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INTRODUCTION

There are a number of areas of research included in this bibliography. When we began the search for material related to adult settlement blended language learning we quickly learned that although there is a significant body of research literature in the area of blended learning, much of it doesn’t look directly at adult settlement blended language learning. Nonetheless, this literature addresses many of the key subject areas of this bibliography, and is of critical importance in considering the planning, development, and implementation of blended learning in the area of settlement language learning. As we drilled deeper to find blended language learning, it became clear that we needed to consider sources, studies, and research in areas such as mainstream blended learning in corporate settings, post-secondary settings, secondary, and elementary settings; blended English as a Foreign Language (EFL) in post-secondary education in both English speaking and non English-speaking countries; blended English for Speakers of Other Languages (ESOL); and Computer-assisted Language Learning (CALL). We suspected that these areas could also yield important insights for our understandings of the factors that can contribute to the effective use of a blended approach to language learning.

In an interesting and thought-provoking review of the current state of ESOL in the UK and a brief historical overview of the development of EFL and ESOL, Williams & Williams (2007) support this notion. Their report outlines the distinctions between EFL and ESOL and points to the need for convergence and/or integration of these two categories to meet the current needs of students in the UK. The report also provides an outline of ESOL provision in Canada, Australia, and New Zealand and traces the historical, policy-related, and ideological strands in each country that led to the current model of provision. This report underlines the relationships between different categories of language provision and the need to recognize that research from one category may be significant for another.

We have separated the literature into a number of categories that address questions about aspects of implementing blended learning in adult settlement language training in Ontario, Canada.

• **SETTING THE SCENE:** We have set the scene by providing some early research on blended learning, filling in some information about the history of blended learning, the state of the field today, and ending with slides from Citizenship and Immigration Canada (CIC)’s 2013 Vision 2020 conference.

• **LEARNER READINESS AND LEARNER ATTITUDES TOWARDS TECHNOLOGY:** The bibliography then moves on to some of the work that explores the importance of motivation, reflection, needs, and interest with regard to learners’ readiness and attitudes towards learning with technology.

• **INSTRUCTOR READINESS:** Another important topic that can be tracked through this bibliography has to do with tech tools and how their availability has changed the notion of the digital divide. In 2014 vast numbers of tools and web resources are now available...
and sometimes are required to be used, but many researchers reiterate themes of ongoing professional development, attitudes towards technology, the importance of balance, and choice in “the blend” and how instructors make these choices.

- **TECHNOLOGY TOOLS**: A brief section is included on technology tools to provide an example of how tools can be used in adult settlement language programs.

- **MANUALS, GUIDES AND FRAMEWORKS**: There are a selection of manuals, guides, and frameworks from a range of sources, including those from blended learning itself, to more specific ones about using blended learning in language or ESL programs in Canada and elsewhere.

- **BENEFITS THAT EXTEND BEYOND THE LANGUAGE PROGRAM**: Many researchers point to the need for adults in settlement language training programs to be familiar and comfortable with the kinds of technology they will be facing at work, in Canadian society, and in other facets of education. Some of these are included in the section about benefits that result from blended language programming.

- **COSTS AND RETURN ON INVESTMENT**: Readers will note that there are no definitive cost-benefit analyses provided, but there are some studies that give some suggestions and lay out some cost saving strategies.

- **LOOKING FORWARD**: This section includes emerging trends that are related to devices, administration, and access of resources and program innovation.

- **IMPLEMENTING BLENDED LEARNING LANGUAGE PROGRAMS**: A number of examples of different kinds of approaches to implementation lay out challenges, successes, changes in attitudes, and recommendations for success.

- There is no separate section in the bibliography related to PROGRAM READINESS; we hope that the many thoughtful studies, guides, reports, and examples that are threaded throughout the sections of the bibliography have also created a sense of what is needed to achieve program readiness.

- **LEARNIT2TEACH BACKGROUND AND RESEARCH**: The LearnIT2teach Project is supported by Citizenship and Immigration Canada to offer LINC teachers and managers in CIC-funded programs the tools and training to integrate computer-assisted language learning (CALL) into language training programs. In addition to teacher technical and pedagogical support, the project offers four stages of training for any teacher with basic computer skills. Threaded throughout the training are Chickering and Gamson’s\(^1\) good teaching principles as applied to online learning. For LINC learners, the project develops and hosts Moodle-based LINC courseware. Intended for use in a blended modality, the courseware encompasses training at CLB levels 2-7, more than 300 learning objects based on existing print-based LINC curriculum and a version of the Moodle learning management system that helps build skills in listening, speaking, reading, and writing.

The project employs a Participatory Action Research model to support constant improvement of what is offered to language programs, learners, teachers, administrators, and funders. The LearnIT2teach section of the bibliography includes reports released since the project’s inception in 2010.

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Providing informal training opportunities to ESL professionals to raise awareness and skills in implementing blended learning is also part of the mandate of the project. This annotated bibliography is intended to give readers access to a selection of the best and most relevant research and research literature related to the field. We hope the Canadian settlement language training community benefits from the many insights and useful data cited in this document.

**SETTING THE SCENE**

*The links for each citation were live at the time of publication. If they are not retrievable at a later date readers should do a search using the author name and title of the work. Readers may be able to access journal articles through their own institutional subscription.*


This article presents a review and evaluation of research on the effectiveness of technology in second language teaching and learning. The article draws on studies that compared classes using technology and those that do not, surveys of instructors’ and learners’ opinions about the use of technology in language learning, and discourse analysis of learners’ performance in a computer-assisted environment. The author points to the difficulties and complexities of establishing the factors that support successful language learning and cautions that claims made by developers of commercial software for language learning need to be verified “on the ground” by observational research on students’ use of technology and on actual reports from instructors and students on their use of technology.


**RETRIEVED FROM:** http://torontonorthlip.ca/sites/torontonorthlip.ca/files/v24_se.pdf

This article provides a very useful overview of the history and development of language training in Canada since the inception of federally funded Language Instruction for Newcomers to Canada (LINC) and Cours de langue pour les immigrants au Canada (CLIC) in 1992. The article also addresses the increasingly important role of learning technologies in language training and the opportunities for extending the reach of programming through the use of online and blended learning to maximize the effectiveness and cost effectiveness of language training across the country.


