Blended Learning In Teaching Foreign Languages


Blended learning has recently been gaining popularity within educational fields. Examining the impact that computer-assisted techniques have on foreign language education will provide more effective ways to enhance learning techniques for educators and students alike. Applications of CALL Theory in ESL and EFL Environments is a pivotal reference source that discusses recent advances relating to online teaching and learning of foreign languages. Highlighting relevant topics such as electronic portfoli0 assessments, corpus linguists, flipped learning models, and student engagement, this scholarly resource is ideal for educators, academicians, students, and researchers that are interested in staying current on the latest technologies and methodologies in foreign language learning. This book provides advice on flipping from a vast range of topics related to second and foreign language teaching, such as assessment, pronunciation, speaking, listening, reading, writing, and content-based language teaching. Based on insights from other professionals in the field, it helps teachers of English as a foreign language better understand the idea of a flipped classroom. The book provides examples for teachers who wish to start flipping their own classes and additional ideas for those who are already flipping. The rapid growth in online and virtual learning opportunities has created culturally diverse classes and corporate training sessions. Instruction for these learning opportunities must adjust to meet participant needs. Online Course Management: Concepts, Methodologies, Tools, and Applications is a comprehensive reference source for the latest scholarly material on the trends, techniques, and management of online and distance-learning environments and examines the benefits and challenges of these developments. Highlighting a range of pertinent topics, such as blended learning, social presence, and educational online games, this multi-volume book is ideally designed for administrators, developers, instructors, staff, technical support, and students actively involved in teaching in online learning environments. “This book examines the benefits and costs associated with the utilization of technology-mediated instructional environments, recognizing that instructional technology could offer alternative means of communication for understanding”--Provided by publisher. Blended synchronous learning (BSL), where some students are present in a physical classroom while others participate online in real time, has been gaining momentum and shows great potential for teaching less commonly taught languages (LCTLs). In Teaching Languages in Blended Synchronous Learning Classrooms, Alba Giron and Nicholas Swinehart provide a concise overview of BSL as it pertains to language instruction. Topics include a number of key factors in the BSL classroom: * types of BSL environments* pedagogical considerations* group dynamics* creating and adapting activities* common logistical challenges* optimal space design* technology selection, training, and support This practical guide will be of use to teachers, technology staff, and program administrators, all working together to implement successful BSL programs and ensure quality learning opportunities for every student. Educational technologies continue to advance the ways in which we teach and learn. As these technologies continue to improve our communication with one another, computer-assisted foreign language learning has provided a more efficient way of communication between different languages. Computer-Assisted Foreign Language Teaching and Learning: Technological Advances highlights new research and an original framework that brings together foreign language teaching, experiments and testing practices that utilize the most recent and widely used e-learning resources. This comprehensive collection of research will offer linguistic scholars, language teachers, students, and policymakers a better understanding of the importance and influence of e-learning in foreign language acquisition. Practical and accessible, this book comprehensively covers everything you need to know to design, develop, and deliver successful online, blended, and flipped language courses. Grounded in the principles of instructional design and communicative language teaching, this book serves as a compendium of best practices, research, and strategies for creating learner-centered online language instruction that builds students’ proficiency within meaningful cultural contexts. This book addresses important topics such as finding and optimizing online resources and materials, learner engagement, teacher and student satisfaction and connectedness, professional development, and online language assessment. Teaching Language Online Features: A step-by-step guide aligned with the American Council on the Teaching of Foreign Languages (ACTFL), the Common European Framework of Reference (CEFR) for Languages: Learning, Teaching and Assessment, and the World-Class Instructional Design and Assessment (WIDA) standards Research-based best practices and tools to implement effective communicative language teaching (CLT) onlineStrategies and practices that apply equally to world languages and ESL/EFL contexts Key takeaway summaries, discussion questions, and suggestions for further reading in every chapter Free, downloadable eResources with further readings and more materials available at www. routledge.com/ 9781138387003. As the demand for language courses in online or blended formats grows, K-16 instructors urgently need resources to effectively transition their teaching online. Designed to help world
