Principles for Designing Blended Language Courses

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Aims

- Brief history of technology in language education
- Definition: Blended Language Learning
- Reasons for adopting Blended Language Learning
- 6 Principles for designing Blended Language Learning programmes
- Challenges in implementing Blended Language Learning

Questions for Reflection

1. What are some benefits of integrating technology in language education?
2. How do you use technology in your classroom?
3. What are some of the disadvantages of technology in language education?

A Brief History of Technology in Language Education

1960s Audiolingual Method (ALM):

- introduced the **language laboratory** (Murphy, 2001)

1990s Computer-Assisted Language Learning (CALL):

- software: ***fill-in-the-blank exercises*** and ***multiple-choice assessment items*** (Sokolik, 2014)

2000s Web 2.0 tool:

- Web 2.0 tools: ***blogs***, ***wikis***, ***video sites*** and ***social networking sites*** (Sokolik, 2014)

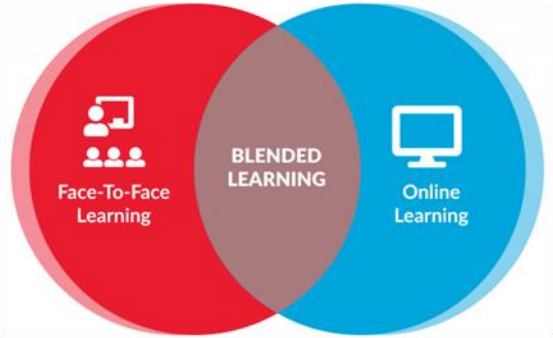
Technology-Enhanced Language Learning (TELL):

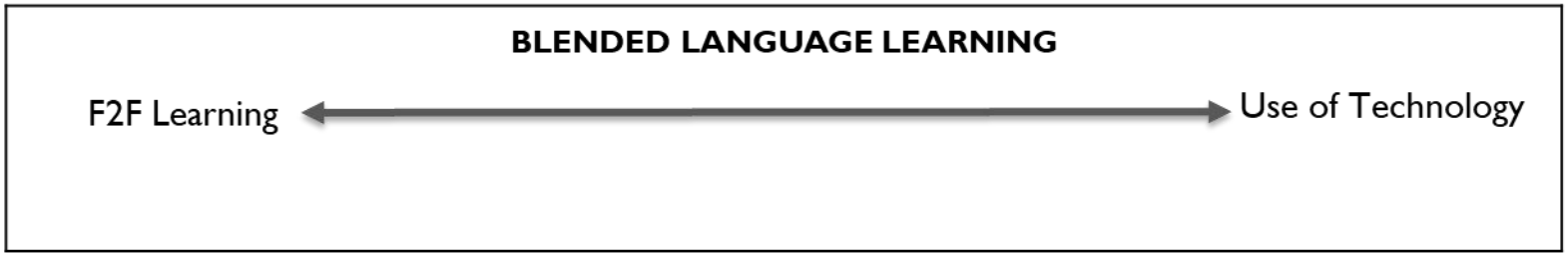
- Because of Web 2.0 tool, technology became an ***integral*** component (Brown & Lee, 2015)

Blended Language Learning (BLL)

What is Blended Language Learning (BLL)?

Blended Language Learning (BLL) is the combination of the communicative face-to-face (F2F) classroom with digital technologies, which includes Web 2.0 online tools (Sharma & Westbrook, 2016).





The two extremes in BLL (Adapted from Reinders, 2012)

Why adopt a Blended Learning Approach?

