

The e-Learning Challenge of Blended Language Learning

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My topics

- ❖ **Vision and reality of blended language learning**
- ❖ **e-Learning platforms
and their potential for language learning**
- ❖ **Telos Language Partner: authoring support for
content-based language learning & testing**
- ❖ **Teacher training & support**

The Concept

Blended Learning concerns the pedagogical integration

- ❖ of multimedia/internet-based learning
(short: eLearning)
- ❖ with traditional learning & teaching approaches.

**Why do we need to talk about
Blended Learning?**

The Vision

Blended Learning

offers „a real opportunity to create learning experiences that can provide the right learning at the right time and in the right place for each and every individual, not just at work, but in schools, universities and even at home. [...] *Blended Learning* could become one of the most significant developments of the 21st century“.

Thorne, K. (2003). *Blended Learning. How to Integrate Online & Traditional Learning*. London, Kogan Page, p. 18

... and Reality?

*So far Blended Learning
has NOT had an easy time of it !*

Why is the up-take so slow?

Adverse Forces

- **The „comprehensiveness“** of traditional teaching & learning:
 - ❖ A closed ensemble of approaches & methods with a “natural” protection against new technologies.

- **Different worlds:**
 - ❖ eLearning is often seen as a kind of “counter world” to traditional teaching & learning rather than as something complementary.

- The **acid test** of Blended Learning is **eLearning**:
 - ❖ *Blended Learning* is a convincing concept primarily for those who have always been aficionados of eLearning.

e-Learning Platforms ***and their Potential for Language Learning***

e.g. the open source e-learning platform *Moodle*

→ Core eLearning functions

- ❖ platform administration and course management
- ❖ creation & management of learning & testing content and related activities
- ❖ online communication support: forum, chat
- ❖ Online collaboration support: wiki

→ Additional facilities for enriching content and communication-based learning, e.g.

- ❖ external language learning & testing packages and web resources
- ❖ corpora and corpus management tools, e.g. ELISA, Sacodeyl
- ❖ authoring support, e.g. Hot Potatoes, Telos Language Partner
- ❖ multi-modal communication environments, e.g. Skype

→ Compatible with communicative & constructivist principles

- ❖ learner autonomy - authenticity - collaborative learning

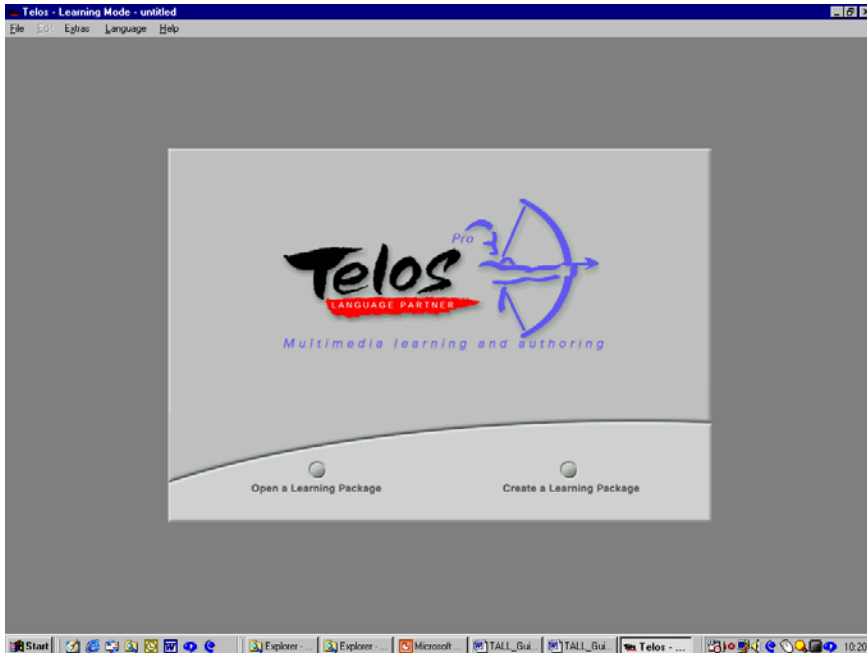
Authoring Support for Content-based Language Learning & Testing

