



Technologies and Techniques for Effective Language Learning

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Abstract

This paper presents a series of experimentation of instructional methods and technologies implemented in a foreign language class during a sequence of terms. By analyzing the result of using online quizzing, online lecture, impromptu curriculum design, multimedia project, and student-created final exam, the research demonstrated a significant impact of learner involvement on the outcome of learning. It found that by getting students involved in the learning process from assignment design to content coverage to final exam design and preparation, it creates a sense of ownership among the students to integrate language learning with their life experiences and personal learning goals.

The paper also introduces innovative ways of selecting and using technological tools to engage students and the ways to make them the driver of these tools. In addition to instructor-led online quiz developed in a learning management system and online lecture created with Camtasia, the course offers students the opportunities to use Voicethread for multimedia presentation, Wimba synchronous classroom for online character writing competition, and Digication, an ePortfolio system to document their learning.

With the enormous amount of online resources and the increasing number of delivering and communication tools, the digital era offers tremendous opportunities to bring learning to the 2.0 level where knowledge is co-constructed by both learners and the teachers. Through this case study of a foreign language course, this paper calls for further discussion on the role of individual course in the creation of integrative knowledge beyond the subject matter since in the 2.0 era no discipline can stay in isolation from the others and knowledge building is taking place both in and outside of the classrooms.