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"Beginners' Ukrainian at the University of Alberta: The Blended-learning Model"

This presentation demonstrates the pedagogical considerations of a blended-learning model for the Beginners Ukrainian classroom. Blended learning is understood as "the continued use of face-to-face teaching as a basic building block of the learning experience, enriched and enhanced by the integration of the Internet and other teaching and learning technologies into studies undertaken both in and out of the classroom" (Marsch 2012: 3). The focus is on how the pedagogical objectives of this new model may be achieved by incorporating specifically designed on-line and in-class teaching and learning tools. Students' development of linguistic, pragmatic and socio-cultural competence in Ukrainian is also discussed.

The primary emphasis of this poster-presentation is on the pedagogical elements of teaching and acquisition of language competence by students of beginner-level Ukrainian via the blended-learning model. The analysis considers the instructor's and student's role in the blend. It outlines the instruments of the designed model aimed at developing a learner's language skills (speaking, writing, reading and listening), as well as assisting learners in the acquisition of pragmatic and socio-cultural competence. Both in-class and on-line components of the model, as well as the learning outcomes are shown.
The presentation concludes with a discussion of the benefits of technology-enhanced learning environments, specifically the blended-learning approaches, offered for the teaching and acquisition of L2, in this case Ukrainian.

References:
Marsh, Debra. 2012. Blended Learning: Creating Learning Opportunities for Language Learners. Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, Sao Paulo, Delhi, Mexico City: Cambridge University Press.