



Pedagogical Strategies in Distance Language Teaching

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What do students need in order to learn a language effectively?

- **Access**

- Clearly the WWW --with its museums, music, discussion lists, newspapers, etc.-- offers more access to the language in use than the four-walled classroom.

- » [Sample exercise](#)

- » [Sample answer](#)

- **Sound**

- Sound is now readily available on-line, including television and radio broadcasts (Access). With a multimedia home computer, students can record themselves and send their own voice files. A-V technology progresses rapidly. At UMUC, we began delivery with existing technology while monitoring new developments.



- **Interaction**

– is a problem for both distance and classroom students. In a one-hour class of 20, each student gets at most 3 minutes to speak, not counting groupspeak. Whereas, virtually all of the time a student spends with the computer involves interaction with the language. The key, then, is to ensure *creativity*, not just pre-programmed interaction.

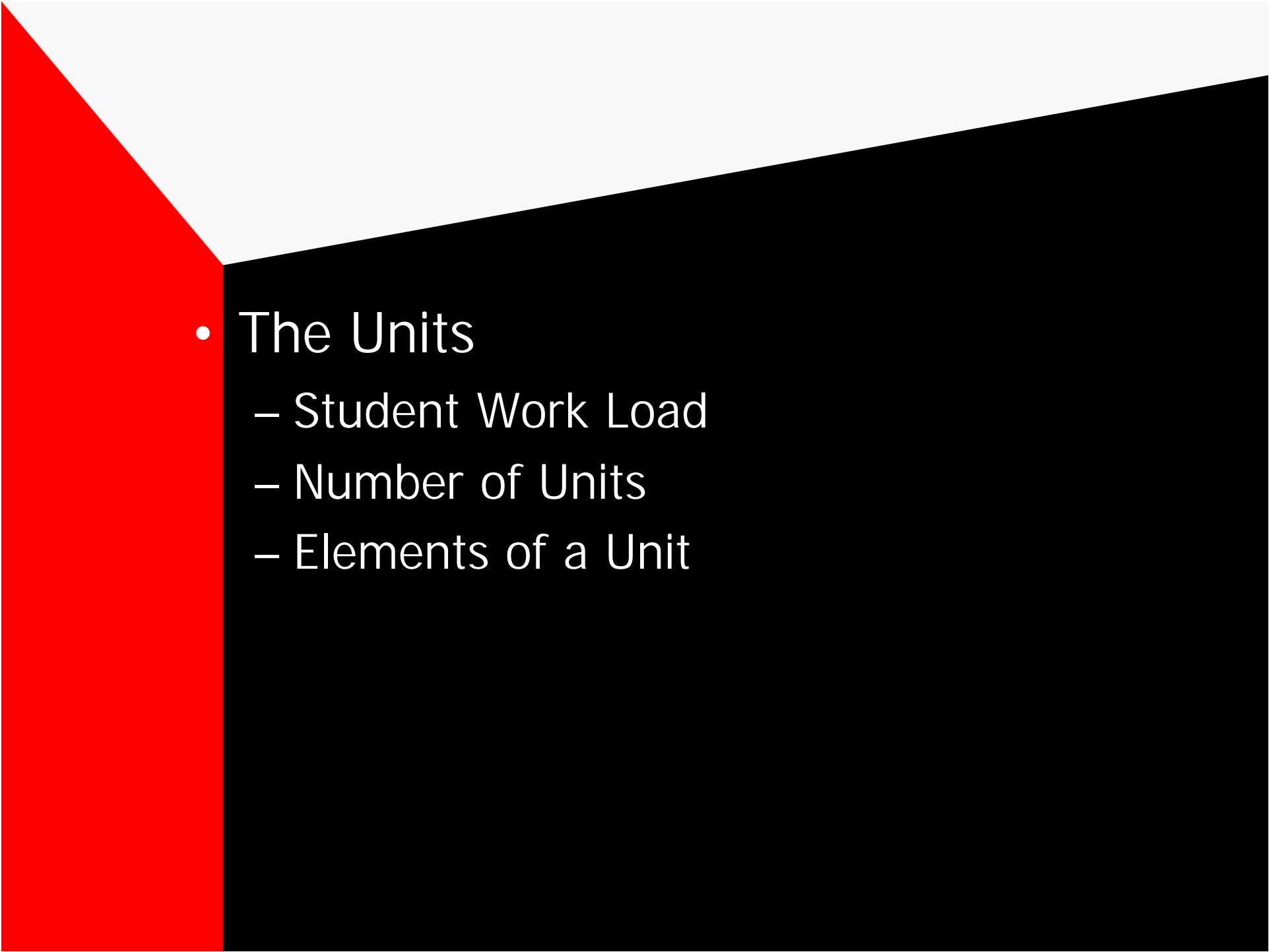


- **Self-Confidence**

- A sea of faces can be traumatic for adult students who are likely feeling utterly inarticulate in a new language. The computer screen offers a reassuring shield between learner and audience. Research shows greater and more creative student participation when the interaction between participants in the learning process is well designed.

Webtycho Span 101- 102 - 201 overview

- Introduction
- Steps
- Index
- Materials
- Instructions

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- The Units
 - Student Work Load
 - Number of Units
 - Elements of a Unit

The UMUC course develops creative interaction stepwise through:

- **(1) Asynchronous Reading and Writing**

Both input and responses have all the visual cues of the written language.

- Conferences

- Interaction with other students' work and with the teacher
- Individual activities

- E-mail

- **(2) Synchronous Reading and Writing**

Learners can no longer rehearse their responses; they must learn *conversational repair strategies*.

- Chat Programs: *Ichat* (office hours)
- Chat and pager: *ICQ*

- **(3) Asynchronous Speaking and Listening**

Visual cues are gone; *speech is primary*.
However, students can replay input and practice their responses.

- [Voicemail](#)
- [PureVoice](#)

- **(4) Synchronous Speaking and Listening**

Finally, students are in *real-time creative spoken interaction*.

- [NetMeeting](#)
- [Yahoo Messenger](#)

Next Steps

- Evaluation
- Future developments
- Testing new software