Improved Pedagogy:

- A sensitivity to the particular **learners' needs, context** and **social environment** (Kumaravadivelu, 2001)

Increased Access and Flexibility:

- English **exposure** (Richards, 2015)
- Boosting authentic **communicative interaction** (Chapelle, 2005, cited in Richards, 2015)

***Increased Cost-Effectiveness*:**

- Students **don't** need to **pay** for extra F2F instruction
- Course Management System (CMS) simplifies the process of **monitoring** classes, students' **attendance**, and **learning** (Richards, 2015)

6 Principles for designing BLL Courses

1. Input
2. Noticing
3. Interaction
4. Automaticity
5. Lexical chunks (formulaic language)
6. Feedback

Key terms

Match the terms on the left with the definitions on the right. .

1 input **e**	**a** the learner's paying attention to specific linguistic features in input
2 noticing **a**	**b** information received on the performance of a task
3 interaction **f**	**c** sequences of two or more words that operate as a single unit (e.g. "*Would you like a …?*"; "*with best wishes*"; "*I take your point*").
4 automaticity **d**	**d** the act of processing input and giving output without deliberation or hesitation in real-time speed
5 formulaic language **c**	**e** language which a learner hears or reads and from which he or she can learn
6 feedback **b**	**f** the collaborative exchange of thoughts, feelings, or ideas between two or more people

©Definitions adapted from Brown & Lee, 2015; Richards & Schmidt, 2010; Thornbury, 2017.

A Pedagogy-led Approach for BLL

1. Input:

- The **quantity** and **quality** of **input** is the reason for fast L1 acquisition (Ellis & Wells 1980, cited in Ellis, 2014).
- The same is true for Second Language Acquisition (SLA) (Ellis, 2014).

A Pedagogy-led Approach for BLL

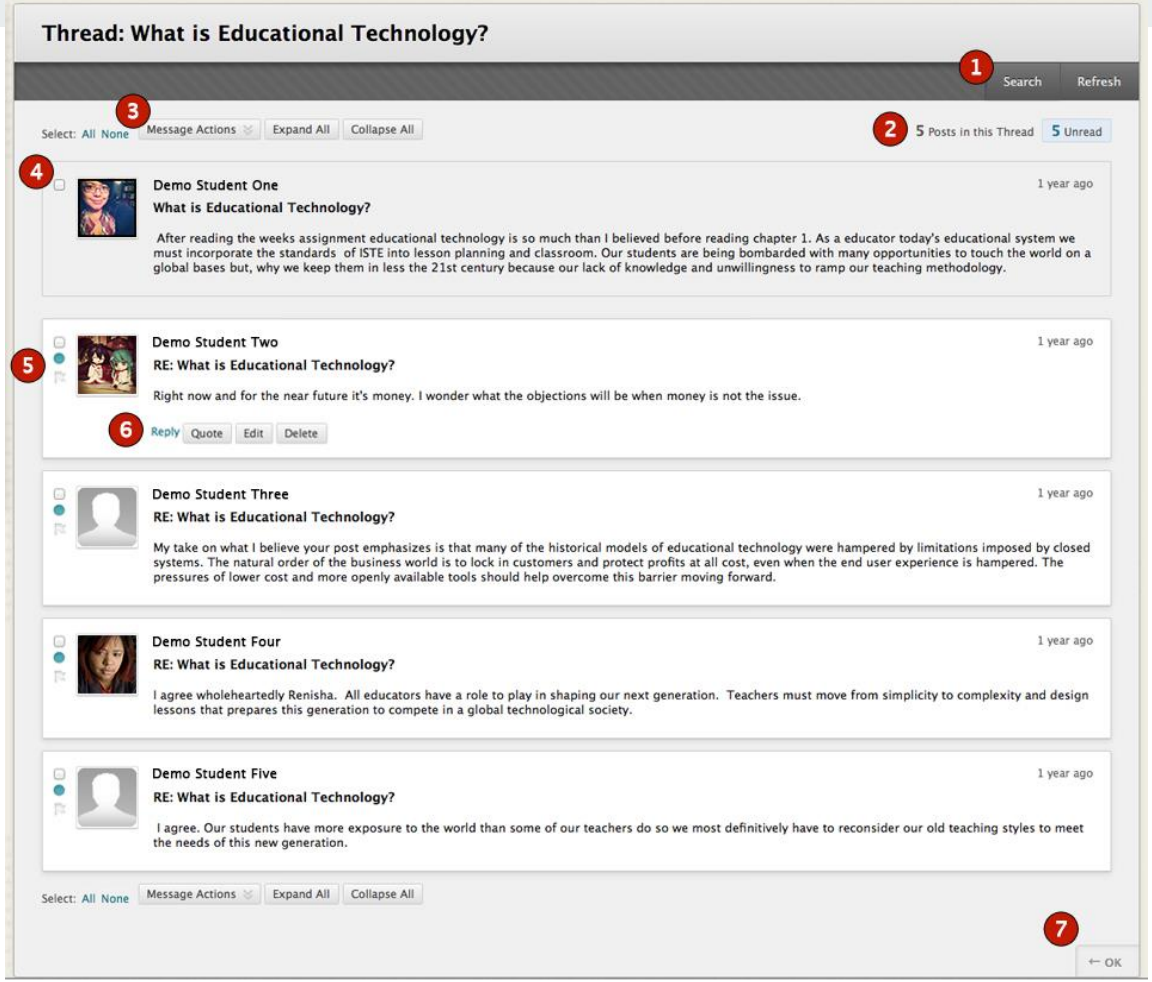
2. Noticing:

- Only the forms that have been **consciously noticed** could become part a learner's language (Schmidt & Frota1986, cited in Richards, 2015)
- Noticing could best function in a F2F classroom where teachers can ***assist*** and ***scaffold*** learners to learning opportunities (McCarthy, 2016)
- **?**

A Pedagogy-led Approach for BLL

3. Interaction:

- **Information gap tasks** helps learners to **collaborate** and **negotiate meaning** to make input **comprehensible** (Long, 1996, cited in Thornbury, 2016).
- Teachers should create an environment in which learners feel **confident** and **motivated** to interact (Brown & Lee, 2015).



Blackboard forum

A Pedagogy-led Approach for BLL

4. Automaticity:

- More time should be given to fluency activities which primarily focus on **meaning**, **purpose** and **interaction** (Brown & Lee, 2015; Ellis, 2014).

A Pedagogy-led Approach for BLL

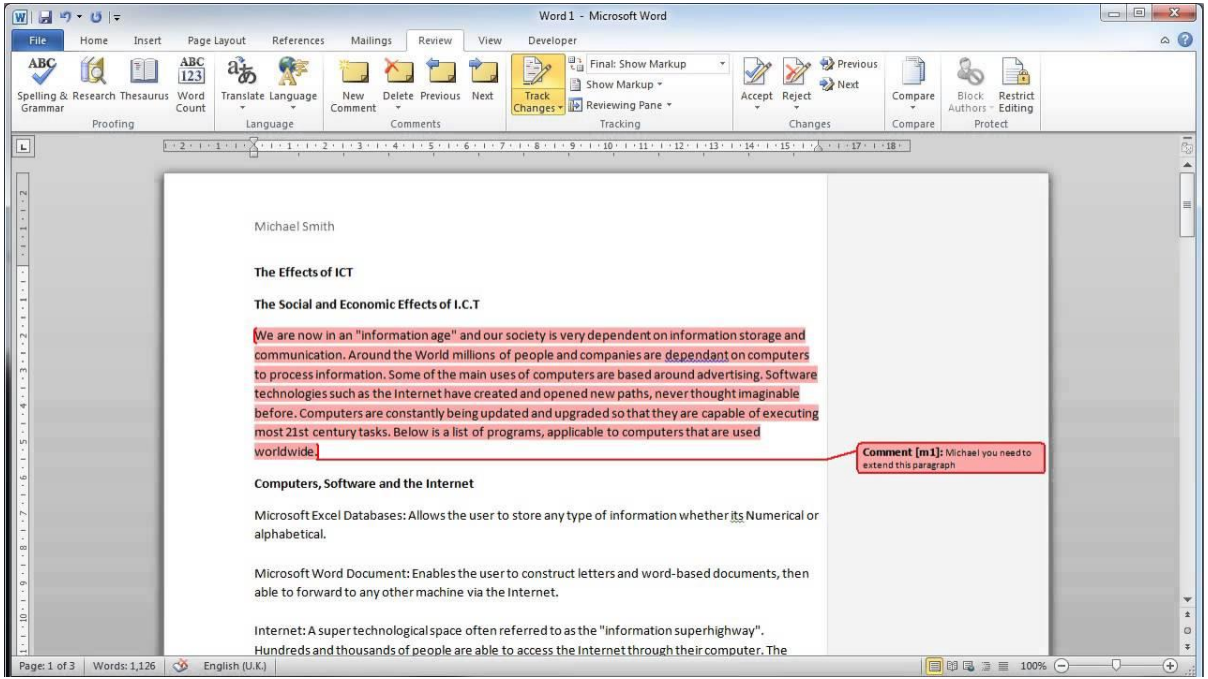
5. Chunks:

- e.g. *where is _____?, Can I have a _____?*
- Formulaic language is used more by native speakers than advanced language learners (Foster, 2001, cited in Ellis, 2014).
- The online component must provide activities that "…**encourage** and **facilitate** the **acquisition** and **use** of formulaic language" (Thornbury, 2016).

A Pedagogy-led Approach for BLL

6. Feedback:

- Feedback must be **“intelligent”** (Chapelle, 2001, cited in Thornbury, 2016, p. 29).
- Feedback should be **sufficient** to allow learners to **reconstruct** their **interlanguage** (Chapelle, 2001, cited in Thornbury, 2016, p. 29).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Home
Insert
Page Layout
References
Mailings
Review
View
Developer
Spelling & Grammar
Research
Thesaurus
Word Count
Translate
Language
New Comment
Delete
Previous
Next
Track Changes
Final: Show Markup
Show Markup
Reviewing Pane
Accept
Reject
Previous
Next
Compare
Block Authors
Restrict Editing
Proofing
Language
Comments
Tracking
Changes
Compare
Protect
Michael Smith
The Effects of ICT
The Social and Economic Effects of I.C.T
We are now in an "information age" and our society is very dependent on information storage and communication. Around the World millions of people and companies are dependant on computers to process information. Some of the main uses of computers are based around advertising. Software technologies such as the Internet have created and opened new paths, never thought imaginable before. Computers are constantly being updated and upgraded so that they are capable of executing most 21st century tasks. Below is a list of programs, applicable to computers that are used worldwide.
Comment [m1]: Michael you need to extend this paragraph
Computers, Software and the Internet
Microsoft Excel Databases: Allows the user to store any type of information whether its Numerical or alphabetical.
Microsoft Word Document: Enables the user to construct letters and word-based documents, then able to forward to any other machine via the Internet.
Internet: A super technological space often referred to as the "information superhighway". Hundreds and thousands of people are able to access the Internet through their computer. The
Page: 1 of 3
Words: 1,126
English (U.K.)
100%

Challenges in Implementing BLL

Challenges for Teachers:

- Many teachers have not been trained to teach BLL courses.
- ➢ *Possible solution:* Starting with one systematic BLL course which includes pre-and post-test phases (Richards, 2015).

Challenges for Students:

- Student often don't have basic computer skills.
- ➢ *Possible solution:* Organizing a short computer literacy courses (e.g. ICDL).
- Some students value their printed materials and they don't want to go entirely online (Bilgin, 2013).
- ➢ *Possible solution:* Giving learners the option to choose

Challenges in Finding the Right Blend:

- There is no perfect blend (Hockly, 2011).
- ➢ *Possible solution:* F2F component outweighs the online component.

Questions? ☺

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