Authoring contexts:

- ❖ **Developer/author: publication**
- ❖ **Teacher/author: Blended Language Learning**
 - teacher autonomy
 - authenticity and authentication
 - meeting learners' needs
- ❖ **Learner/author**
 - explorative learning
 - learning by teaching

Telos Language Partner (TLP Pro)

TLP Pro combines communication-oriented interactive self-study activities with intuitive authoring functions.



Learning Mode

Editing Mode

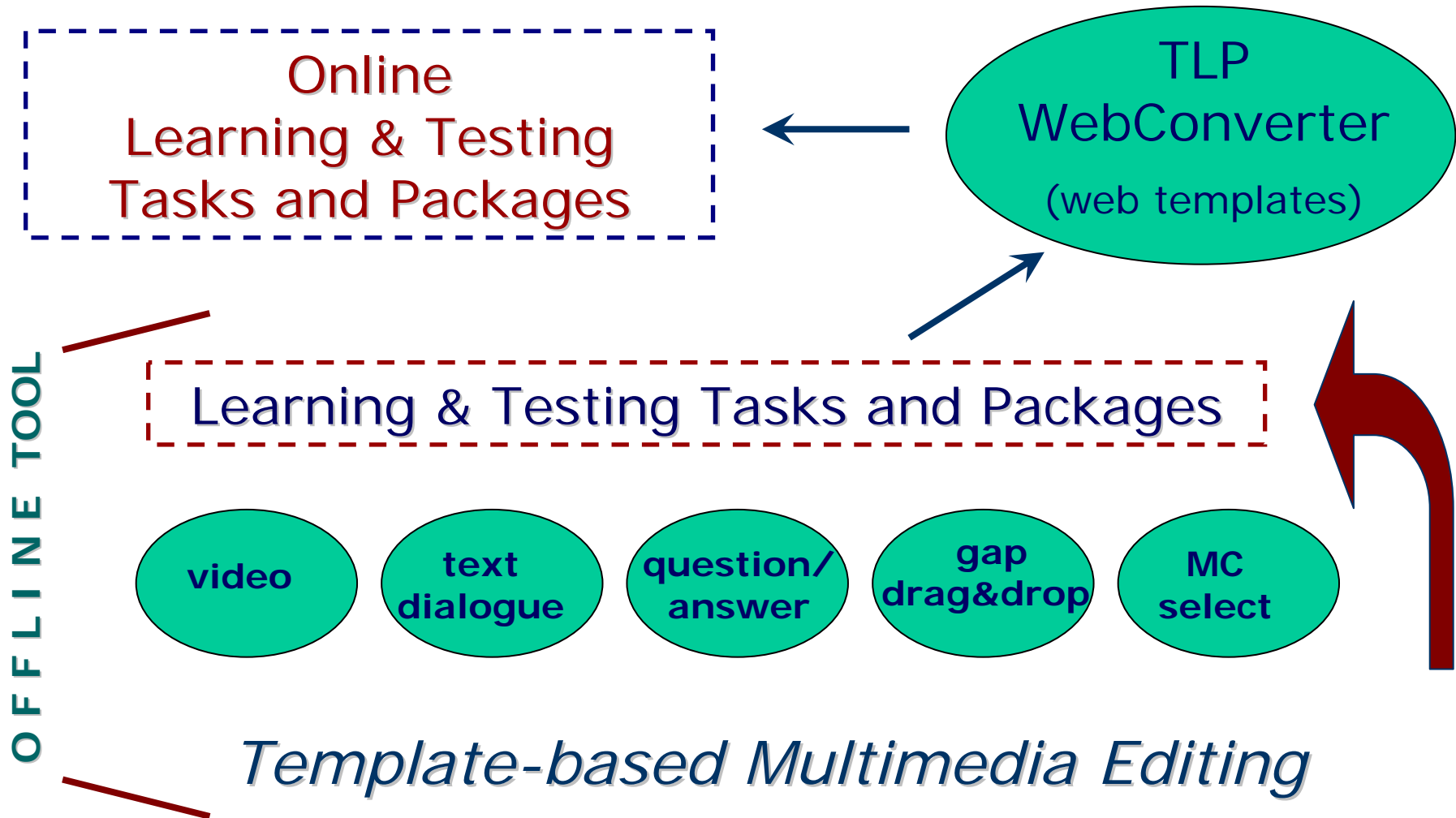
TLP WebConverter

The **Offline Learning Mode** supports a wide range of task formats from written and oral comprehension and production (with video, tests and dialogues) to grammar and vocabulary practice.

The **Offline Editing Mode** enables *tutors* to create their own learning packages customized to the needs of their learners. *Learners* use the Editing Mode in explorative learning contexts

The **TLP WebConverter** supports easy and straightforward transformation of TLP learning & testing packages into **online learning** modules.

Telos Language Partner - architecture -



Template-based Multimedia Editing

Offline Learning Mode

Exercises with video situations

Sektion A: Das Video

↪ Didaktische Hilfe
 ↪ Modulüberblick ➔ weiter



richtig?
 MARIE: Ja.
 ANNE: Wenn man diese Frage beantworten kann, weiß man auch, warum Erdbeeren rot sind, warum Gras grün ist, warum Veilchen violett und Löwen gelb sind. Man versteht dann, warum alle Dinge verschiedene Farben haben.
 Aber bevor wir auf die Farben kommen, muss ich dir erst etwas über das Licht erzählen.
 Das weiße Licht, das uns die Sonne sendet, ist in Wirklichkeit eine Mischung









Video template

A **video template** is used for playing a video clip, which may be supported by a transcript.

If the **transcript** is activated, a running highlight indicates the position in the video.