language instructors, professors, and K-12 language educators regardless of their level of experience with online learning, this book walks through the steps to move from the traditional classroom format to effective, successful online teaching environments. Active blended learning (ABL) is a pedagogical approach that combines sensemaking activities with focused interactions in appropriate learning settings. ABL has become a great learning tool as it is easily accessible online, with digitally rich environments, close peer and tutor interactions, and accommodations per individual learner needs. It encompasses a variety of concepts, methods, and techniques, such as collaborative learning, experiential learning, problem-based learning, team-based learning, and flipped classrooms. ABL is a tool used by educators to develop learner autonomy, engaging students in knowledge construction, reflection, and critique. In the current educational climate, there is a strong case for the implementation of ABL. Cases on Active Blended Learning in Higher Education explores strategies and methods to implement ABL in higher education. It will provide insights into teaching practice by describing the experiences and reflections of academics from around the world. The chapters analyze enablers, barriers to engagement, outcomes, implications, and recommendations to benefit from ABL in different contexts, as well as associated concepts and models. While highlighting topics such as personalized university courses, remote service learning, team-based learning, and universal design, this book is ideal for in-service and preservice teachers, administrators, instructional designers, teacher educators, practitioners, researchers, and academics, and students interested in pedagogical approaches aligned to ABL and how this works in higher education institutions. The First International Conference on Hybrid Learning was organized by City University of Hong Kong, Caritas Francis Hsu College and Caritas Bianchi College of - reers in August 2008. ICHL2008 was an innovative and consolidative experience for Hong Kong tertiary higher education. The conference aims to unify the traditional classroom face-to-face learning and Internet eLearning into one teaching and learning method—hybrid learning—for both teachers and students. Its audience are educators and eLearning practitioners. The conference obtained sponsorship from six local universities: Hong Kong Baptist University, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, University of Hong Kong, The Chinese University of Hong Kong, and Lingnan University. It was also sponsored by Pui Hua Education Foundation Limited, and K. C. Wong Education Foundation Limited. Hybrid learning originated from North America in 2000 and is an ongoing trend. It is not merely a simple combination of direct teaching and eLearning, but comprises different learning strategies and important elements for teaching and learning. It - cuses on student center learning and provides an environment for knowledge learning. Students are given more opportunities to be active learners and practice practical skills such as communication, collaboration, critical thinking, creativity, self-management, self-study, problem solving, analysis and numeracy. Comparative Blended Learning Practices and Environments offers in-depth analysis of new technologies in blended learning that promote creativity, critical thinking, and meaningful learning. Many learning options are possible in education, from traditional to blended/hybrid to fully online. Of the three delivery formats, the blended mode, which involves the fusion of online and traditional face-to-face instruction and learning activities, is considered to have the greatest potential to provide the best learning environment. As blended learning continues to evolve and expand, it is important that information regarding what constitutes the ideal combination of online and traditional pedagogical strategies in blended education and at all levels is illuminated and shared. Emerging Techniques and Applications for Blended Learning in K-20 Classrooms is an academic publication that focuses on pedagogical strategies and technologies that have been successfully employed by educators in blended instruction. In addition, the student outcomes from the use of these techniques are presented. Covering a wide range of topics such as gamification, civic education, and critical thinking, this book is essential for academicians, administrators, educators, instructors, researchers, instructional designers, and curriculum developers, principals, early childhood educators, higher education faculty, and students. The Blended Learning Book is your user’s manual for implementing blended learning. It gives you a guidebook to combining the latest technologies with traditional training models to create high-impact programs that drive superior business results (not just reduce costs). Filled with real-world examples and case studies from organizations such as Accenture, BI, Cisco, FedEx, Kinko’s, Grant-Thornton, IBM, Novell, the U.S. Navy, Verizon, and more, e-learning veteran Josh Bersin zeros in on What Works -- in all shapes and sizes of training departments from a variety of industries. The integration of information and communication technologies in education is unavoidable, as an increasing percentage of educators embrace modern technology, others are faced with the decision to reevaluate their own pedagogical practices or become obsolete. To meet the needs of students, one must first define what stipulates a successful K-12 student, the best practices of online classrooms, the warning signs for low-performing students, and how to engage web-based students. Optimizing K-12 Education through Online and Blended Learning addresses the models, support, cases, and delivery of K-12 online education. Seeking to further the conversation about the most effective ways to integrate ICT into the classroom, this publication presents theoretical frameworks to support educators and administrators. This book is an essential collection of research for teachers, administrators, students of education, IT professionals, developers, and policy makers. This book features contributions from various spheres of socio-humanitarian sciences presented at the scientific and practical conference on “Humans as