The author provides a history of the changing meaning of the term “blended learning” along with the ambiguity of its meaning until the publication of Bonk’s (2006) Handbook of Blended Learning. He also puts forward a number of blended learning models and creates a decision tree to determine if a given course is blended or not. The report would be interesting to anyone exploring the components that could be involved in implementing a course in blended learning.


AVAILABLE FOR PURCHASE (USD $30.00) AT: http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8885216&fileId=S0958344013000013

This article answers the question policy makers and language teachers might ask about what research has shown about the comparison between classes in which CALL is used and those in which computer technology is not used for language learning. In summary, the results of 36 years of research show that computer-assisted language learning is not inferior to traditional classroom teaching. The authors looked at studies that compared the two methods between 1970 and 2006. The studies chosen were winnowed from three electronic databases, a manual search of six journals, and an extensive set of criteria that excluded all but 37 of the 200 studies found. One of their findings is that the overwhelming majority of studies were conducted in a higher education setting, with English being the number one language studied. There is no mention of adult settlement language in the list of settings but there was one adult literacy study. This paper underscores the importance of research design and submitting research on topics like Blended Learning in adult settlement programs to databases and journals like the ones included here.


This booklet provides a short history of the term “blended learning” and traces its development from the notion in 2000 of simply supplementing classroom learning with self study e-learning activities to its use today to mean any combination of different methods of learning, different learning environments, and different learning styles. While not focused on ESL, it is a good resource to set the stage while providing practical guides and templates.

This journal article, written at a time when interest was building in blended learning, despite the fact that there was not a lot of research related to it, is widely cited in the literature. Neumeier provides a framework to address the question about which combination of modes provides the best blended language teaching and learning environment. Her goal is to help practitioners see and understand the complexity of blended learning environments so that they can make good use of blended learning. She provides a clear definition of blended learning and stresses the importance of finding the most effective and efficient combination of face to face and computer-assisted learning for the specific learners, context and objectives. She makes it clear that there is no course design that will work for all situations – neither in the face-to-face component, nor in the computer-assisted component. Neumeier’s six parameters identify the criteria to take into consideration for designing a course or program.


A study of the impact of ICT and new media on language learning conducted by the European Commission in 2008/09. The study comprised a comparative study of the potential of ICT and new media in language learning, a quantitative study of their use, a qualitative survey of current trends, and a set of case studies illustrating good practice in the use of ICT and new media for language learning.

Uses of Technology in Adult ESL Education CAELA: ESL Resources: Collections – Adult ESL Fact sheets. (2002).

This brief fact sheet from 2002 noted how and where technology was beginning to be included in adult ESL programs. Although the examples are modest, the challenges described are still familiar, e.g., the cost of acquiring hardware and software and supporting technology use, matching applications to instructional needs and goals, and over-enthusiasm with applications that may not pay back the investment and access to computers and the Internet. The list of best practices includes the need for training for practitioners both in instructional approaches and uses of “hardware”. This last need is addressed in the recently revised TESOL Technology Standards (2011) with the hope that programs that train teachers will recognize that they have an obligation to prepare teacher candidates adequately in technology proficiency for their field and that technology proficiency will be given a high priority in new staff in teacher education programs.


Major stakeholders from across Canada attended this conference to discuss Citizenship and Immigration Canada – (CIC) funded settlement programs around the theme “2020 Vision for the Settlement Program”. The agenda included discussion about more responsive delivery to ensure positive, comparable newcomer outcomes (e.g., new delivery methods, use of technology etc.) Slide presentations made throughout the conference are available from this site.


NOTE: CALICO journal articles are open access 12 months after the date of publication

The authors found that much research on Web 2.0 technology and language learning is not clearly grounded in theory and that a number of studies suffer from a set of common methodological limitations. The analysis in the review focuses on 29 empirical studies from 2005-2010. The authors also cite previous reviews of research in earlier periods from 1990-2005. The authors have aimed to include all of the recent relevant literature on using Web 2.0 technologies in L2 learning. The study points to the need for well-constructed empirical research projects. Among others, their suggestions include projects that don’t look only at technologies, but also at students’ progress and specific language learning outcomes. They also suggest the need for research on how proficiency and/or intercultural competence are affected by using Web 2.0 tools.

LEARNER READINESS AND LEARNER ATTITUDES TOWARDS TECHNOLOGY

The links for each citation were live at the time of publication. If they are not retrievable at a later date readers should do a search using the author name and title of the work. Readers may be able to access journal articles through their own institutional subscription.


RETRIEVED FROM: http://journal.jaltcall.org/articles/2_3_Alm.pdf

The author looks at Web 2.0 tools in the light of motivational theory and self determination theory, arguing that internet-based learning environments have to address basic needs of competence, relatedness, and autonomy in order to create the conditions in which learners can motivate themselves. Some of the points made are that language learners have basically two communities they need to relate to in order to develop a sense of belonging – one within the class and another the community that speaks the language outside the class; while an in-class evaluation might be necessary for assessment purposes,
a comment from a real-life audience is likely to have a stronger motivational impact on the learner. Alm argues that it is the balance between structure and choice that leads to learner autonomy. This article provides examples of practices that improve learner motivation.


This article is an account of an action-research study conducted by a language teacher in North-South University in Bangladesh, working with a group of first-year students enrolled in a compulsory English Language class. The focus of the study was to understand the effect of CALL using Web 2.0 tools, on the learning motivation of students. The researcher designed CALL and non-CALL lessons to observe and document and compare student responses and attitudes. Research results indicated that the use of CALL using Web 2.0 tools resulted in an increase in students’ motivation and in overall language learning.


