Blended Learning In Teaching Foreign Languages

Using an innovative framework, this book provides the rationale, strategies, and tools to create optimal blended language learning courses.

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 second language acquisition.

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. 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.

Teaching Languages in Blended Synchronous Learning Classrooms

A Research-Based Guide from Planning to Evaluation

Effective Blended Learning Practices: Evidence-Based Perspectives in ICT-Facilitated Education

Optimizing K-12 Education through Online and Blended Learning

A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses

Course Design and Implementation

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Provides insight into the practice of blended learning in higher education.

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 and teaching.

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.

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 valuable 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.
Get Free Blended Learning In Teaching Foreign Languages

Research, Theory, and Practice
Blended Learning
The Cambridge Guide to Blended Learning for Language Teaching
Blended Language Program Evaluation
Technological Advances
How to Teach English with Technology

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.

"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 overviews of research done in the area of online language teacher training"--

"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.

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.

Distance Learning Technologies: Issues, Trends and Opportunities

Constructivist Blended Learning Approach
Applications of CALL Theory in ESL and EFL Environments
Teach a Foreign Language Through Blended Learning

Concepts, Methodologies, Tools, and Applications

Emerging Techniques and Applications for Blended Learning in K-20 Classrooms is an academic publication that focuses on pedagogical strategies and technologies...
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, 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) online Strategies and practices that apply equally to world languages and ESL/EFL contexts Key takeaways 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.

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.

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 in Hong Kong: 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 Pei 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.

Language learning is a complex and challenging endeavor. For students to achieve the desired proficiency in English as a Foreign Language (EFL) 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 (FL) instruction to reduce the time period needed to learn the target language. This explains the current interest in combining diffe... International Trends in Research and Development 
14th International Conference, ICBL 2021, Nagoya, Japan, August 10-13, 2021, Proceedings
Contemporary Perspectives in E-Learning Research
A Practical Guide
Emerging Techniques and Applications for Blended Learning in K-20 Classrooms
Research-based Pedagogies and Reflective Practices

In-depth study of how to integrate a variety of internet technology tools for successful online learning. For all online teachers, and those who design curricula for online environments.

Teach a Foreign Language Through Blended LearningKévin Tembouret

The ideal companion for any teacher interested in the use of technology in the language classroom, Blended Learning provides a practical overview of the technology currently available. It combines basic information for the technological novice with sophisticated ideas for using technology in the classroom. Teachers are offered practical ideas and suggestions for ways to use technology to enhance and support students' learning. The authors also examine the implications of the use of technology for language teaching methodology in general.

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.

Transcultural Blended Learning and Teaching in Postsecondary Education
Using Technology in Foreign Language Teaching
First International Conference, ICHL 2008 Hong Kong, China, August 13-15, 2008 Proceedings
Online Course Management: Concepts, Methodologies, Tools, and Applications

Blended Learning: Concepts, Methodologies, Tools, and Applications

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 classrooms and in online learning. 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.

This book constitutes the refereed proceedings of the 14th International Conference on Blended Learning, ICBL 2021, held online in August 2021. The 30 papers, including 4 keynote papers, were carefully reviewed and selected from 79 submissions. The conference theme of ICBL 2021 is Blended Learning: Re-thinking and Re-defining the Learning Process. The papers are organized in topical sections named: content and instructional design; enriched and smart learning experience; experience in blended learning; institutional policies and strategies; and online and collaborative learning.

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. "This book demonstrates the view that Information and Communication Technologies should not be considered as a neutral teaching medium, but instead be implemented under pedagogical conditions; aiming at the development of critical thinking through their creative integration into the social and cultural context."--

Developing Online Language Teaching

Using Technology in and Beyond the Language Classroom

Handbook of Research on K-12 Online and Blended Learning

Evidence-Based Perspectives in ICT-Facilitated Education

Blended Learning in English Language Teaching

Teaching Language Online


This book demonstrates how blended learning improves access to and enhances the quality of higher education teaching and learning in Asian universities. It first discusses how leading universities in the region drive and support blended learning at the institutional level to enhance student learning engagement and outcomes. It then examines 10 effective implementations and lessons learned of blended learning practices across different disciplinary courses and programmes (humanities and language, science and engineering, social science and education, and others) in the region. The chapters in this book provide an overview of the opportunities and challenges of blended learning for improved access and enhanced quality of higher education, and offer insights into the promising blended learning policies and practices in Asian universities.

Undoubtedly, teachers of this century should empower themselves both pedagogically and technologically to be able to teach more efficiently and enable efficient learning. Although there is extensive research on the way language should be taught, research on the use of technological pedagogical and content knowledge (TPACK) by teachers of English as a foreign language is still in need of more scientific support. English as a Foreign Language Teachers’ TPACK: Emerging Research and Opportunities is an essential reference source that discusses the concept of TPACK and its related concepts to the knowledge base of teaching English as a foreign language (TEFL). Featuring research on topics such as computer-assisted language learning, the role of teachers, and teacher knowledge base, this book is ideally designed for educators, TEFL teachers, professionals, academicians, researchers, and students seeking coverage on more practical and research-based instructional designs for language classrooms.

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 collaborated 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.

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, academicians, and students interested in pedagogical approaches aligned to ABL and how this works in higher education institutions.

Blended Learning Environments for Adults: Evaluations and Frameworks

Evaluations and Frameworks

The Blended Learning Book

Distance Learning, E-Learning and Blended Learning in Mathematics Education

Best Practices, Proven Methodologies, and Lessons Learned

The Impact of Information on Modern Humans

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 relevant advances relating to online teaching and learning of foreign languages. Highlighting relevant topics such as electronic portfolio assessments, corpus linguistics, 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. 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.

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 Girons 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.

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 conceptual framework of integrated 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, 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.

Recent Tools for Computer- and Mobile- Assisted Foreign Language Learning

Cases on Active Blended Learning in Higher Education

English as a Foreign Language Teachers’ TPACK: Emerging Research and Opportunities

The Tools for Successful Online Teaching

Computer-Assisted Foreign Language Teaching and Learning: Technological Advances

Re-Envisioning and Restructuring Blended Learning for Underprivileged Communities