an Object of Study by Modern Science,” which took place in Nichny Novgorod (Russian Federation) on November 23–24, 2017. The conference was organized by Kozma Minin Nichny Novgorod State Pedagogical University and the non-profit organization “Institute of Scientific Communications.” Presenting the results of multidisciplinary studies as well as new approaches, the target audience of the book includes postgraduates, lecturers at higher educational establishments, and researchers studying socio-humanitarian sciences. The complex study of humans by representatives of various socio-humanitarian sciences (philosophy, pedagogics, jurisprudence, social sciences, and economics) allows a comprehensive concept of the field to be developed. Selecting humans as an object of research opens wide possibilities for studying various issues related to their activities, while considering humans within multiple sciences means that the methods of induction and deduction can be combined to achieve precise results. This book includes the results of leading scientific studies on the following key issues: establishment of an information economy under the influence of scientific and technical progress: new challenges and opportunities; information and communication technologies as a new vector of development of the modern world economy; specifics and experience of using new information and communication technologies in developed and developing countries; problems of implementing new information and communication technologies in the modern economy; and priorities of using new information and communication technologies in the modern economy. "The Handbook of Research on K-12 Online and Blended Learning is an edited collection of chapters that sets out to present the current state of research in K-12 online and blended learning. The beginning chapters lay the groundwork of the historical, international, and political landscape as well as present the scope of research methodologies used. Subsequent sections share a synthesis of theoretical and empirical work describing where we have been, what we currently know, and where we hope to go with research in the areas of learning and learners, content domains, teaching, the role of the other, and technological innovations."—Book home page. This book constitutes the refereed proceedings of the 10th International Conference on Blended Learning, ICBL 2017, held in Hong Kong, China, in June 2017. The 42 papers
presented were carefully reviewed and selected from 100 submissions. The papers are organized in topical sections named: Keynotes; Experiences in Blended Learning; Strategies in Blended Learning; Assessment for Blended Learning; Computer-Support Collaborative Learning; Improved Flexibility of Learning Processes; Open Educational Resources; Pedagogical and Psychological Issues. This volume focuses on innovative approaches to teaching foreign language courses offered to non-language degree students. It includes essays related to the innovative use of ICTs, new developments in methodology, approaches to course and materials design, and the contribution of language theory to foreign language teaching. As the book brings together researchers and practitioners working in a variety of contexts, it provides detailed insight into ways the same challenges are dealt with in different educational environments. The ideas and experiences analysed in this collection of essays will appeal to anyone interested in the current trends in foreign language teaching and learning, particularly educationalists. The best practices in FLT that the book offers will be a source of inspiration for in-service teachers and course designers, while the theoretical backgrounds provided in each chapter will be valuable to pre-service teachers and stimulating to researchers. The growing interest in the problems of integrated foreign language teaching and professional disciplines is manifested in the formulation of new concepts and approaches, which at the moment are controversial. The lack of a common framework for blended education in the system of higher professional education in different countries manifests itself in the attempts of researchers to either completely eliminate the achievements of their colleagues in this area or, without any scientific and practical justification, mechanically transfer foreign experiences in their conditions. Examining Content and Language Integrated Learning (CLIL) Theories and Practices is a cutting-edge research publication that investigates the different approaches and models of progressive technology within linguodidactics and the methodologies for teaching foreign languages. Highlighting a range of topics such as blended learning, cognition, and professional discourse, this book is essential for language teachers, linguists, curriculum developers, instructional designers, deans, researchers, practitioners, administrators, educators, academicians, and students. The purpose of this study is to understand the conditions that enhance English foreign language students' skills when using a blended environment. It explores a three-month journey of a teacher researcher who conducted a mix between an autoethnographic study and a grounded theory with 15 students of an upper intermediate level of English at a language institute in Bogota, Colombia. Population diversity is becoming more prevalent globally with increasing immigration, emigration, and refugee placement. These circumstances increase the likelihood that a child will be raised speaking a different language in the home than the common language used in each country. This necessitates the development of comprehensive strategies that promote second language learning through the adoption of new technological advancements. New Technological Applications for Foreign and Second Language Learning and Teaching is a scholarly publication that explores how the latest technologies have the potential to engage foreign and second language learners both within and outside the language classroom and