**RETRIEVED FROM:** [http://www.ruor.uottawa.ca/handle/10393/20498](http://www.ruor.uottawa.ca/handle/10393/20498)

This thesis examines the impact of levels of access to technology, both within and outside the program, on a small group of newcomers to Canada enrolled in a federally funded Enhanced Language Training (ELT) program. The study explores this impact in relation to the general internet literacy of the participants and the educational, curricular, and pedagogical implications for the ELT program.


**RETRIEVED FROM:** [http://www.calpro-online.org/documents/100924DistanceEducationProof.pdf](http://www.calpro-online.org/documents/100924DistanceEducationProof.pdf)

A review of Distance Education and E-Learning programs and initiatives in the United States for Adult Basic Education (ABE) and ESL Students. The review cites research on the factors that contribute to successful delivery of Distance Education and E-Learning and research on the characteristics of successful online students. The review also provides a set of recommendations for successful Distance Education and E-Learning, including screening students to ensure learner capacity and provision of orientation to ensure that students can function in the online environment. They stress the importance of beginning with face-to-face instruction, providing support for students to develop skills in self-direction, maintaining frequent communication, providing technical support, developing learner cohorts, and delivering professional development.

**RETRIEVED FROM:** http://www.collectionscanada.gc.ca/obj/s4/f2/dsk4/etd/MQ87608.PDF

This thesis documents a relatively early study of instruments to measure computer literacy in a group of adult ESL students. Although there have been many developments in digital technologies over the past ten years and the range and type of skills described in this study are somewhat outdated, the discussion of the design and analysis of the assessment instruments remains of value in relation to assessment in a blended learning context. The assessment instruments piloted and studied as an alternative to a performance measure of computer skills were as follows: a computer experience questionnaire; a vocabulary self assessment questionnaire; a computer skills self-assessment questionnaire; and a written test of knowledge.


**RETRIEVED FROM:** http://jalt-publications.org/proceedings/articles/3294-implementingblended-learning-foreign-language-education-reasons-and-consi

This conference paper explores the pros and cons of blended learning in foreign language learning. The presenter argues that BL is a quickly growing approach that allows instructors to provide students with increased flexibility, enhances student engagement, fosters student autonomy, and supports collaborative learning. However, in order to be deployed successfully the presenter argues that careful needs analysis of students and careful and thorough course or instructional design are necessary. He also points to the need for further research in the use of blended learning in foreign language learning.

**Smith, K., & Craig, H.** (2013). Enhancing the Autonomous Use of CALL – A new curriculum model in EFL. *Calico Journal*.

**NOTE:** CALICO journal articles are open access 12 months after the date of publication

This action research study evaluates the effectiveness of a CALL Learner Autonomy course in a blended EFL program at a Japanese university. The study looks at a number of reflective tools to help with learners’ motivational setbacks in a CALL environment due to a lack of computer skills or knowledge about how to use websites and software. These included tools to help learners with planning, organizing, tracking, and evaluating their autonomous use of CALL resources. The researchers found that regular and critical learner self-reflection through using these tools was a key factor contributing to a positive shift in study culture. It is included in the bibliography as an example of practices that have been examined to improve learner autonomy.


In this conference paper, the author identifies some key elements to consider in the development of successful blended learning initiatives. The identification of these elements is based on an empirical study of blended learning, defined as teaching and learning environments in which technology plays a role, in EFL programs. The author emphasizes the critical importance of allowing sufficient time for instructors and students to adapt to the blended learning environment, the need for technical support, the key role of a sense of community, the importance of the development of high-quality materials, as well as potentially disruptive changes of roles. Finally the author argues for further research into the potential of blended learning as a useful means to integrate technology and independent learning in second language teaching and learning.


RETRIEVED FROM: http://digitool.library.mcgill.ca/webclient/StreamGate?folder_id=0&dvs=1406232661355~483

This thesis is a study using a mixed methods research design (pre – and post-class questionnaire, interview, and observation data) in a 12-week ESL class to determine the opinions of students in ESL programs in two schools in a large U.S. city in relation to their L1, English, and computer literacy needs. Results showed that adults enrolled in the classes considered computer literacy skills as a fundamental tool for survival in a digital society. The author contends that these results can be used to guide ESL instructors in the modification of curricula and in the incorporation of digital technologies in ESL reading and writing instruction.


NOTE: CALICO journal articles are open access 12 months after the date of publication

The authors address the commonly held notion that because of their age, students coming into post-secondary language programs will be able to access computers readily, be computer literate, and have positive attitudes about learning with technology. They state that there is a shortage of research data to support this and that before programs are modified to incorporate technology, for example in a blended language program, learners should be surveyed to determine their access to the appropriate technology and to their interest in using it for language learning. Although some of the age-related assumptions are not relevant to adults in settlement language programs, issues of access to equipment, including hardware like headsets, microphones, web cams, and the Internet as well as the ability to carry out computer tasks, use software and a course management system are nonetheless extremely important. The study reports on findings from the responses
of 911 university students’ in EFL classes. The technology survey questions are provided in the appendix and would be an important jumping off point for anyone considering implementing a blended learning settlement language program for adults.

INSTRUCTOR READINESS

The links for each citation were live at the time of publication. If they are not retrievable at a later date readers should do a search using the author name and title of the work. Readers may be able to access journal articles through their own institutional subscription.


RETRIEVED FROM: http://www.academia.edu/560619/CALL—past, present and future .

This widely-cited article looks at different ways of recording the history of Computer assisted language learning (CALL), but at the same time explores an ultimate goal for the place of technology in language classrooms. Bax begins by asking where CALL has been, where it is in 2003, and where it is going. In the section of the article about the future of CALL, the author argues that if language programs are to benefit fully from the potential which computers and computer technologies offer, there needs to be a move towards what he calls “normalisation”, which is the situation when these technologies are used daily and as naturally as other resources in the classroom – they are integrated into learning and they are secondary to learning itself. Instructors and managers will be interested in the list of different stages on the road to normalisation. These have been identified in diffusion of innovations research. Many of the suggestions about what is needed to achieve normalisation, e.g., better software, more action research; and especially the size, shape, and position of the classroom computer are still relevant today.