Highlighted passages can be **recorded** and learners can compare their pronunciation with the model.

Offline Learning Mode

Exercises with dialogues

Dialogsituation 3: Ich heiÙe Katrin

Übungen zum Dialog: 1 2



Guten Tag! Ich glaube, wir kennen uns noch nicht.

Katrin Guten Tag! Ich glaube, wir kennen uns noch nicht.

Klaus Guten Tag! Mein Name ist Klaus, Klaus Wenger. Ich bin der neue Praktikant.

Katrin Ich heiÙe Katrin, Katrin Schmidt. Ich bin hier Mädchen für alles.

Klaus Ach, dann können Sie mir bestimmt sagen, wo ich Frau Werthmüller finde.

Katrin Ihr Büro ist gleich nebenan, aber sie ist gerade in einer Besprechung.

Klaus Wie lange wird die Besprechung denn wohl noch dauern?

Katrin Eine halbe Stunde etwa.

Telos

Dialogue template
with situation picture

Two **dialogue templates** support a flexible combination of dialogue-based listening, speaking, reading and writing exercises.

Learners can **listen** to the whole dialogue or to individual speaker turns.

If the dialogue transcript is hidden, **listening and writing** activities can be combined to simulate a dictation situation.

To **check the result**, the transcript can be made visible above the dialogue field.

The dialogue can be **recorded** with or without the support of the transcript.

Pronunciation is checked by comparison with the model.

The learner can also **play one of the speaker roles**.

Lexical, grammatical and cultural **explanations and exercises** can be integrated via **hyperlinks**.


Offline Learning Mode


Comprehension & production of texts

T2 Offering help, polite requests - Exercise

[Pedagogic support](#)
[Module overview](#)

You want to speak to Dr Roberts.
What do you say?






Question and answer template

Translate the dialogue!

Translate the following dialogue into your mother tongue.