to facilitate language learning and teaching in the target language. Highlighting a range of topics such as learning analytics, digital games, and telecollaboration, this book is ideal for teachers, instructional designers, curriculum developers, IT consultants, educational software developers, language learning specialists, academicians, administrators, professionals, researchers, and students. The new edition of what is now considered a classic on online learning has been expanded by about a third to reflect new opportunities offered by social media, new insights and ideas derived from the author's teaching in the eight years since she wrote the first edition, as well as from extensive research in the latest literature. In particular, Tisha Bender investigates whether the existing paradigm of teaching and learning has been changed, not so much because of the advent of the Internet, but because of the potential divide between the expectations and practices of students who are "digital natives" of the digital revolution, and those of their teachers who are mostly "digital immigrants". She addresses the question: do we need to change the way we teach in order to reach and engage digital natives fruitfully and enjoyably in their education. This accessible and comprehensive book offers an engaging and practical approach to online teaching that is rooted in the author's experience and enthusiasm for creating a virtual environment that engages students and fosters their deep learning. This is a book for all educators and administrators in higher education, in any discipline, engaged in, or contemplating offering, online classes that involve discussion or collaborative learning. It is relevant both to faculty teaching a hybrid and face-to-face classes, and courses conducted entirely online. Language courses are traditionally offered through classroom courses or only at a distance. Blended Learning offers a balanced mix of language training: part of the classroom courses and part using the computer tools available. Hybrid learning increases the success rate and communication within a group. It empowers learners who are no longer limited to discovering a language only through a teacher. Learning is done by the teacher and the learner. Through this method, teach a language in a methodical, fun and didactic way. With this book, set yourself the objective of offering a pedagogy geared towards the success of an entire group, united in learning. Once you have reached your goal, encourage this same group to communicate with each other. Or even to discover the culture of the language learned in a group. Traditional classroom learning environments are quickly becoming a thing of the past as research continues to support the integration of learning outside of a structured school environment. Blended learning, in particular, offers the best of both worlds, combining classroom learning with mobile and web-based learning environments. Blended Learning: Concepts, Methodologies, Tools, and Applications explores emerging trends, case studies, and digital tools for hybrid learning in modern educational settings. Focusing on the latest technological innovations as well as effective pedagogical practice, this critical multi-volume set is a comprehensive resource for instructional designers, educators, administrators, and graduate-level students in the field of education. In today's technology-crazed environment, distance learning is touted as a cost-effective option for delivering employee training and higher education programs, such as bachelor's, master's and even doctoral degrees. Distance Learning Technologies: Issues, Trends and Opportunities provides readers with an in-depth understanding of distance learning and the technologies available for this innovative media of learning and instruction. It traces the development of distance learning from its history to suggestions of a solid strategic implementation plan to ensure its successful and effective deployment. This book builds on current and emerging research in distance learning, e-learning and blended learning. Specifically, it tests the boundaries of what is known by examining and discussing recent research and development in teaching and learning based on these modalities, with a focus on lifelong mathematics learning and teaching. The book is organized in four sections: The first section focuses on the incorporation of new technologies into mathematics classrooms through the construction or use of digital teaching and learning platforms. The second section presents a wide range of perspectives on the study and implementation of different tutoring systems and/or computer assisted math instruction. The third section presents four new innovations in mathematics learning and/or mathematics teacher education that involve the development of novel interfaces for communicating mathematical ideas and analyzing student thinking and student work. Finally, the fourth section presents the latest work on the construction and implementation of new MOOCs and rich media platforms developed to carry out specialized mathematics teacher education. When moving towards teaching online, teachers are confronted every day with issues such as online moderation, establishing social presence online, transitioning learners to online environments, giving feedback...
online. This book supports language teaching professionals and researchers who are keen to engage in online teaching and learning. It integrates theory and practice from a research-informed teaching perspective and helps teachers in formal and informal settings to become confident users of online tools. The authors of the 11 chapters draw on a wide range of experience that will aid readers for independent self-training, pre-service teacher training courses, and for in-service staff development. The book also offers inspiration and guidance to researchers starting in the field who will benefit from the succinct overview of research done in the area of online language teacher training.