RETRIEVED FROM: http://www.academia.edu/3754724/Normalisation_Revisited_The_Effective_Use_of_Technology_inLanguage_Education

This article revisits the issue of the normalisation of technology in language education, defined as the stage at which a technology is used in language education without users being consciously aware of its role as a technology, as an effective element in the language learning process (Bax, 2003). It proposes a methodology to introduce new technologies into language education settings with maximum impact. The article cites some of the researchers who have addressed normalisation in discussions concerning the role of technology in language education. Bax uses the examples of attitudes of “excessive awe” and “exaggerated fear” to emphasize the importance of looking critically at whether any proposed new technology is necessary. He presents elements of effective educational practice and shows how modern technology can help with providing those elements, but
emphasizes that learning also requires mediation from teacher experts who will intervene as needed. This article suggests tools and processes that would be helpful in the area of program readiness.


*AVAILABLE FOR PURCHASE (USD $39.00) AT: http://www.tandfonline.com/doi/pdf/10.1080/09523980902933268*

In this multi-country European study, language teacher respondents reported that they used computers for personal use more than for teaching. It reveals that despite teachers' belief that interaction is the most effective method for language learning teachers are more likely to use basic tools to produce grammar exercises and individual work than to work with computer applications that encourage interaction e.g., forums, text chat, web chat, video chat. New versions of Moodle do provide these types of activities, but there is a need for teachers to be comfortable using them. Del Puerto ends by saying that no matter what new collaborative and interactive elements are developed in platforms like Moodle, teacher training and teachers’ attitudes towards technology will be the most important factor influencing whether they are used in the language classroom. This point is also stated clearly in the TESOL Standards (2011) in the Technology Standards for Language Teachers section. For example, Goal 2: Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning (p.213).


*RETRIEVED FROM: http://www.ascilite.org.au/conferences/auckland09/procs/gruba.pdf*

In this presentation from the 2009 ascilite Conference in Auckland NZ, a group of researchers describe their learning as a self-directed “community of innovation” after creating a series of podcasts as a springboard for an action research study to look at issues related to integrating technology in a variety of types of ESL classes. The study highlights some of the barriers to integration that have been identified elsewhere: time, need for professional development, and IT support.


*RETRIEVED FROM: http://www.stanford.edu/~efs/tesol-11.pdf*

A presentation about Web 2.0, emerging technologies and the critical importance of incorporating technology and learning with technology deeply in language teacher training in order to support teacher flexibility, to prepare teachers for long careers in language teaching during which they are likely to continually encounter new technologies, new technological modes, and in which they will need to have the confidence and skills to
approach these technologies successfully. The presentation also highlights the importance of situated learning theory in ensuring that teachers learn in the same environment in which they will teach.


RETRIEVED FROM: [http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=3382&context=etd](http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=3382&context=etd)

Although this dissertation investigates the use of blended learning with ESL writing students in an intensive English program, there is much that will be of interest to adult settlement language programs as well. The author notes the immaturity of blended learning within the area of language learning and also that blended learning is considered separate from CALL. One of the author’s points is that CALL research does not mention blended learning theories, but blended learning researchers often rely on CALL research when making arguments. The author provides a table (Table 2, p 38) showing blended learning studies and the variables identified or investigated in blended learning environments. These include areas of interest to adult settlement language programs such as student computer literacy skills; teacher attitude, training and support, and positive effects on learner autonomy. The writer stresses “the paucity” of research in blended learning implementation in language learning environments. He also states that a review of the literature from CALL indicates that teachers are generally not sufficiently prepared to teach using technology which may also be significant in adult settlement language training.


RETRIEVED FROM: [http://www.teslontario.net/uploads/publications/contact/ContactFall2013.pdf](http://www.teslontario.net/uploads/publications/contact/ContactFall2013.pdf)

In this article Lupasco describes an assignment for Post TESL accreditation for which she develops e-Materials for Language Training. As she walks the reader through the different sections of the blended ESL Literacy course that she created, there are echoes of the theory and examined practice that appear in other resources included in this bibliography.


The author argues that there is a lack of information about instructors’ perceptions of and roles in blended learning environments resulting in difficulties in creating effective models of blended learning. This article sets out to examine the views and perceptions of ESL instructors in relation to the integration and use of technology and blended learning and to point to the need for future research about how instructors manage the new demands presented by the online learning component in blended learning programs.
TECHNOLOGY TOOLS

The links for each citation were live at the time of publication. If they are not retrievable at a later date readers should do a search using the author name and title of the work. Readers may be able to access journal articles through their own institutional subscription.


This report looks at the potential of video-conferencing technology and other technologies to enhance and improve education practice and systems. Alberta SuperNet makes videoconferencing a feasible option for K-12 schools in areas previously limited by bandwidth restrictions. It presents a number of case studies illustrating the use of videoconferencing in schools in Alberta, Canada. This report provides an example of how videoconferencing could be used to connect adult ESL learners in remote locations to others in more richly resourced urban settings.


The author argues that the use of social software can – rather than as some fear, lead to isolation for students – enhance and build on traditional forms of social learning which, he posits is an integral element in the learning process. Social networking sites, wikis, blogs, and podcasts he argues, provide many benefits to students allowing them a much wider range for communications with peers, to shape content collaboratively, and to develop learning autonomy. He further argues that instructors can use these technologies to collaboratively build curricula, share lesson plans, and support collaboration and cooperation – he also says that the proliferation and embedding of social networking in our lives will alter how teachers teach and how curricula are developed and organized. His recommendation is that the second language field should embrace these technologies and that the field will benefit by becoming part of what he describes as the “ever-changing educational landscape”.

MANUALS, GUIDES AND FRAMEWORKS

The links for each citation were live at the time of publication. If they are not retrievable at a later date readers should do a search using the author name and title of the work. Readers may be able to access journal articles through their own institutional subscription.


This book focuses on business, higher education, and workplace. There is also a section on future trends. It highlights most recent practices and trends from a global perspective. It is included here although there is little or no focus on language teaching and learning, but because it is often referred to as “The” guide to blended learning.


