

GERMAN STUDIES COLLOQUIUM SERIES

Blended Language Learning

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Blended Learning, a structured combination of pedagogic formats, is often enthusiastically praised as a major trend in higher education. Although many practitioners have suggested strategies to implement blended learning environments and some empirical research has been conducted indicating their effectiveness, no sound model of blended language learning exists so far. This contribution therefore aims to spell out preconditions for successful blended language learning, both in terms of general requirements necessary for any kind of blended learning as well as of particular requirements resulting from learning a *language* (e.g. linguistics, psychology of language learning). Taking into account these prerequisites, an integrated model of blended language learning is proposed. Such a model may serve as a vantage point for validating existing blended language learning environments or as a guideline for future research.