
Cooperative vs. Individual Learning of Oral Skills in a CALL - Environment

Type Journal Article
Author Ali Farhan AbuSeileek
Publication Computer Assisted Language Learning
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Attachments

788062535_content.pdf

WebLingua - Building and sustaining a learning community in asynchronous discussion forums

Type Document
Author M. Camarra
Author Linda Mesh
Author A. Rocchiccioli
Author C. Taylor
Abstract The challenges involved with developing and offering online language courses are well-known. There are several common difficulties to overcome, such as lack of participation, low student motivation and high drop-out rates. However, research provides evidence that “strong feelings of community may not only increase persistence in courses but may also increase the commitment to group goals, cooperation among members, satisfaction with group efforts, and motivation to learn” (Rovai, 2002; Dede, 1996; Wellman, 1999). Additionally, active

participation in asynchronous forum discussion may result in higher amounts of L2 (second language) output, providing more opportunities for noticing comprehensible input (Krashen, 1994) and planning further output (Swain, 1993). Finally, several studies show that creating a safe, risk-free environment encourages timid students to participate more than they may in the classroom (Warschauer, 1996; Kern, 1995; Chun, 1994).

Publisher IV Convegno AICLU, Sperimentazione, Ricerca e Didattica nei Centri Linguistici Universitari Italiani, Napoli

Date May 2005

Language English

URL <http://moodle.lett.unisi.it/mod/resource/view.php?id=10018>

Accessed Sun Mar 30 21:00:00 2008

Date Added Mon Mar 31 10:49:37 2008

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WebLingua-BuildingLearningCommunity.pdf

Implementing E-Learning components with adult English language learners: Vital factors and lessons learned

Type Journal Article

Author Joellen E. Coryell

Author Dominique T. Chlup

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Let Me Learn with My Peers Online!: Foreign Language Learning Through Reciprocal Peer Tutoring

Type Journal Article

Author Rayenne Dekhinet

Author Keith Topping

Author David Duran

Author Silvia Blanch

Abstract Rayenne Dekhinet, Keith Topping, David Duran, and Silvia Blanch describe a pilot project on the use of Internet-assisted reciprocal peer tutoring in foreign-language learning. The eight-week project connected Spanish-speaking English-language learners at a primary school in Catalonia with English-speaking Spanish-language learners at a Scottish primary school. Children were matched in pairs and acted as language tutors in their own mother tongue to their peers. Each week, the children wrote or corrected a text, depending on their role for that week, and sent messages to their peers. During and after the intervention, data were collected in the form of observations, participant and teacher interviews, and analysis of student writing in the target languages. The results of this study show how Internet technology can be leveraged with reciprocal peer tutoring to enhance language learning.

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Innovate Online Snapshot

Let Me Learn with My Peers Online!- Foreign Language Learning Through Reciprocal Peer Tutoring.pdf

Online teaching skills for language tutors

Type Web Page
Author Regine Hampel
Author Ursula Stickler
Abstract Online teachers need different skills than those normally employed by tutors trained to teach languages in a face-to-face classroom and they also require different skills compared to online teachers of other subjects. Research shows that the medium influences the form of communication and interaction (see e.g. Hutchby 2001). The asynchronicity of communication in written conferencing and the lack of non-verbal clues in audio-conferencing are examples of new challenges for online language tutors.
Website Title Guide to Good Practice aimed at those who teach or support teaching in higher education
Website Type Good Practice Guide | Subject Centre for Languages, Linguistics and Area Studies
Date 09/03/06
URL <http://www.lang.ltsn.ac.uk/resources/goodpractice.aspx?resourceid=2530>
Accessed Tue Apr 1 15:24:00 2008
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Good Practice Guide | Subject Centre for Languages, Linguistics and Area Studies

New skills for new classrooms: Training tutors to teach languages online

Type Journal Article
Author Regine Hampel
Author Ursula Stickler
Publication Computer Assisted Language Learning
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Telecollaboration in multimodal environments: the impact on task design and learner interaction

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Author Mirjam Hauck
Author Bonnie L. Youngs
Publication Computer Assisted Language Learning
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Using audioblogs to assist English-language learning: an investigation into student perception

Type Journal Article
Author Hui-Yin Hsu
Author Shiang-Kwei Wang
Author Linda Comac
Publication Computer Assisted Language Learning
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A Case Study in Asynchronous Voice Conferencing for Language Instruction

Type Journal Article
Author Sandy McIntosh
Author Bryan Brault
Author Tracy Chao
Publication Educational Media International
Volume 40
Issue 1

Pages 63**Date** 2003**DOI** 10.1080/0952398032000092125**ISSN** 0952-3987**URL** <http://www.informaworld.com.libezproxy.open.ac.uk/10.1080/0952398032000092125>**Accessed** Tue May 13 12:25:31 2008**Repository** Informaworld**Date Added** Tue May 13 12:25:31 2008**Modified** Tue May 13 12:25:31 2008

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New Teacher and Student Roles in the Technology-Supported, Language Classroom

Type Web Page**Author** Daithí Ó. Murchú

Abstract The focus of this paper is a challenging analysis of how the roles of teachers and students in different classroom settings are altered as a result of computer-based technologies. I am particularly interested in how the capabilities of computer-based technologies, and technology-enhanced learning environments can enable and/or constrain innovative pedagogical practices in and elementary school, Gaelic language settings, in Ireland[1]. Powerful new capabilities of computers make it possible to access, represent, process, and communicate information in new ways (Kozma, 1991, 1994). These capabilities make it possible to search and organize information, analyze data, represent and transform ideas, simulate complex systems, and communicate with others in ways that were previously not practical or even possible. They also enable new ways of teaching and learning – new activities, new products, and new types of learning and teaching (Kozma & Schank, 1998), but, do all teachers, students and educators feel and agree with the general, positive, societal perception of technology in education?

Date February 2005**URL** http://www.itdl.org/Journal/feb_05/article01.htm**Accessed** Tue Apr 1 18:14:17 2008**Language** English

Date Added Tue Apr 1 18:14:17 2008

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‘It’s a unique role!’ Perspectives on tutor attributes and expertise in distance language teaching

Type Journal Article

Author Monica Shelley

Author Cynthia White

Author Uwe Baumann

Author Linda Murphy

Abstract This article outlines the background to, and progress on, a project based on work carried out at the Open University UK (OUUK). The aim of the project is to articulate the attributes and expertise required by tutors of languages in distance education. A review of the literature on the roles and competencies required for tutors operating at a distance indicates that the specific context of language teaching has received relatively little attention from researchers in the field. There has, however, been considerable interest in the skills and attributes necessary for face-to-face language teaching in the classroom, which is outlined here. Issues of definition and research perspective are discussed, as well as the advantages and disadvantages of various research approaches. The different stages and outcomes of the collaborative project are described in detail, demonstrating how the unfolding research design allowed opportunities for consultation, reflection, and responsive changes. The next stages of consultation are outlined, together with implications for the on-going professional development of tutors.

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Shelley