RETRIEVED FROM: http://www.atesldocuments.com/cf/elearning

The ATESL ESL Curriculum Framework, Section 8, focuses on E-learning. This section offers a comprehensive review of the essential elements for the successful integration of technology in ESL instruction. It includes an examination of the benefits of E-Learning and a discussion of the guiding principles for the design of effective learning activities and assessment strategies. The review also includes an overview of the importance of supporting the development of digital literacy for students to enable them to participate productively in E-Learning. Finally the review describes the role of instructor “e-practices” in relation to the successful integration of E-Learning and highlights the critical importance of professional development for instructors to enable them to take advantage of the full potential of E-Learning.


RETRIEVED FROM: http://contactnorth.ca/trends-directions/how-make-most-blended-learning

This is a concise review of the benefits and challenges of using blended learning in the community college sector in Ontario. Benefits identified include increased flexibility, enhanced student engagement, and relative cost savings. Challenges include learner and instructor preparedness and the need for careful instructional design. The document also provides links to information about how blended learning is being used in several community colleges in the province. Although the information is intended for the postsecondary sector, the discussion of the benefits and challenges of blended learning is particularly relevant to the settlement language community.


The TESOL Standards address the importance of incorporating technology into language teaching by emphasizing that as standards, they are not optional add-ins to teacher training or language programming. The target audiences for this manual are learners, teachers, teacher educators, and administrators. The Standards deal with well-documented differences in readers’ available level of technology and their access to technology by providing vignettes to illustrate programs with little access and few resources as well as others that are richly resourced and have anytime access. One of the important topics addressed in the standards is teacher education. The authors are frank about the impact of a lack of understanding of the role of technology in language learning, a lack of willingness to change, and a lack of technical expertise on the use of technology in language teaching. Some of the barriers candidates in teacher training face are resistance and fear of technology, and the belief that knowledge from personal computer use will suffice for language teaching. The standards include theoretical frameworks and background in each part of the manual. The information and layout is clear and helpful. This is a positive and practical resource.


This Appendix to the Alberta ESL Literacy Curriculum Framework outlines the program and classroom considerations and some practical strategies for the successful integration of technology in the ESL classroom. The document also includes a sample three-stage progression of computer skills development used in a Computer-Enhanced ESL literacy program at Bow Valley College, charting learner progression from familiarization to application.

Light, J. (n.d.). Guiding principles in online ESL programming. ATESL.


This manual from Alberta encompasses both online and blended ESL programming. The numbered guide of 81 principles includes two reference lists: one for e-learning standards and one for teaching and learning online.

**RETRIEVED FROM:** http://www.tesol.org/docs/books/bk_technologystandards_framework_721.pdf

This is the original TESOL Technology Standards Framework Document (2008) that was updated in 2011. When this edition was updated, the goals, standards, and performance indicators weren’t changed, but the updated edition provides vignettes to put the material that you read in this older version into context. The 2011 edition also elaborates on research behind the standards and adds chapters for teacher trainers, administrators, and online teachers.


**RETRIEVED FROM:** http://englishagenda.britishcouncil.org/books-resource-packs/blended-learning-english-language-teaching-course-design-and-implementation

This British Council publication includes 20 case studies illustrating a broad range of English language program designs in widespread geographic and educational settings: K-12, university, college, foreign language programs, ESP, EAP, and business English. Although most of the case studies are outside the realm of settlement language training, chapter 20 addresses some very relevant issues, e.g., pay issues with part time instructors, cost of developing materials, etc. Each part of the book is followed with references and comments by the editor. In the conclusion, the co-editor addresses the need for help for designers and practitioners to answer the question of which blend provides the best basis for language learning and teaching in a specific situation.

**BENEFITS THAT EXTEND BEYOND THE LANGUAGE PROGRAM**

*The links for each citation were live at the time of publication. If they are not retrievable at a later date readers should do a search using the author name and title of the work. Readers may be able to access journal articles through their own institutional subscription.*


**RETRIEVED FROM:** http://www.academia.edu/762788/Including_Immigrants_in_Canadian_Society_What_Role_do_ICTs_Play_Draft_Report

This report examines how and why immigrants to Canada make use of Information and Communications Technologies (ICTs) as they move through the stages of immigration. The focus of the report is the public library sector, since public libraries offer a free and
accessible venue for the use of ICTs for information gathering. However, the report points to the need to incorporate ICTs in federally funded Language Instruction for Newcomers to Canada (LINC) training to help immigrants to become more adept at using technologies in the settlement process generally and for employment and integration. In that context the report points to the importance of providing online/blended learning opportunities in settlement language programs as a means to enhance language and ICT skills.


RETRIEVED FROM: http://www.academia.edu/1288629/Information_Practices_of_Immigrants_to_Canada_-_A_Review_of_the_Literature

This review of the literature on the information practices (broadly understood as the information needs and information seeking strategies) of immigrants to Canada focuses on the importance of those practices in reducing the social isolation, and exclusion and how lack of access to reliable information can be a barrier to successful integration. In the context of this bibliography the issue is whether digital and information literacy development can be supported in a blended learning environment which would provide newcomers with digital skills and information literacy skills alongside critical language skills.


Hybrid courses — which replace 20%–80% of class meetings with online activities — are predicted to increase as educators embrace the benefits of blending online technologies with face-to-face class meetings. Also expected to increase are enrollments of ESL/EFL students. As these growth trends intersect, an increased number of ESL/EFL students are expected to enroll in hybrid courses, especially mainstream courses populated by a majority of native-English-speaking students. Despite these growth trends and research showing hybrid courses as positive for most students, the TESOL community has not yet opened a discussion of the implications of hybrid delivery of mainstream classes for ESL/EFL students. In an effort to start the discussion, this article investigates potential problems related to issues of identity, forced individualization, and muting; gives several strategies for instructors of hybrid courses with ESL/EFL students; and concludes by calling for TESOL researchers to focus attention on hybrid delivery.
COSTS AND RETURN ON INVESTMENT

The links for each citation were live at the time of publication. If they are not retrievable at a later date readers should do a search using the author name and title of the work. Readers may be able to access journal articles through their own institutional subscription.

