

Dear Author,

As research and best practices on the use of Blended Language Learning (BLL) pedagogies and technologies evolve, there is a need to document and share them with the international second and foreign language learning researchers and practitioners. You are an expert and a leader in the field, hence I am inviting you to contribute a chapter to this timely e-book to help guide educators and policy makers on how to successfully design and implement BLL. This co-edited e-book will be published in English as an open source resource (Creative Commons Attribution ShareAlike).

Author Guidelines

Title: Evidence-based Roadmap for Transitioning to Blended Language Learning

Editor: Dr Agnieszka Palalas (Athabasca University, Canada) & Chrysoula Lazou

Chapter Authors: TBD

Publisher: IABL using <https://pressbooks.com/>

Contents

- [Summary](#)
- [Target Audience](#)
- [Suggested Themes](#)
- [Guidelines](#)
- [Important Completion Dates](#)
- [List of authors](#)
- [Contact](#)

1. [Summary](#)

Blended Learning (BL) is a rapidly developing area of education having tremendous implications for foreign and second language teaching and learning around the globe, particularly in the post-pandemic era that will be characterized by major shifts toward blended learning and transition to online learning. Innovative blended learning approaches utilize a blend of technologies and learning contexts to provide meaningful learning through improved access to authentic resources, situated learning activities, and innovative linguistic models. Blended learning strategies can facilitate language practice both in and out of the classroom.

One of the key objectives of this publication is to demonstrate a variety of Blended Language Learning (BLL) solutions and how the design of BLL strategies and applications is contingent on the unique characteristics and requirements of individual educational contexts. Different cultural and educational environments call for different BLL applications and approaches. With chapter authors representing an array of countries and cultures, this book aims to highlight a need for BLL that respects diverse educational and technological needs and

circumstances. Hence, all authors (if applicable to the chapter focus) are encouraged to incorporate a brief description of their unique cultural and educational context.

Using a blend of approaches, pedagogies and technologies to learn languages has been an increasingly popular topic at language learning conferences, seminars, and scholarly publications, yet little of the outcomes of that dialogue have been shared with the foreign and second language learning practitioners. With the increasing popularity of BLL, there is a need to provide a comprehensive compilation of research and practice reports pertaining to various aspects of BLL and to share the knowledge of what works, what does not and why.

This book will compile theory essentials and practical examples of BLL from diverse parts of the world. It will distill them into recommendations on how to integrate BLL technology and methodology to teach second and foreign languages in educational institutions and in the workplace.

2. Target Audience

This book is intended for second and foreign language teachers, academics, researchers, instructional designers, and other professionals in education and the workplace. It will also benefit school administrators, technology staff, directors of Teaching and Learning centers, and other stakeholders interested in integrating mobile technologies to promote the development of second/foreign language skills amongst their students and employees.

3. Suggested themes of the chapter

The following are suggested chapter themes. Other themes are welcomed as well.

1. Fundamental Concepts and Theories

This section introduces central notions and theories essential to the understanding of BLL. It discusses the basics, such as the definition of BLL, capabilities and uses of BLL, potential benefits and challenges of the approach. A historical overview of BLL and a summary of relevant literature are presented as well. Expert research on the fundamental theories is included and its implications for practice discussed. Chapters in this theme offer a framework on which to base the exploration of the area.

2. Teaching and Learning

This theme deals with pedagogical approaches and strategies as well as the role of the teacher, learner and peers in language acquisition. The experience of learning and teaching using blended technologies is explored and illustrated through research studies. BLL activities, practices and assessment techniques are presented through examples of research studies, projects, and pilots addressing all four language skills in a variety of contexts. This section draws together research and experiences to provide a rich perspective on BLL done right.

3. Tools and Technologies

This theme focuses on BLL technologies and tools. Information on hardware and software and their features pertaining to language learning are presented and illustrated through case studies. Tools for creation, deployment and management of language learning content are discussed. These chapters look at the use of blended technologies (synchronous and asynchronous) with diverse language learners and examine how the context impacts the implementation of BLL solutions. Issues related to the application of blended technologies, including failures and successes in their implementation are addressed.