-- A guide to both theory and practice of blended learning, offering rigorous research, case studies, and methods for the assessment of educational effectiveness. Blended learning combines traditional in-person learning with technology-enabled education. Its pedagogical aim is to merge the scale, asynchrony, and flexibility of online learning with the benefits of the traditional classroom—content-rich instruction and the development of learning relationships. This book offers a guide to both theory and practice of blended learning, offering rigorous research, case studies, and methods for the assessment of educational effectiveness. The contributors to this volume adopt a range of approaches to blended learning and different models of implementation and offer guidelines for both researchers and instructors, considering such issues as research design and data collection. In these courses, instructors addressed problems they had noted in traditional classrooms, attempting to enhance student engagement, include more active learning strategies, approximate real-world problem solving, and reach non-majors. The volume offers a cross-section of approaches from one institution, Georgia Tech, to provide both depth and breadth. It examines the methodologies of implementation in a variety of courses, ranging from a first-year composition class that incorporated the video game Assassin's Creed II to a research methods class for psychology and computer science students. Blended Learning will be an essential resource for educators, researchers, administrators, and policy makers. Contributors Joe Bankoff, Paula Braun, Mark Braunstein, Marion L. Brittain, Timothy G. Buchman, Rebecca E. Burnett, Aldo A. Ferri, Bonnie Ferri, Andy Fraze, Mohammed M. Ghaseemi, Ashok K. Goel, Alyson B. Goodman, Joyelle Harris, Cheryl Hildreton, David Joyner, Robert S. Kadel, Kenneth J. Knoespel, Joe Le Doux, Amanda G. Maddren, Lauren Margulea, Olga Menagarishvili, Shamim Nemati, Vjolca Sadiraj, Donald Webster

Hybrid language teaching and learning, also referred to as blended learning, has become an increasingly popular model for the delivery of foreign language (FL) courses at the college level in the United States. HYBRID LANGUAGE TEACHING AND LEARNING: EXPLORING THEORETICAL, PEDAGOGICAL AND CURRICULAR ISSUES addresses a number of theoretical and applied topics related to hybrid/blended contexts. The volume is useful for readers unfamiliar with hybrid approaches, as several chapters highlight practical concerns and contain suggestions from authors who have experience implementing and maintaining college-level hybrid FL courses. In addition, the volume serves to disseminate empirical work that focuses on the linguistic outcomes of learners in hybrid FL learning contexts. Finally, the issue of open educational resources/open access is discussed in the context of hybrid FL courses. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. Schedule constraints and other complicating factors can make face-to-face educational methods inadequate to the needs of learners. Thus, blended learning has emerged as a compromise that reconciles the need for high-tech and high-touch learning and teaching interactions. Transcultural Blended Learning and Teaching in Postsecondary Education educates readers across nations and cultures and strengthens their understanding of theories, models, research, applications, best practices, and emerging issues related to blended learning and teaching through a holistic and transcultural perspective. This research volume serves as a valued resource for faculty, administrators, and leaders in postsecondary institutions to plan, develop, implement, and evaluate blended learning programs and courses. It also provides researchers with the latest research in transcultural blended learning and teaching theories, findings, best practices, and emerging trends. A volume concerned with best practice in blended learning for language teaching. The Cambridge Guide to Blended Learning for Language Teaching makes the case that it is pedagogy, rather than technology, that should underpin the design of blended learning programmes. The book is organised into five sections: Connecting Theories and Blended Learning; Implications for Teaching; Rethinking Learner Interaction; Case Studies; The Future of Blended Learning. With its research-informed and practitioner-focused approach, this book is ideal for language teachers and language centre managers looking to broaden their understanding of pedagogy and blended learning. It will also be of interest to anyone working on blended learning course design or delivering teacher training courses. Language learning is a complex and challenging endeavor. For students to achieve the desired proficiency in English as a Foreign Language (ESL) their institutions need to invest time, effort and huge resources in order to cater for different learning styles. To be cost-effective, many language-teaching institutions strive to provide intensive foreign language (IFL) instruction to reduce the time period needed to learn the target language. This explains the current interest in combining differentiation: Technology in the classroom; Word processors in the classroom; Using websites; Internet-based project work; How to use email; How to use chat; Blogs, wikis, and