Contact North. (2014). Online Learning as a Possible Cost Saving Measure: What Canadian Researchers Tell Us. 

RETRIEVED FROM: http://contactnorth.ca/node/913

A review of Canadian research, in the form of web-available reports, articles, blogs, and case studies, focused on the cost-effectiveness of online learning in the post-secondary education sector. The review identifies recurring themes in the literature, including the need to measure the costs of classroom delivery in order to develop viable comparative studies and the need to connect cost-effectiveness or cost savings with quality of content and delivery as the development of high-quality online learning can require considerable investment. According to the review there is a scarcity of research and data related to costs and the cost-effectiveness of online learning.

Contact North. (2013). Reducing Costs through Online Learning: Five Proven Strategies from the US, Canada, the UK and Australia.

RETRIEVED FROM: http://contactnorth.ca/trends-directions/cost-savings

A companion document to Online Learning as a Possible Cost Saving Measure: What Canadian Researchers Tell Us, this report outlines five successful cost-saving strategies related to online learning within the post-secondary and higher-education sectors. Although the focus of the report is on cost-containment or cost reduction through online learning within larger institutions, these strategies, particularly with regard to improved teaching and learning efficiency and cost reduction in the areas of development and support, through the use of shared services are relevant to language training programs at every level.


RETRIEVED FROM: http://echo360.com/sites/default/files/CDE12STRATEGYEcho360-V.pdf

This brief strategy paper from the Center for Digital Education, a U.S. research and advisory institute focused on K-12 and higher education technology trends and policies reports on a survey of blended learning initiatives and trends in the higher education sector. Although the paper does not address blended learning in the language learning sector it does provide a useful overview of the rapidly developing trend towards blended learning, the implications of that trend, the potential benefits of blended learning, particularly in relation to increased student engagement, and the ongoing need to further clarify the concept of blended learning and its concomitant parts so that instructors can better understand its potential.
LOOKING FORWARD

The links for each citation were live at the time of publication. If they are not retrievable at a later date readers should do a search using the author name and title of the work. Readers may be able to access journal articles through their own institutional subscription.


NOTE: CALICO journal articles are open access 12 months after the date of publication

This article reviews MALL (Mobile-Assisted Language Learning) implementation studies over the past 20 years and concludes that actual MALL integration, measured in terms of numbers of students, numbers of courses offered, and language skills targeted remains marginal in the foreign language training sector. Having sounded this cautionary note about the current role of MALL in foreign language training the author notes that the technologies and pedagogical capabilities are in fact in place to move MALL from the margins to the mainstream of foreign language teaching.


This issues contains a range of articles exploring issues related to Mobile-Assisted Language Learning

RETRIEVED FROM: http://llt.msu.edu/issues/october2013/v17n3.pdf


NOTE: CALICO journal articles are open access 12 months after the date of publication

This paper describes the Enactment phase of a longitudinal Design-Based Research Study, conducted at a Canadian Community College. The aim of the study was to develop design principles for learning materials for English for special purpose (ESP) students. Ultimately a prototype for a mobile-enabled language learning eco-system (MELLES) was developed along with a collection of design guidelines to be used in refining future developments.


NOTE: CALICO journal articles are open access 12 months after the date of publication

This paper reports on an exploratory study at a Canadian Community College, between 2007 and 2009, looking at the potential of mobile devices to enhance English for special purpose (ESP) learning by providing opportunities for students to continue working on listening and speaking skills outside of the classroom. The findings of this preliminary study pointed to the need for further investigation and the critical importance of
developing design principles for Mobile-Assisted Language Learning (MALL) materials to support effective instruction. The authors note that the development of design based principles will be the major focus of an ongoing Design Based Research (DBR) study at the college.


**RETRIEVED FROM:** http://llt.msu.edu/issues/october2013/kimetal.pdf

This study looked at how a group of graduate TESOL students perceived the use of mobile devices to create a personalized learning experience outside the classroom. The study found that mobile technologies provide opportunities for new learning experiences and encourage students to engage in learning activities outside the classroom and that this group of students perceived the usefulness of mobile technologies in teaching and learning and based on their positive experiences are more likely to use these technologies in their own teaching practice. This study has implications for the settlement language field, particularly in relation to teacher training and ongoing professional development to support instructors to explore the feasibility and potential of mobile technologies in their language instruction.


**RETRIEVED FROM:** http://torontonorthlip.ca/sites/torontonorthlip.ca/files/v24_se.pdf

This article describes Tutela.ca, a pan-Canadian online repository and community for ESL and French as a Second Language (FSL) practitioners across the country. The repository holds a wide range of language training resources from Canada, including lesson plans, assessment materials, classroom materials, learning objects, and audio and video resources. Tutela.ca also functions as an online community of practice to share resources and to access information about best practices. Users have access to discussion forums, special interest groups, information about job opportunities, and resource recommendations and reviews. Within the context of this bibliography, Tutela.ca provides an essential resource to support practitioners to learn and share information about blended learning models, experiences, and resources.


**RETRIEVED FROM:** https://www.iallt.org/iallt_journal/web_20_technology_meets_mobile_assisted_language_learning.

This paper presents an introduction to Web 2.0 and mobile technologies in the context of foreign and second language instruction. The paper includes a review of a number of Web 2.0 technologies, for example, blogs, wikis, and social networking and discusses their potential applications to language pedagogy and possible uses in the language classroom, within the context of theories of second language acquisition. The author discusses the benefits of Mobile-Assisted Language Learning (MALL) and Web 2.0 technologies which
include enhanced motivation, learner autonomy, and responsibility for learning, and increased flexibility in learning preferences and styles. The author recommends further action research in the use of these technologies and encourages second language instructors to explore and to take advantage of the potential of these technologies in their instruction for the benefit of learners.


