New Ways of Learning and Teaching: Focus on Technology and Foreign Language Education

Judith A. Muyskens
Editor

HH
ITP
Heinle & Heinle Publishers
An International Thomson Publishing Company
Boston, Massachusetts 02116, USA

ERIC Full Text Provided by ERIC

Copyright © 1998 by Heinle & Heinle. No parts of this publication may be reproduced or transmitted in any form or by any means electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Manufactured in the United States of America.

Heinle & Heinle Publishers is an International Thomson Publishing company.

ISBN: 0-8384-7809-3

10 9 8 7 6 5 4 3 2 1

Contents

Acknowledgments *vii*

Introduction *ix*
Judith A. Muyskens

I. Issues in Teaching with Technology: Implications for the Future Training of Teaching Assistants

Exploring the Link Between Teaching and Technology: An Approach to TA Development *3*
Virginia M. Scott

A Revolution from Above: The Race for Technology in Foreign Languages *19*
Winnifred Adolph and Leona LeBlanc

II. Applications and Case Studies in Technology and Foreign Language Education

Enhancing Foreign Culture Learning through Electronic Discussion *39*
Elizabeth Bernhardt and Michael Kamil

Technology, Social Interaction, and FL Literacy *57*
Richard G. Kern

Write to Speak: The Effects of Electronic Communication on the Oral Achievement of Fourth Semester French Students *93*
Margaret Healy Beauvois

Remote Access for Foreign or Second Language Acquisition: New Interpretations of Distance Learning *117*
Michael Graham Fast

III. Learning, Foreign Languages, and Technology

Personality and Motivational Factors in Computer-Mediated Foreign Language Communication (CMFLC) *145*
Lydie E. Meunier

Cognition, Context, and Computers: Factors in Effective Foreign Language Learning *199*
Judith G. Frommer

Contributors *225*

AAUSC Style Sheet for Authors

Acknowledgments

This volume is a result of efforts contributed by many individuals. I would like to especially thank those AAUSC Board Members who read the manuscripts and offered me their advice: Virginia Benmaman, David Benseler, Diane Birckbichler, Carol Klee, Claire Kramsch, John Lalande II, Timothy Light, Judith Liskin-Gasparro, Alice Omaggio Hadley, Benjamin Rifkin, Jay Siskin, Richard Teschner, Joel Walz, and Mary Wildner-Bassett. Joseph L. Weyers also contributed his expertise by reading two articles for the volume. Thanks also to Sally Sieloff Magnan, Series Editor, and to Charles J. James, Managing Editor, for their support throughout the process.

The AAUSC is especially indebted to Charles Heinle, Stan Galek, and Vince Duggan from Heinle & Heinle for their continued support of the series. Wendy Nelson, Editorial Director, and Gabrielle McDonald, Production Services Coordinator, were particularly helpful in bringing the series to production. Thanks are also due to Anita Raducanu and Lisa LaFortune for their attention to detail during the production stage.

I really appreciated the help of two graduate assistants at the University of Cincinnati who were extremely helpful during the various stages of production: Caroline Benforado and Mesha Hampton, two French graduate students *extraordinaires.* Thanks to my family, John, Jessica, and Julian Herraghty, who put up with my late nights during the final stages.

Judith Muyskens
Editor

Contributors

Winnifred R. Adolph, Associate Chair for Undergraduate Studies and Associate Professor of German, is the coauthor of two leading textbooks for basic German, *Deutsch heute* and *Kaleidoskop*. She was the project director for the development of the Florida Initial Subject Area Test for German and still serves as chair of the scoring committee and as an interviewer for the Florida oral proficiency test. She served on the development committee for the German CLEP examination. She attended the MLA/NEH Leadership Institute and was team leader at Florida State for the American Council on Education "Spreading the Word" project. She has served as coordinator for basic German and supervisor of German teaching assistants since 1980.

Margaret Healy Beauvois is Assistant Professor of French and Coordinator/Supervisor of First-and Second-Year French Language Courses in the Department of Romance and Asian Languages at the University of Tennessee-Knoxville. She is Chair of a campus-wide initiative, the CANDID Project, to incorporate the use of computer networking into the curriculum across disciplines. Her area of research is computer-assisted communication and writing using local area networks. She also does teacher training in Cooperative Learning, SLA, and the integration of video/CALL/multimedia into the foreign language curriculum.

Elizabeth Bernhardt is Director of the Stanford Language Center and Professor of German Studies at Stanford University. She works principally in the areas of second language comprehension and teacher education. Her book *Reading Development in a Second Language* (1991) won both the MLA's Mildenberger prize and the National Reading Conference prize for outstanding contribution to literacy research.

Michael G. Fast is Assistant Professor of Applied Linguistics and Language Teaching Methodology in the Department of Spanish and Portuguese at the University of Massachusetts at Amherst. He is also director of the Spanish language program in the department. He has taught in England, Spain, and the Basque Country. His primary research interests include computer assisted language learning and distance education. He is at present involved in a number of software development projects.

