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Hybrid Language Teaching and Learning: Assessing Pedagogical and Curricular Issues

Joshua J. Thoms

Louisiana State University

Abstract

In recent years, several economic factors have led to an increase in the number of hybrid courses offered in foreign language departments at the post-secondary level in the U. S. Hybrid courses incorporate several technological applications not typically used in a traditional face-to-face course. Hybrid courses combine contact time in a traditional classroom with virtual days, in which students are responsible for working with content on their own or in small groups outside of the classroom. This study reports on student and instructor perceptions of and reactions to a hybrid course piloted in three lower-level Spanish language courses at a large university in the southern region of the U.S. It examines the challenges and benefits of offering hybrid Spanish language courses by discussing student and instructor responses to surveys and interviews administered over an academic year. The study also includes a brief review of some of the technologies used in the hybrid Spanish language courses.

Background

Hybrid language teaching and learning, also referred to as blended learning, is becoming a popular model for the delivery of foreign language (FL) courses at the post-secondary level in the U.S. (Thoms, 2009). A hybrid approach involves adapting traditional face-to-face FL courses so that they meet fewer times and incorporating a number of interactive, online activities so that students continue to work with the content outside of the physical classroom during virtual work days. Several factors have contributed to the proliferation of hybrid models of instruction in FL programs in the U.S. One of these factors is a more thorough understanding of how computer-assisted language learning, when informed by second language acquisition theories, can facilitate learners' abilities to acquire the FL. Some researchers (Payne & Ross, 2005; Payne & Whitney, 2002; Smith, 2003) explore the various ways in which learners obtain and process input via technology. Studies in this area indicate that technology has the ability to provide learners with authentic input while simultaneously providing them opportunities to practice with and produce language. Other researchers (Blake & Zyzik, 2003;

Darhower, 2008; Smith, 2009) focus their attention on how specific technologies, such as online synchronous chats, can allow learners to notice and correct linguistic errors more efficiently than traditional, face-to-face contexts. Another area of research looks at the ways in which technology easily allows learners to interact with native speakers to better understand facets of the FL culture and to develop intercultural competence (Darhower, 2006; Dubreil, 2006; Furstenberg, Levet, English, & Maillat, 2001; Lomicka, 2006; von der Emde, Schneider, & Kötter, 2001).

At the post-secondary level, many educators are required or soon will be required to offer more hybrid and online FL courses in order to meet student demand. The U.S. Department of Education projects a 13% increase in the total number of students pursuing a college degree between 2007 and 2018 (National Center for Education Statistics, 2007). Blake (2008) states that “It is doubtful that all of these students, or at least anyone who wants access to higher education, will find seats in a classroom setting as presently configured” (p. 5). Additionally, many FL textbook publishers appear to acknowledge these ongoing enrollment challenges as more texts now include additional interactive online components that allow instructors more flexibility to plan courses that can be taught in and outside of the classroom.

Another factor that plays a role in the growing number of hybrid course offerings is the economy. Given the recent economic downturn in the U.S., many institutions’ budgets have been reduced, which has directly affected how FL programs, both large and small, deliver their courses. Administrators in many universities either are eliminating FL programs or proposing that FL programs adopt a hybrid model to use resources more efficiently (Rubio & Thoms, in press). While these recent changes have been met with some anxiety and frustration by those who have vested interests in the FL programs, many across the country have acknowledged the fact that hybrid and online FL courses will factor prominently in how courses are offered at the post-secondary level in the future (Blake, 2008).

Researching the Effects of Hybrid Courses

While hybrid models of teaching and learning continue to emerge in a number of FL programs across the country, only a handful of studies have investigated the effects of these models on students’ ongoing FL linguistic development. Results from the few studies that compare hybrid versus face-to-face FL courses (Echávez-Solano, 2003; Goertler & Winke, 2008; Scida & Saury, 2006) either show that there is no difference between the two formats with respect to students’ FL proficiency or indicate that students in a hybrid course outperform students enrolled in a traditional face-to-face course on a number of measures. Adair-Hauck, Willingham-Mclain, and Youngs (2000) found that students enrolled in a hybrid second-semester French course that met three days per week and incorporated a heavy technology component performed equally well in listening and speaking measures when compared to students in a traditional face-to-face course that met four days per week. In addition, the researchers found that the students in the