4. Design and Development of BLL Resources

In this section issues, ideas, tools, and methodologies pertaining to the creation of BLL materials are introduced. Instructional design options and strategies are illustrated alongside examples of BLL solutions. Design considerations are discussed to offer guidelines and tips for instructional designers and developers. Individual chapters feature conceptual architectures, frameworks, and models related to the design and implementation of BLL materials and applications. This section takes the reader from a broader picture and abstract notions to specific guidelines for basic BLL designs.

5. Organizational and Social Implications

Examples of BLL projects and initiatives and their social and organizational impact are presented. The focus is on the implications of adapting BLL in educational institutions and other organizations. Topics related to policies, administration, institutional strategies and management are analyzed. Critical issues of organizational preparedness and buy-in are discussed as well. Teacher training initiatives are an important part of this discussion.

6. Emerging Trends and Future of BLL

This section covers various emerging technologies and strategies opening new pathways for BLL. It also considers transitioning language learning online. Insights into new and upcoming technologies, theories, and methods are shared. Amongst other concepts, the reader is presented with analysis of the most current and relevant research pertaining to the latest tools and most innovative approaches to BLL. In addition, questions and assumptions about the future of BLL are addressed.

4. Guidelines

a. Word count and size

The final chapter should have the equivalent of about 5000 – 6000 words (excluding references, figures and tables).

b. Required elements

The following elements should be included in each chapter:

- Title
- Author's (Co-Authors') name(s)
- Short biographies of each contributor (max 200 words each)
- Abstract (200- 250 words)
- Introduction
- Body of chapter
- Conclusion (including recommendations for BLL practice/design/research)
- References
- List of illustrations, figures, tables (*excluded from the suggested word limit*)
- Glossary of Terms (*excluded from the suggested word limit*)
- Appendices
- List of terms suggested to be used in the Index (*excluded from the suggested word limit*)

c. Review of draft chapters

All authors are asked to review two chapters by other contributing authors (an email regarding the review process will follow in approximately a month). There will also be a blind review by one external reviewer. All draft chapters will be reviewed by the editor as well.

d. Chapter information sheet (for all authors to complete and submit with their first draft)

Please fill out this table online at your earliest convenience but no later than with your first draft. You can access this table in our group Dropbox folder (sent in a separate email) and update it whenever necessary.

Name of author	
Name of co-author(s)	
Title of chapter	
Chapter abstract (200-250 words)	
Keywords (5-10)	
Theme of our chapter (1-6), <i>see above</i>	
Key question/issue chapter addresses (max. 50 words)	
MALL solution/ design/ strategy/ application/ theory discussed	
Language addressed (e.g., ESL, EFL)	
Educational sector (e.g. primary, secondary, K-12, higher, corporate learning/training, vocational, informal learning)	
Country of study	
Key characteristics of the cultural and educational context (its uniqueness, distinctive characteristics, e.g., focus on refugees and migrants, multilingual context) (max. 100 words)	
Other relevant information/comments authors would like to share	

e. Style guidelines

The chapter should follow and conform to APA style. Please write in the third person. Any images, pictures, or graphics used should be copyright free or permission should be obtained to use them. Apply 1.5-spacing. Ensure that there are no typos or grammatical errors.

We propose the following layout for headings of sections and sub-sections:

First Level Section Headings in Bold and Centered

Sub-Section Heading Flush Left, in Bold and Italic

Third level sub-section heading indented, bold

Fourth level sub-section heading indented, bold and italic

5. Important Completion Dates

Our aim is to have the e-book published by the end of April 2021.

We propose the following timelines:

- Call for Chapters: November 25, 2020
- Abstract submission: December 31, 2020
- Notification of acceptance: January 10, 2021
- Submission of full chapter for review: March 1, 2021
- Feedback from chapter reviewers: April 15, 2021
- Submission of revised chapter: May 30, 2021
- Editors' review completed: June 30, 2021
- Expected publication date: July 30, 2021

6. **List of authors:**

- TBD

7. **Contact**

Please email your inquiries and chapter abstracts to:

Dr. Agnieszka (Aga) Palalas
Athabasca University
Canada
Email: agapalalas@athabascau.ca

Chrysoula Lazou
IABL Secretary
Greece
Email: clazou1@athabasca.edu

Thank you very much.

Note: This and all other documents pertaining to the publication can be accessed in our shared Dropbox (link to follow via email).