A: Hello, I don't think we've met.
 B: No, I'm Sidney, Sidney Davenport, I'm the new intern.
 A: I'm Clarissa, Clarissa Witherspoon, the general factotum.
 B: Then you can probably tell me where I can find Ms. Higgins.
 A: Her office is just through there, but she's in a meeting at the moment.
 B: How long will it take, do you think?
 A: About half-an-hour.
 B: Oh, well I'll come back later, then.



Production template


Listen to your answering machine! Back

Listen to the message on your answering machine. Then go to the EXERCISE.

Train Connections

- ♦ Intercity to Manchester
- ♦ Regional Express to Scunthorpe

Hello Mr Lattimer. I'm calling to give you the travel information for our meeting in Scunthorpe. The meeting will start at 5 p.m. You should therefore arrive in Scunthorpe at about 4 p.m. The best thing would be for you to take the Intercity to Manchester, leaving at 12.19 p.m. You change in Manchester and take the regional express to Scunthorpe. The train leaves Manchester at 2.50 and you are due to arrive in Scunthorpe at 3.45. I am looking forward to our meeting and I wish you a pleasant journey.



Comprehension template

Various **text templates** combine text, sound and picture data with speaking and writing functions.

They support a variety of text-based **comprehension** and **production** exercises: e.g. listening and reading comprehension, writing or translating letters, summaries and reports, answering questions, describing pictures, giving a presentation.

Offline Learning Mode

Linguistic and cultural explanations

The screenshot shows a software interface with a grey background. At the top, the title 'Ja-Nein-Fragen' is displayed in blue. Below the title, there is a blue instruction: 'Gehen Sie auch zu der ÜBUNG.' To the left, there is a rectangular area with a corkboard texture. It features a red vertical bar on the left with the text 'Ja-Nein-Frage' in red. Below this is a small photograph of a man's face. To the right of the photo, the text 'Macht das einen Unterschied?' is written in green. To the right of the corkboard area, there is a text box containing the following information: 'JA-NEIN-FRAGEN (Entscheidungsfragen) sind Fragen, die sich mit "ja" oder "nein" beantworten lassen.' Below this, it lists: 'Frage: Hast du morgen Zeit?', 'Positive Antwort: Ja.', and 'Negative Antwort: Nein (, leider nicht).' Further down, it says 'JA-NEIN-FRAGEN beginnen mit dem Verb:' followed by three examples: 'Kommen Sie mit?', 'Muß ich umsteigen?', 'Kannst Du mir helfen?', and 'Hatten Sie eine angenehme Reise?'. At the bottom left of the interface is a 'Teles' logo, and at the bottom center is a media control bar with play, stop, and refresh icons.

Explanation templates are available with or without picture and sound support.

They are used for **lexical, grammatical, pragmatic or cultural** contents

Explanation template with sound

Offline Learning Mode

Gap, Drag&Drop, Multiple-Choice

Dialogue - Fill in the gaps!

Read the text and fill in the missing words.

A: Hello, I don't think we've _____.


B: No, I'm Sidney, Sidney Davenport, I'm the new _____.

A: I'm Clarissa, Clarissa Witherspoon, the _____.

B: Then you can _____ tell me where I can _____ Ms. Higgins.

A: Her _____ is just through there, but she's in a _____ at the _____.

B: How long will it _____, do you think?



Gap-fill template

Gap-fill, drag&drop and multiple-choice templates support a wide range of **classical exercises** with or without sound.

Exercice 1 - Complétez

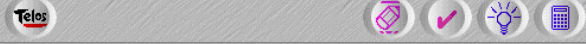
Complétez les blancs!

En l'an de _____ 1582, le terrible _____ Grégoire XIII était _____ : "Si l'on continue ainsi, maugréait-il, on _____ par _____ Pâques en _____".

Archimède analyse aujourd'hui l'_____ papal qui a donné le _____ "grégorien".