Judith G. Frommer is Professor of the Practice and Director of the Language Program in Romance Languages at Harvard University, as well as a member of the faculty of the Harvard Graduate School of Education. In addition to teaching French language and civilization, she gives a graduate methodology course, "The Theory and Practice of Language Teaching," and supervises Teaching Assistants and Teaching Fellows in French, Italian, Portuguese, and Spanish. She is the developer of the MacLang Authoring System for creation of computer-assisted language learning materials, and codeveloper of SuperMacLang. Dr. Frommer's publications include textbooks, multimedia materials, and articles on pedagogy and computer-based learning.

Charles J. James is Professor of German and Curriculum and Instruction at the University of Wisconsin-Madison, where he is coordinator of German teaching assistants, director of the first-year German program, and advisor for Secondary Education in German. He teaches courses in German language at all levels, as well as methods courses for both undergraduate and graduate students of German. He is a founding member of AAUSC, and served as its first treasurer as well as the first editor of its newsletter. His research interests include language testing (at the secondary and postsecondary levels), popular culture in Germany, and educational systems in Germany. He has published articles and reviews in *Foreign Language Annals, The Modern Language Journal, Studies in Second Language Acquisition,* and *Polylingua,* as well as a chapter in the 1992 AAUSC series volume.

Michael Kamil is Professor of Education and Director of Learning, Design and Technology at Stanford University. He works principally in the area of literacy and its relationship to technology. He has been editor of the *Journal of Reading Behavior*, of *Reading Research Quarterly*, and is presently editing the third *Handbook of Reading Research.*

Richard Kern is Assistant Professor of French and Director of the French language program at the University of California at Berkeley. He supervises graduate teaching assistants and teaches courses in French, Applied Linguistics, and Foreign Language Pedagogy. His research interests include foreign language reading and writing as well as the uses of computers in language teaching. He has published articles in *The Modern Language Journal, Foreign Language Annals, Canadian Modern Language Review,* and *Studies in Second Language Acquisition.*

Leona B. LeBlanc is Associate Chair for Graduate Studies and Associate Professor of French and directs master's and doctoral level teaching assistants

in the Department of Modern Languages and Linguistics. Author of a number of publications on preparing foreign language teaching assistants, she has participated in two national projects on the professional development of graduate students: the Modern Language Association's Leadership Institute at Middlebury College and the American Council on Education's "Spreading the Word" program. As Associate Dean of the College of Arts and Sciences, Dr. LeBlanc served as liaison among eighteen departments' TA development programs and as coprincipal investigator in the university's application to Pew Charitable Trust's "Professors for the Future" program. Since 1986, Dr. LeBlanc has served the Florida Department of Education as director of the Teacher Certification Examination Development Project for French (K–12). She recently completed a three-year term on the American Association of Teachers of French Executive Council.

Sally Sieloff Magnan is the Series Editor of this AAUSC publication. Professor of French at the University of Wisconsin-Madison, she teaches courses in French language and teaching methodologies and supervises teaching assistants. Her primary research interests are second language writing, error analysis, and testing. She is the editor of *The Modern Language Journal*; the 1990 Northeast Conference Reports, *Shifting the Instructional Focus to the Learner*; and the 1990 AAUSC Volume, *Challenges in the 1990s for College Foreign Language Programs*. She is also a past president of the AAUSC.

Lydie E. Meunier is Assistant Professor of French and Applied Linguistics at The University of Tulsa, Oklahoma. Her responsibilities include teacher education and supervision, coordination of the elementary French program, content-based French courses in preparation for business and translation certificates, as well as courses in the Women's Studies program. Her primary research interests are in second language acquisition and pedagogy. She is particularly interested in the use of technology and its role in efficient language learning, as well as in gender and personality differences in a foreign language instructional environment. She has published in the *French Review*, *Applied Language Learning*, *CALICO Journal*, and in the *AAUSC* series.

Judith A. Muyskens is Professor of French and Director of the University Honors Scholars Program at the University of Cincinnati. She also teaches courses in methodology and French language and supervises the teaching assistants. She has contributed to various professional publications, including *The Modern Language Journal*, *Foreign Language Annals*, and the *ACTFL Foreign Language Education Series*. Her research interests include the teaching of

second language literatures and the training of teaching assistants. She is coauthor of several French textbooks, including *Rendezvous: An Invitation to French* and *Bravo!* She is currently codirector of the University of Cincinnati's Language Mission project. She is also a past president of AAUSC.

Virginia M. Scott is Associate Professor of French and Director of Undergraduate Language Instruction at Vanderbilt University. She supervises graduate teaching assistants and teaches courses in French, applied linguistics, and foreign language pedagogy. She was recently named to a Vanderbilt University Chair of Teaching Excellence for a three-year term. Her research interests include computer-assisted language learning and foreign language writing. She has published articles in the *Modern Language Journal, French Review, Foreign Language Annuls, SCOLT Dimension* and *CALICO Journal.* In addition, she is author of *Rethinking Foreign Language Writing.*