Each chapter in this British Council publication includes case studies and a list of references. The educational settings include the primary and secondary sectors and a number of settings for adult teaching. The editor includes both general language teaching and second language and ESL. Chapter 3: Technology and adult language teaching includes an ESOL case study in the UK, where there is substantial pressure and support to use technology and a blended approach in the program. Chapter 4: Technology integrated English for Specific Purposes lessons looks at real-life language, tasks, and tools for professionals. This chapter describes the importance of context in choosing the right tools. It also includes information about mobile learning. Chapter 6 looks at technology enhanced assessment for English language teaching, including language portfolios, e-portfolios, and open source tools. The editor concludes by discussing how technologies allow teachers to address more than immediate language needs and to engage students in ways that would have been difficult in the past. He also maintains the centrality of teachers in the classroom.


This article describes the Workplace Cultural Communications (Online) course offered by Immigrant Settlement and Integration Services (ISIS) to new and pre-arrival immigrants who are at Canadian Language Benchmarks 7/8. The course, on the Moodle platform, consists of 10 modules offered over a 10-week period. Each module focuses on a specific workplace cultural value and focuses on language, interchange, and social norms in the Canadian workplace. Participants complete written and audio-recorded assignments in each module and also participate in a discussion forum where they can interact and share information about their current locations, professional background, and workplace experiences.
IMPLEMENTING BLENDED LEARNING LANGUAGE PROGRAMS

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RETRIEVED FROM: http://www.tandfonline.com/doi/pdf/10.1080/09588220701489333

This study explores how instructors and program directors in ESL or ESOL programs determine the right approach to choose blended elearning components for their programs and learners. The surveys and focus groups took place in 11 American states with 15 instructors and four program directors. The findings are grouped under four themes that encompass preparation, readiness, support for students and instructors, technology, and funding.


RETRIEVED FROM: http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=2639&context=etd

A doctoral thesis examining technology-enhanced blended learning in an ESL classroom through the lens of diffusion of innovations theory. Using a case study approach, producing both qualitative and quantitative data, the author concludes that the use of technology represented an innovation and that the stages of innovation were observed. The thesis provides useful data to support the effective planning and implementation of blended learning in an ESL setting.


This study focuses on EFL programs in two Japanese universities and examines and interprets issues that influenced their blended language learning environments: facility design (online vs. face-to-face), human resources and materials authoring (publisher-based vs teacher-based authorship), and software designs (proprietary ownership vs distributed teacher initiatives). Implications of the study suggest the concept of technology in blended environments needs to be expanded from a focus on integrating electronic tools to configuring classrooms. Second, blended learning is not only a descriptive category of technology use in education, but also an interventionist strategy of iterative change in
integrating face-to-face techniques with computer-based techniques. This study reports on important questions for adult settlement language training programs, including facilities, educational resources, instructor time, and attitudes towards technology.


A report of a study in Ontario examining the feasibility of integrating e-learning in Adult ESL programs. This multi-phase research study included a comprehensive review of global trends in e-learning in ESL and an extensive online survey and focus group consultation with ESL students, instructors, and program administrators. The researchers also conducted a review of how ESL programs are currently using e-learning. The research findings show that a blended learning approach is favoured by a majority of the stakeholders. Those surveyed reported that they recognize and are enthusiastic about the potential of a blended learning approach to expand and extend learning opportunities. However, as with similar studies, respondents identified a range of issues and challenges related to technology infrastructure, connectivity, and technology support, as well as the need for appropriate training and professional development and the need to ensure that students have the necessary computer skills. These issues must be addressed for the successful implementation of a blended learning approach.


AVAILABLE FOR PURCHASE (USD $30.00) AT: http://journals.cambridge.org/action/displayAbstract?fromPage=online&amp;aid=691524

The paper reports on the reasons that a small, highly motivated group of students disliked a blended learning class enough to drop out within a few weeks and explores what is needed to avoid this happening. Although this paper reports on only three students, the reasons they dropped out are discussed elsewhere in this bibliography and can be seen to reveal fundamental issues that programs need to be aware of when implementing blended language learning initiatives. The reasons identified by the students for dropping out of the class included lack of support, e.g., guidance, sequencing, review by a teacher; prior beliefs about learning, e.g., the need for printed materials, and learning styles out of synch with the teaching style of the course; lack of connection or integration between the self study portion and the classroom; difficulty and dislike working with the computer for one participant who didn’t realize ahead of time that the course was blended; and an inability to relate to the computer as a medium for language learning. Stracke concludes by suggesting that more research is needed to understand why individual students like or dislike such a course and how to ensure that all students receive the support they need to succeed in similar language learning environments.
Williams, E., & Williams, A. (2007). ESOL and EFL: An unhelpful distinction?


This review of the current state of ESOL in the UK and brief historical overview of the development of ESOL and EFL, outlines the distinctions between these two terms and points to the need for convergence and/or integration of ESOL and EFL to meet the current needs of students in the UK. The report also provides an outline of the authors’ understanding of ESOL provision in Canada, Australia and New Zealand, tracing the historical, policy-related, and ideological strands in each country that led to the current model of provision.

LEARNIT2TEACH BACKGROUND AND RESEARCH

The links for each citation were live at the time of publication. If they are not retrievable at a later date readers should do a search using the author name and title of the work. Readers may be able to access journal articles through their own institutional subscription.


RETRIEVED FROM: http://torontonorthlip.ca/sites/torontonorthlip.ca/files/v24_se.pdf

This article provides an outline description of the LearnIT2teach Project, launched in 2010. The project provides four stage of mentored training to LINC instructors and just in-time training resources accessible through a project portal to enable them to integrate technology in the language training classroom. In addition, a manual and workshop are available for program coordinators. LINC courseware and learning objects are made available for LINC 2-LINC 7 classes (Canadian Language Benchmarks 2-8) The LINC courseware is designed to supplement face-to-face in-class delivery in a blended learning environment.


This document presents a scheme for training in Online Training Skills as part of TESL Ontario’s Post TESL certificate. The Framework is based on an understanding of the ubiquity of digital technologies and devices in our lives and the opportunities that these technologies provide for language learners to bridge time and distance, to have more flexibility in where and when they learn, and to have access to high-quality and cost-effective learning activities. Through the proposed modes, that is, the inclusion of
LearnIT2teach in the Post TESL certificate, instructors will learn how to develop online student activities using CALL authoring software and share the content they create on Tutela.ca, Canada’s online community for current and future ESL/FSL professionals across Canada with a focus on language training for adult newcomers.