L'année dite "tropicque" est l'_____ de temps entre deux passages _____ de la terre en un même point de sa _____. On mesure cette _____ en jours, la durée d'un jour _____ à une _____ de la terre sur elle-même.

agacement
consécutifs
calendrier
finira
célébrer
été
trajectoire
durée
pape
intervalle
grâce
perplexe
correspondant
rotation



Drag&drop template

M3 Quizzes (1 of 3)

→ Pedagogic support
→ Video practice


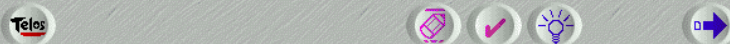
Choose the right answers.

1. Current buyers of home delivered pizzas are

singles.
 two-career families.
 kids.

2. The home delivery market is

increasing.
 staying the same.
 decreasing.

Multiple-choice template

Offline Learning Mode

Comprehension support

Kalendergeschichten
Im Jahr der Gnade 1582 war der schreckliche Papst Gregor XIII ratlos:
Wenn das so weitergeht, schimpfte er, feiern wir demnächst Ostern im Sommer.
ARCHIMEDES analysiert heute den päpstlichen Ärger, der zum Gregorianischen Kalender geführt hat.

Exercices 1 2 3
Vocabulaire 1 2 Grammaire

Jours comptés
En l'an de grâce 1582, le terrible pape Grégoire XIII était perplexe: "Si l'on continue ainsi, maugréait-il, on finira par célébrer Pâques en été".
Archimède analyse aujourd'hui l'agacement papal qui a donné le calendrier "grégorien".
L'année dite 'tropicque' est l'intervalle de

JOURS.LEX
File
maugréer
verbe intrans
schimpfen, fluchen
mais
maîtriser
mansuétude
marée
massacre

Video template with
translation and dictionary

To ensure comprehensibility, learners may be given access to a translation.

This can be activated for individual passages of a video transcript, text or dialogue and is made visible in a separate field.

By clicking on individual words an internal dictionary can be consulted.

The dictionary contains simple bilingual explanations.

It is not intended to replace an external dictionary (e.g. CD ROM or web).

Telos Language Partner Offline Editing Mode

All learning materials created with *TLP Pro* are stored as **TLP learning packages**. In the Editing Mode, these packages **are open for further changes and extensions**.

The **Learning Mode** and the **Editing Mode** are designed as **two sides of the same coin**.

The main difference is that in the Editing Mode the **templates are 'unlocked'** with the effect that all text, sound, picture and video content can now be modified through the direct insertion of data into the template.



Dialogue template: Editing Mode

Exercises can be made available either in **Practice Format** or **Test Format**. In Test Format learners don't have access to solutions.

A **dialogue exercise**, for example, can be **adapted** by changing the situation picture, the dialogue text, the sound, or the translation.

The empty dialogue template is used to create **new** dialogues.

Sound is created either through direct recording with a microphone or through implementation of a wav file.

Learning materials can also be **imported** from existing *TLP* packages.

Hyperlinks are used to create navigation paths within a package, other TLP packages, to external files (e.g. doc, pdf) or to a web address.

It is also possible to create and implement **internal dictionaries**.

Telos Language Partner

From offline to online

Dialogue exercise: web

T2 Dialogue: Making an appointment (1 of 2)

[Pedagogic support](#)
[Module overview](#)

John	John Parker.
Sandra	Good afternoon, Mr Parker. Sandra Jones speaking.
John	Hello Ms Jones, and what can I do for you?
Sandra	I'd like to come around to your office to discuss the Alpha project. If that's all right with you?
John	Yes, of course. Let me see ... I'm not in on Wednesday ... oh, and I've got some Japanese visitors on Thursday.
John	but Friday looks pretty good. Shall we say at 9.30 in my office?
Sandra	Could we make that 11 o'clock?