podcasts; Online reference tools; Technology-based coursework; Producing electronic materials; e-learning; online teaching and training; Preparing for the future. This carefully balanced set of studies and practitioner research projects carried out in various learning contexts around the world highlights cutting-edge research in the use of digital learning technologies in language learning and teaching. Providing an overview of recent developments in the application of educational technology to language learning and teaching, it looks at the experience of researchers and practitioners in both formal and informal (self-study) learning contexts, bringing readers up to date with this rapidly changing field and the latest developments in research, theory, and practice at both classroom and education system levels. E-learning is at an exciting point in its development; its potential in terms of research is great and its impact on institutional practices is fully recognised. This book defines e-learning as a field of research, highlighting the complex issues, activities and tensions that characterise the area. Written by a team of experienced researchers and commented upon by internationally recognised experts, this book engages researchers and practitioners in critical discussion and debate about the findings emerging from the field and the associated impact on practice. Key topics examined include: access and inclusion the social-cultural contexts of e-learning organisational structures, processes and identities technical aspects of learning research using tools and resources approaches to learning and teaching practices and associated learning theories designing for e-learning and the management of educational resources professional roles and identities the evolution of e-assessment collaboration, motivation and educational evaluation. Contemporary Perspectives in E-Learning Research provides a synthesis of research, giving readers a grounding in contemporary e-learning scholarship whilst identifying the debates that make it such a lively and fast-moving area. A landmark text in an evolving field, this book will prove invaluable for all researchers, practitioners, policy makers and students who engage with e-learning. The use of technological tools to foster language development has led to advances in language methodologies and changed the approach towards language instruction. The tendency towards developing more autonomous learners has emphasized the need for technological tools that could contribute to this shift in foreign language learning. Computer-assisted language learning and mobile-assisted language learning have greatly contributed to foster language instruction out of the classroom environment, offering
possibilities for distance learning and expanding in-class time. Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning is a scholarly research book that explores current strategies for foreign language learning through the use of technology and introduces new technological tools and evaluates existing ones that foster language development. Highlighting a wide array of topics such as gamification, mobile technologies, and virtual reality, this book is essential for language educators, educational software developers, IT consultants, K-20 institutions, principals, professionals, academicians, researchers, curriculum designers, and students. This book introduces an approach for making principled decisions about the use of technologies specifically in Applied Linguistics. The research is grounded in the growing area of “blended learning” that seeks to combine face-to-face instruction with online-based interactions to record students using a foreign language productively.

Cases on Online and Blended Learning Technologies in Higher Education: Concepts and Practices provides real-life examples of those involved in developing and implementing the merge of traditional education curriculum and online instruction. This book provides a comparative perspective on foreign language teacher training in France, Germany, Russia, Ukraine and Uzbekistan. The training process of state secondary school foreign language teachers is considered from two perspectives for each country. The current training routes through which necessary teaching qualifications are obtained are described with respect to national policy for foreign language learning, the nature of providers, and training programme organization and contents, with details of any practice. These descriptive dimensions are accompanied by an evaluation of the degree to which the training fits the purpose of teaching foreign languages in state secondary schools. The descriptive and evaluative approaches to FL teacher training provide a novel overview of the current successes and challenges in the field, giving an understanding of terrains not easily accessible to the general English-language readership. The book highlights elements of good practice found across nations, and contributes to shedding light on the enduring mystery of why certain nations seem to be managing multilingualism better than others. As such, it provides a reference for interdisciplinary discussions between applied linguists, education researchers and practitioners, and policymakers.

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