hybrid course performed better on writing and reading assessment tasks than students in the traditional face-to-face course. Chenoweth, Ushida, and Murday (2006) examined the outcomes of two elementary and intermediate French and Spanish courses in blended versus conventional face-to-face formats. Their findings indicate that there were no significant differences between the two formats in both languages across a number of measures, such as listening and reading comprehension, grammatical and vocabulary knowledge, and written and oral production. In another study, Blake, Wilson, Cetto, and Pardo-Ballester (2008) found few statistically significant differences in students' speaking development when comparing a hybrid to a comparable face-to-face Spanish course. Similarly, Young (2008) found little variation on a number of linguistic measures between a group of students learning Spanish in a hybrid course and another group in a traditional, face-to-face format. Finally, McBride and Wildner-Bassett (2008) present data from a content-based course that used a blended learning format. They analyzed an upper-level, content-based German undergraduate course that focused on cultural differences between men and women that are unique to German culture. They concluded that the face-to-face discussion format in the classroom, coupled with a threaded, asynchronous computer-mediated discussion, promoted learners' ability to co-construct meaning of the course content, which allowed for shifts in students' perspectives about German culture regarding gender issues.

In sum, the research carried out to date on hybrid or blended learning contexts has focused primarily on the learning outcomes of students. The majority of the learning outcomes analyzed have focused on linguistic proficiency, and a few studies have examined how the use of technology in hybrid courses has affected students' ability to understand FL cultural information.

Purpose of Current Study

While ongoing research continues to shed light on how hybrid FL courses affect students' linguistic development, no study to date has looked at how students and instructors perceive their learning and teaching abilities and their roles in a hybrid learning context. This study presents survey and interview data that discuss how students and instructors of three lower-level Spanish language courses react to hybrid courses. It also discusses the challenges and advantages of teaching a hybrid language course. The findings will help inform pedagogical and curricular concerns related to FL courses offered in a hybrid format.

Methods

Participants and Course Description

Students participating in this study were enrolled in three different lower-level Spanish language courses at a large university in the southern U.S. during the fall 2009 and spring 2010 semesters. The undergraduate students primarily were taking the courses to fulfill a FL requirement for their major. A description of the hybrid course was made available to students when they registered for classes,

and each student had the option to enroll either in a traditional, face-to-face Spanish language course or a hybrid course. The Spanish program at the university spent the previous academic year developing and piloting the curricula for the three lower-level Spanish language hybrid courses.

Two adjunct faculty and one graduate student teaching assistant agreed to teach the same three hybrid Spanish language courses. One of the adjunct faculty members had 10 years of experience teaching traditional Spanish language courses at the post-secondary level, the other adjunct faculty member had 17 years of experience, and the graduate student teaching assistant had 2 years of post-secondary teaching experience at the time of his interview near the end of the spring 2010 semester. The instructors had taught using a hybrid model of instruction for 1 to 2 years at the time of the study.

While traditional sections of the lower-level courses met four days per week in a face-to-face, classroom environment, the hybrid courses met in a classroom three days per week and incorporated one virtual work day in which students completed online activities on their own outside of the classroom. There was no difference between the traditional and hybrid courses with respect to the number of assignments, exams, quizzes, or compositions. Students in the hybrid sections were assigned online grammar modules, cultural, and listening activities to complete during their virtual work days. In addition, supplementary grammar and lexical exercises were assigned to the students in the hybrid sections from the online workbook that accompanied the textbook.

Web-based Applications

The instructors utilized four Web-based applications to provide students additional practice with and exposure to various facets of the target language and culture during their virtual work days. The first Web site, *Phonetics: The sounds of spoken language* <<http://www.uiowa.edu/~acadtech/phonetics/#>>, is dedicated to providing information regarding the phonetic makeup of English, Spanish, and German. Users can click on individual phones in each language and hear an audio recording of the sound, watch a step-by-step illustration of how each sound is physically produced, or watch and hear a video of a native speaker producing the sound in isolation or in sample words. Given that hybrid courses meet fewer days than traditional, face-to-face courses, students often are concerned about the development of their oral proficiency in the FL. Sites such as *Phonetics: The sounds of spoken language* can mitigate students' concerns by allowing them to practice pronunciation outside of class while also providing them the opportunity to hear authentic samples of the FL.

Notes in Spanish <<http://www.notesinspanish.com>> is dedicated to teaching students about grammatical, lexical, and cultural issues related to the Spanish language and culture. The site contains a number of recorded conversations between a native Spanish speaker and her partner who is learning Spanish that are archived as free podcasts organized by levels of proficiency. For an additional fee, instructors can purchase grammatical and lexical exercises that correspond to each

recording. Assigning podcasts to students in the hybrid course context allows them to learn about unique cultural topics and provides them with the opportunity to improve their FL listening abilities outside of class.