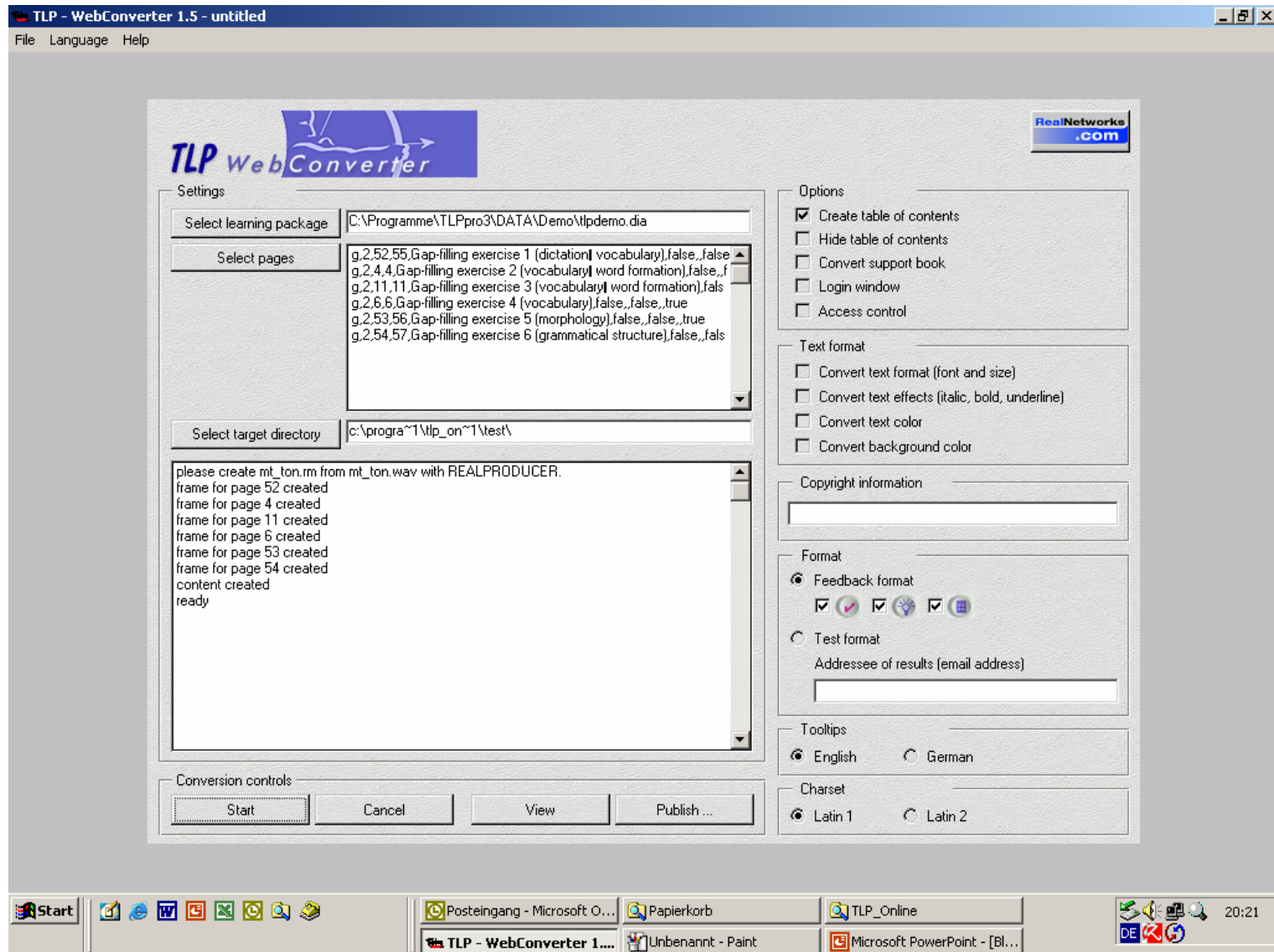
Dialogue exercise: CD-ROM

With the **TLP WebConverter**, users can easily create web-compatible multimedia language learning modules.

Learning contents can be selected from an existing TLP learning package according to preference and then converted into html format by a mouse click.