RETRIEVED FROM: http://www.teslontario.net/uploads/publications/contact/ContactFall2011final.pdf

This article describes the LearnIT2teach project, supported by Citizenship and Immigration Canada. Since 2010 the project has developed and offered tools and training to LINC and ESL instructors to support them in integrating CALL in their instruction. The project includes a web portal, learner courseware, a learning object repository, and four stages of mentored instructor training.


RETRIEVED FROM: http://www.teslontario.net/uploads/publications/contact/ContactFall2013.pdf

This 2013 article provides an update on resources available to federally funded LINC (Language Instruction for Newcomers to Canada) adult settlement language programs in Ontario and a number of other Canadian provinces from the LearnIT2teach Project which began in 2010. It outlines new help that is available to learners in blended courses and what is available to instructors and administrators. It also describes just-in-time help for learners. An appendix in the article provides definitions for terms and thumbnail descriptions of key resources.


Results of an online survey of 176 language students (98.8% enrolled in LINC classes and 1.2% enrolled in ESL classes) in Ontario and a related questionnaire by teachers in the surveyed programs conducted as part of the evaluation of the LearnIT2teach project. The majority reported that they use portable digital devices, e.g., laptops and mobile phones. Most use these devices in the home, in the language lab, and in local libraries. The major uses are email (90%) and staying connected with friends and family. Respondents thought that technology is helpful for learning English. Ninety-three % of the students thought that newcomers should use technology to learn English; over half of the students surveyed reported a preference for a blended learning approach which they described as online learning with the support of a teacher. Barriers to technology use for English language learning, identified by the respondents, include lack of connectivity, poor English skills, or
lack of computer skills. The authors conclude that these results point to the need to ensure that students are comfortable in an online environment and can profit from a blended learning approach. They recommend that programs leverage existing technology, integrate social elements since the majority of students use technology to stay connected, and that funders and programs collaborate to remove accessibility and connectivity barriers.


This research report provides a review and analysis of online and distance education language training in Canada, as of 2007. The report also provides a set of recommendations for the implementation of online and distance education language training, including the need for increased access to online and blended learning opportunities, the need to address integrating culture in language learning, the need to provide robust learner orientation and professional development for instructors, ongoing and multi-modal communications, technical support, and the development of a centralized repository of learning objects.


The Administrator’s Manual was developed specifically for administrators in federally funded Language Instruction for Newcomers to Canada (LINC) programs. Because the manual contains a broad introduction to a variety of methods, social media and tools, a social constructivist approach, and best practices for teaching and learning, it will be of interest to a wider audience as well. The manual also outlines the evaluation approaches that have been used during the LearnIT2teach project. The manual introduces the LINC courseware that is available to LINC instructors and provides checklists and tools to help manage language labs as well as a bibliography, glossary, list of professional development sources, and an ICT Health Check to assist administrators to diagnose their readiness for using technology in their centres. There is an inventory of videos on the project’s YouTube channel. The Administrator’s manual is an essential tool for LINC administrators whatever stage of readiness they are at in using technology as part of their program. This is the second edition of the manual and reflects changes that were implemented to the learner courseware and teacher training concurrent with the migration to Moodle Version 2.5.
GLOSSARY

ASYNCHRONOUS LEARNING
The term used to describe instruction and learning which does not happen in the same place at the same time. Typically participation in asynchronous learning instruction is not delivered in person, students complete tasks on their own time and communication takes place through online forums and/or e-mail.

BLENDED LEARNING
Blended learning describes a teaching and learning environment in which face-to-face classroom instruction and learning is combined or “blended” with online and other computer mediated activities.

CALL
Computer-assisted Language Learning (CALL) is an approach in which computers and computer-based resources are used to instruct, to reinforce, and assess language learning.

COURSEWARE
Courseware generally refers to materials organized and packaged for use with a computer and made available to instructors or as tutorials for students.

DISTANCE LEARNING
A method of delivering instruction to students who are not physically present in the educational site.

DISTRIBUTED LEARNING
This term is used to describe a method of delivery that combines multi-media, which may include web-based instruction, streaming video, distance learning using video and audio, with some face-to-face instruction in a classroom.

E-LEARNING OR ELEARNING
This is the general term applied to all forms of learning using electronic media and digital technologies whether face-to-face in a classroom, or in synchronous and asynchronous distance learning settings.

FLEXIBLE LEARNING
A term which refers to both a method and approaches that are focused on providing students with a range of choices as to how and where learning takes place. Flexible learning programs generally use computer-based systems and increasingly make use of mobile devices, such as smart phones to expand flexibility for students.

HYBRID LEARNING
This term is used interchangeably with BLENDED LEARNING (see above)
ICT
An acronym for Information and Communications Technology, a broad term that refers to any system or device that can store, retrieve, transmit, or receive information or data in digital form.

IT
An acronym for Information Technology often used as a synonym for computers and computer technology.

LEARNING OBJECT
A learning object refers to a digital or web-based learning resource that is customizable, portable, and re-usable; and consists of learning content, learning exercises, and an assessment component.

LMS
An acronym for a Learning Management System, which is a software package used to administer, track student activity in, and deliver elearning courses and programs.

MOBILE LEARNING (OR M-LEARNING)
This term refers to the use of handheld mobile devices, such as smart phones and tablets to engage in learning. In the context of language learning the term Mobile-Assisted Language Learning (MALL) is gaining currency.

ONLINE LEARNING
See elearning.

SITUATED LEARNING
A concept which describes learning that takes place in the same context in which it is applied and which emphasizes the social and contextual nature of learning.

SYNCHRONOUS LEARNING
The term used to describe instruction and learning in which instructor and students are online together and in communication with each other at a specified time.

VIDEO CONFERENCING
The use of information and communications technology (ICT) to communicate by two-way live video and audio transmission.