The third site, *Mi Vida Loca* <<http://www.bbc.co.uk/languages/spanish/mividaloca>>, is a Web-based drama created by the British Broadcasting Corporation in 2009. It has won a number of awards for its user-friendly design and the way in which it promotes interaction between the learner, the language, and the events that make up the plot of the drama. Each episode lasts approximately 20 minutes and narrates the story of a young English-speaking woman who travels to Spain in search of her friend. Each episode contains interactive learning modules that allow learners to focus on a grammatical or lexical item used in the story, as well as an online tutor who appears on the screen when needed to answer students' questions or to help them review a concept. In sum, *Mi Vida Loca* is an engaging online resource that emphasizes comprehension of the events of a drama interwoven with grammatical, lexical, and cultural information.

The final Web site, *Linglanguage* <<http://linglanguage.com>>, allows instructors to create modules that target the four skills while also incorporating cultural content. Instructors can require students to provide a written or oral response to questions embedded in the modules and then provide students with written feedback or an audio response. It is also easy to incorporate online resources in the modules. The site allows instructors to archive and share their instructional activities with other instructors.

Research Questions

In light of the research reviewed in the previous sections along with the brief description of the various technologies utilized in the three Spanish hybrid courses, this study investigates two questions: (1) How do students react to and perceive their learning in a hybrid Spanish language course and (2) what are the challenges and advantages of teaching a hybrid Spanish language course?

Procedures

Surveys were distributed to 157 students enrolled in each of the three hybrid sections at the end of the fall 2009 and spring 2010 semesters (see Appendix A). Responses were obtained from 36 students in Elementary Spanish I, 34 students in Elementary Spanish II, and from 30 students in an Intensive Elementary Spanish course that covers both Elementary Spanish I and II, for a total response rate of 64%. In addition, the researcher recorded interviews with each instructor using 8 questions to guide and facilitate discussion (see Appendix B).

Two common themes emerged from the researcher's initial analysis of the transcriptions of the interviews with instructors. The first theme was advantages, encompassing comments that indicated a positive view of a hybrid Spanish language course; the second theme was challenges, classified any comment that indicated a negative or difficult aspect of teaching a hybrid Spanish language

course. A second rater was given sample statements that pertained to either the advantages or the challenges theme and then coded the instructors' responses. The researcher and rater then compared their ratings, and inter-rater reliability was determined to be 98%. The remaining discrepancies were discussed, and both the rater and the researcher reached 100% agreement on the coding of the instructors' responses.

Results

Time, Effort, and Effect on Learning

The student surveys included a number of questions intended to measure students' perceptions of and reactions to the hybrid course format. The surveys also contained questions that determined how much time students devoted to their work, if they believed they learned more when compared to a traditional FL course, and what they felt were the benefits and challenges of learning Spanish via the hybrid model. The majority of students in Elementary Spanish I and II responded that they spent three to four hours outside of class working on course-related assignments and projects; and in the Intensive Elementary Spanish course, the equivalent of both Elementary Spanish I and II, the majority response was evenly split between three to four hours and four to five hours (see Appendix C). Seventy-eight percent of students in the Elementary Spanish I course, 94% of students in the Elementary Spanish II course, and 93% of students in the Intensive Elementary Spanish course indicated that they either learned as much or more in their hybrid course when compared to a traditional, face-to-face course.

Question four asked students if the online exercises and supplemental Web-based activities enhanced their learning of the material. Between 38% and 50% of students reported that learning was somewhat enhanced. These results are troubling given that the exercises are central to the hybrid format.

Seventy percent of students in both the Elementary Spanish I and II courses and 67% of students in the Intensive Elementary course indicated that the hybrid format helped or somewhat helped their learning of Spanish, while approximately one-third of students in each course indicated that the hybrid format did not help their learning. In response to an open-ended follow-up question, students commented that the hybrid format was beneficial because it catered to their own ability and way of learning the material, providing information in a different way and allowing them more flexibility. They stated that the online exercises forced them to study and focus more on the material when they were not in class; and as a result, they were more motivated and engaged on those days when they did attend class.

On the other hand, students also described negative effects of the hybrid format. Because the online workbook did not provide correct answers, students felt they could not learn from their mistakes. They commented that in the hybrid format they could not ask questions of the instructor about an assignment. They

felt more engaged with the material in a classroom setting than with a computer, and they wanted an explanation of new material in class before being required to complete assignments.

When asked if they would prefer to take a hybrid course or a traditional, face-to-face course, responses show a clear preference for the hybrid format among respondents across all three courses. Fifty-six percent of students in the Elementary Spanish I course, 71% in the Elementary Spanish II course, and 63% in the Intensive Spanish course indicated that they would not opt to take a traditional course over a hybrid course in the future. Those students who preferred the traditional classroom format indicated that there was less interaction between the instructor and students in hybrid courses, that the software did not show them the correct answers to assignments, and that they experienced problems with the software. On the positive side, students who indicated a preference for future hybrid courses noted the ability to work from home rather than commute to class and the flexibility in how to learn the material.