Only sound and video data must be converted separately into RealPlayer format with the RealProducer.

Telos Language Partner WebConverter



Online Learning Mode

Dialogue

http://www.linguaplan.de/ - Microsoft Internet Explorer

Datei Bearbeiten Ansicht Favoriten Extras ?

Zurück Vorwärts Abbrechen Aktualisieren Startseite Suchen Favoriten Verlauf E-Mail Drucken Bearbeiten Diskussion iFinger

Adresse http://www.linguaplan.de/ Wechseln zu Links »


eCoaching

home Course concept Course organisation Weekly activities Communication Bonus exercises

Business Files - Telephoning - Overview
Telephoning: Module 1
T1 Overview - The first call
T1 Dialogue - The first call
Exercises
T1 Exercise A
T1 Exercise B (1 of 3)
T1 Exercise B (2 of 3)
T1 Exercise B (3 of 3)
Phrases
T1 Identifying yourself/it
T1 Exercise
Telephoning: Module 2
T2 Overview - Making an appointment
T2 Dialogue - Making an appointment
Exercises
T2 Exercise
Phrases
T2 Offering help, polite requests
T2 Exercise (1 of 5)
T2 Exercise (2 of 5)
T2 Exercise (3 of 5)
T2 Exercise (4 of 5)
T2 Exercise (5 of 5)
Telephoning: Module 3
T3 Overview - Taking an appointment
T3 Dialogue - Taking an appointment
Exercises

T2 Dialogue - Making an appointment

[Continue](#)



Sandra: Good afternoon, Mr Parker. Sandra Jones speaking.

John: Hello Ms Jones, and what can I do for you?

Sandra: I'd like to come around to your office to discuss the Alpha project. If that's all right with you.

John: Yes, of course. Let me see ... I'm not in on Wednesday ... oh, and I've got some Japanese visitors on Thursday,

John: but Friday looks pretty good. Shall we say at 9.30 in my office?

Sandra: Could we make that 11 o'clock?

Sandra: Yes, perfect.

Fine. Friday at 11.

Sandra: You know how to get here, don't you?

Yes, thank you. See you then. Goodbye.

Sandra: Goodbye.

Seite http://www.linguaplan.de/ wird geöffnet

Internet

Online Learning Mode

Gap with feedback



M3 Words in new contexts 1

[Overview](#) [Pedagogic support](#) [Words and their meanings](#) [Continue](#)

Fill in the missing words in the following article on electronic commerce.

Electronic commerce, or e-commerce is ✓ . With the increase in the number of two-
 ✓ families, experts do not expect this new trend to ✓ out.
 Young families are finding it more and more difficult to shop for goods and services in the
 conventional way and the ✓ trend is for more people to have access to the internet
 from home. ✓ for more flexible shopping hours is encouraging internet specialists to
 break ✓ the e-commerce market.

It is very difficult to ✓ the long-✓ effect this will have on
 shopping habits but many people X that the ✓ shop will slowly
 disappear. People will be able to order anything from anywhere around the world. The ✓
 of suppliers will only be important when ordering fresh goods such as food and flowers. However, as more and
 more companies are offering their goods and services via the net, e-commerce promises to become just as
 ✓ as any other traditional trade.

Online Learning Mode

Select with feedback



M3 Match words to explanations

[Overview](#) [Pedagogic support](#) [Continue](#)

Choose the word or phrase that matches the meaning on the left.

survey inside a company	internal review	
to measure, to calculate	to assess	
over a long period of time	internal review	
complete, detailed, extensive	location	
to have a feeling	apparently	
place or site where a business is	risky	
in the area, nearby	client	
a family in which both partners	to resolve	
the need for a product	objective	
it seems that	actually	
in fact, in reality	demand	
customer	move on to	
aim, goal, intention		
to decide on, to find a solution		
to take the next step, to carry on with		
a little dangerous, involving a risk		

Online Learning Mode

Multiple Choice with feedback



M3 Quizzes 1

[Overview](#)

[Pedagogic support](#)

[Dialogue](#)

[Continue](#)




Choose the right answers.

