Language Annals, Hispania, The CALICO Journal, System, ReCALL* and *NECTFL Review*. Lina is also the author of web sites for several Spanish textbooks. lina.lee@unh.edu

Sabine Levet (*Maitrise de Lettres*, University of Paris–Sorbonne) is currently a Lecturer in French in Romance Languages and Comparative Literature at Brandeis University. She taught at M.I.T. from 1988 to 2001. She is one of the original developers of *Cultura*, with Gilberte Furstenberg (Massachusetts Institute of Technology) and Shoggy Waryn (Brown). She is the co-author, with Gilberte Furstenberg, of a teachers' guide and a student activities workbook for the French-language CD-ROM *Dans un quartier de Paris*, published by Yale University Press. Sabine has given numerous talks and workshops on the integration of technology into the foreign language curriculum and on the teaching and learning of culture, and has written articles about the development of tools for cross-cultural understanding. slevet@brandeis.edu

Andreas Müller-Hartmann (*Dr. phil.*, University of Osnabrück, Germany) is a Professor of Teaching English as a Foreign Language (TEFL) in the Department of English at the Pädagogische Hochschule Heidelberg, Germany. He teaches courses in American Studies and TEFL. He has conducted research and published books and articles on American cultural studies, qualitative research in the foreign language classroom, integrating technology into the EFL classroom, intercultural learning, and task-based language learning. He has recently co-authored a book on *Introduction to English Language Teaching* (2004) and co-edited a volume on *Task-based Language Learning and Teaching* (2004). Andreas. Mueller-Hartmann@ph-heidelberg.de

Robert O'Dowd (*Dr. phil.*, University of Duisburg-Essen, Germany) is a teacher of English and EFL Methodology at the University of León in Spain. He has written widely on the development of intercultural communicative competence through telecollaborative exchange. He is also a co-author of the *Log into English* software for Cornelsen Software in Germany. His current research interests include studying the role of virtual learning environments in foreign language education, telecollaboration, and task-based language learning. dfmrod@unileon.es

Sally Sieloff Magnan (Ph.D., Indiana University) is a Professor of French and Director of the University of Wisconsin-Madison Language Institute. She is also Editor of *The Modern Language Journal* and co-author of the first-year French textbook, *Paroles*, published by John Wiley and Sons. At Wisconsin, she oversees first- and fifth-semester French and co-directs the Interdisciplinary Second Language Acquisition Doctoral program. She has published widely in the AAUSC series, the Northeast Conference reports, in academic journals, and she has co-edited a book published by Benjamins Publishing Company. She teaches courses at the graduate and undergraduate levels in college teaching methods, second language studies, French language, and topics in French immigration. She received the honor of *Chevalier dans l'Ordre des Palmes Académiques* and several teaching awards. ssmagnan@wisc.edu

Jeffrey Schneider (Ph.D., Cornell University) is an Assistant Professor of German Studies at Vassar College. In addition to collaborating with his colleague Silke von der Emde on language learning and curriculum development, he is currently completing a book titled *Uniform Fantasies: Militarism, Masculinity, and Male Sexuality in Imperial Germany*. He also recently served as translator and consultant for the play *I Am My Own Wife* by Doug Wright, which won the 2004 Pulitzer Prize for Drama. JeSchneider@vassar.edu

Steven L. Thorne (Ph.D., University of California at Berkeley) is the Associate Director of the Center for Language Acquisition, Associate Director of the Center for Advanced Language Proficiency Education and Research (a National Foreign Language Resource Center), and Assistant Professor in Linguistics and Applied Language Studies at the Pennsylvania State University. His research addresses activity theory, additional language learning, and computer-mediated communication. Current and forthcoming publications include articles in *The Modern Language Journal, Language Learning & Technology, The CALICO Journal*, and a co-authored book titled *Sociocultural Theory and the Genesis of Second Language Development* (Oxford University Press, forthcoming in January 2006). sthorne@psu.edu

Robert Train (Ph.D., University of California at Berkeley) is an Assistant Professor of Spanish in the Department of Modern Languages and Literatures at Sonoma State University. He is also the Director of the Language and Culture Learning Center (www.sonoma.edu/forlang/lc2). His dissertation in Romance Philology dealt with *Getting Past the Ideology of 'The Language': The Standardization of French and Spanish, and Its Implications for Foreign-Language Pedagogy.* Train has published and lectured on the intersection of ideologies of language and language teaching, including the role of language-culture learning technologies in education. One of his current research projects studies the use of electronic bilingual journals in first- and second-year Spanish classes. His concern for promoting critical language awareness grew out of his years as a teacher in a public high school in the San Francisco Bay Area, where he taught Spanish and French to students from richly varied and largely bilingual backgrounds. robert.train@sonoma.edu

Silke von der Emde (Ph.D., Indiana University) is an Associate Professor of German Studies at Vassar College. In addition to her work on technology and language learning, she is the author of *Entering History: Feminist Dialogues in Irmtraud Morgner's Prose* as well as several articles on GDR literature, feminist theory, and German film. She is currently working on a book project on women, memory, and the "second German past." She is also co-directing a broad initiative at Vassar College on "History, Memory, and the Legacies of the Holocaust." vonderemde@vassar.edu

Shoggy T. Waryn (Ph.D., University of Iowa) is a senior lecturer at Brown University, where he teaches French language and French film. His interests range from media history, technology, and cross-cultural studies to online pedagogy and teaching. Before coming to Brown, Waryn worked for SmartPlanet.com and WebCT.com as a project manager and content provider. He is, with Gilberte Furstenberg (M.I.T.) and Sabine Levet (Brandeis), co-author of *Cultura* and has worked at Brown University on a Spanish and Russian version of the project with Beth Bauer and Lynne deBenedette. Shoggy_Waryn@brown.edu