1. Current buyers of home delivered pizzas are
 - singles.
 - two-career families.
 - kids.
2. The home delivery market is
 - increasing.
 - staying the same.
 - decreasing.
3. Papa's Pizzas has
 - a bad location
 - an excellent location.
 - a good location.

Online Learning Mode

Scores

Feedback - Microsoft Internet Explorer von T-Online



Name

M3 Quizzes 1	✓	<input type="text" value="3"/> / <input type="text" value="3"/>
M3 Quizzes 2	✓	<input type="text" value="3"/> / <input type="text" value="3"/>
M3 Quizzes 3	✓	<input type="text" value="2"/> / <input type="text" value="2"/>
M3 Fill in the missing words	✓	<input type="text" value="13"/> / <input type="text" value="29"/>
M3 Match words to explanations	✓	<input type="text" value="16"/> / <input type="text" value="16"/>
M3 Words in new contexts 1	✓	<input type="text" value="11"/> / <input type="text" value="12"/>
M3 Words in new contexts 2	✓	<input type="text" value="4"/> / <input type="text" value="5"/>
Total		<input type="text" value="52"/> / <input type="text" value="70"/>
		<input type="text" value="74 %"/>

Telos Language Partner ***- characteristic features -***

- ❖ Template-based task formats
 - video, dialogue and text practice
 - explanations, information
 - gap, drag&drop, select, multiple choice, true/false
- ❖ Flexible combination of text, sound and image
- ❖ Feedback: correctness check, scores, solution
- ❖ Learning & testing: optional access to solutions and scores
- ❖ Internal and external hyperlinks
- ❖ Translation as comprehension support, TLP dictionaries
- ❖ TLP Support book, TLP Notepad
- ❖ Packaging

Telos Language Partner *- delivery modes -*

- ❖ Offline TLP packages: CD-ROM, LAN BF Tesco
- ❖ Online TLP packages: stand alone BF Tesco
- ❖ Online TLP packages: delivered via Moodle TLP-Moodle
- ❖ Online TLP packages: Moodle integration
→ Telos Session Telos Testing

Telos Session in Moodle

TLP packages as a Moodle activity with automatic scoring

- ❖ Begin/end date
- ❖ Password
- ❖ Multiple attempts
- ❖ With or without access to solutions
- ❖ Access to results: teacher, learner, or both
- ❖ Assessment sheet facility for open writing tasks
- ❖ Three result views: overview, by task, by category

Teacher Training & Support

Teachers are undoubtedly the key players!

- ❖ **Basic requirements** include:
 - ➔ Teachers' **positive pedagogic attitudes** toward eLearning,
 - ➔ Their **familiarity** with relevant technologies,
 - ➔ Don't (always) go with the flow
 - ➔ Sufficient **time** outside class hours.
- ❖ More **advanced requirements** concern teachers' ability
 - ➔ to **analyse** and **judge eLearning activities** as regards their pedagogic value and how they can be used in certain *Blended Language Learning* scenarios.
- ❖ *Blended Language Learning* is a serious challenge for teachers' **pedagogic competence, creativity** and **autonomy**.

Teacher Training & Support

Implementation of Blended Language Learning Courses

From vision to reality!

- ❖ On-the-job training and continuous course support for better success and sustainability!
- ❖ **Our Field study support** includes
 - BLL course implementation on our Moodle-based **eLearning platform** with enhanced language testing facilities;
 - re-usable online language **learning packages** in English, French and German and pedagogic **corpora**;
 - **authoring support** for customised language learning packages & tests;
 - **pedagogic support**: tasks & activities, model courses, "help desk", workshops;
 - **evaluation**: questionnaires, interviews, continuous feedback, results.

www.sprachlernmedien.de

***Thank you
for your attention !***

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