When asked whether they would consider taking another hybrid Spanish language course in the future, 58% of students in the Elementary Spanish I, 79% of students in the Elementary Spanish II, and 40% of students in the Intensive Spanish course reported that they would enroll in another hybrid Spanish course in the future (see Appendix D). Only 12 students indicated that they would not take another Spanish hybrid course. This finding is significant as it suggests that students' experience in their FL hybrid courses was positive overall.

Given the fact that the hybrid learning format relies heavily on work completed via computer outside of the classroom, the researcher also wanted to see if technical difficulties presented problems for students. The majority of students in all courses indicated that they either encountered few or no problems that affected their ability to complete the online assignments in their course (see Appendix E). Students who did report problems repeated previous comments about the lack of immediate feedback and correct answers to assignments, unclear directions related to the software that accompanied the textbook used in the courses, and the fact that their answers frequently were scored as incorrect for minor errors, such as a missing accent mark. There were also some problems with the quality of audio exercises.

Instructors' Feedback

To answer the second research question about the challenges and advantages of teaching a hybrid Spanish language course, the researcher interviewed each instructor. Given the fact that hybrid courses rely heavily on the use of technology, the instructors were asked about their familiarity and comfort level with technology in general, and they were asked to describe the types of technology that they use on a regular basis. All three instructors indicated that they were familiar with various kinds of technology and used them daily. However, one instructor indicated that at times she felt uncomfortable with using technology, but that the hybrid experience increased her familiarity with it. She reported that

she tried to incorporate various Web-based activities in both her traditional and hybrid language courses but that she rarely had enough time to adequately develop her own technology-oriented materials.

When asked about the challenges of teaching a hybrid Spanish language course, one instructor said that students in the hybrid sections who required more conversational practice might not have benefitted as much from the hybrid format as those who were more orally proficient. He went on to say that he felt that it was the instructor's responsibility to compensate for that possible imbalance between course formats by providing more speaking opportunities in the hybrid class. He concluded by stating that students in the hybrid course ultimately have more responsibility for their learning outside of the class and must be self-disciplined in order to be successful. Another instructor indicated that while the technology-based activities provide a number of opportunities for students to improve their grammatical knowledge of the FL, Web-based activities and online grammar explanations are not a substitute for teaching grammar. He often felt the need to explain the grammar concept, drill the students, and then do communicative activities, just as in a regular course. He felt that some of the software issues, such as the lack of feedback and the limited number of attempts, presented problems for students and hampered motivation for students in his sections. The third instructor indicated that students were not prepared to learn the material on their own and that they were accustomed to a more traditional approach to teaching grammar. She also commented that given the large amount of material to teach in such a short timeframe, she had little time to provide feedback for students' writing development. She also described the challenges of grading the numerous recordings and written exercises.

When asked if anything would help to make teaching a hybrid FL course any easier, the instructors said that having a graduate student teaching assistant with whom students could consult outside of class would help those students struggling with specific grammatical or lexical issues and that a graduate assistant could help instructors manage students' online work and provide feedback more efficiently.

The instructors were asked about the positive aspects or benefits of teaching a hybrid Spanish language course. They commented that by placing more of the burden of learning on students, they were more responsible, better prepared for in-class meetings, and more involved in group activities and that they took advantage of opportunities for conversational practice. In addition, the Web-based activities and resources expose students to a variety of texts and cultural information. Finally, the instructors were asked whether they noticed any difference between students in the hybrid and traditional sections of the courses that they taught over the course of the 2009-2010 academic year. All agreed that they did not notice any differences in student performance or course grades.

Discussion

The primary goals of this study were to understand how students and instructors react to and perceive their roles and responsibilities in the context of a

hybrid Spanish language course and to understand the benefits and challenges of a hybrid model of learning and teaching in a FL context. Responses by students and instructors indicate their frustration when technological applications did not work as planned and did not provide feedback to assignments. These technological issues need to be addressed and evaluated to ensure that the technology is adequate for the needs of the course. Other than the negative reactions to the online workbook, the majority of students and instructors indicated that the other forms of technology facilitated their learning and teaching of the FL. However, analyses of the instructors' responses indicated that instructors can feel overwhelmed if they are not provided adequate training, time, or resources, such as a graduate student teaching assistant, to help them provide the necessary feedback to students.

Responses also indicate that the hybrid format is best suited for students who are self-motivated learners willing to take responsibility for their learning. Both students and instructors indicated that the hybrid format pushes students to study in preparation for in-class time. As a result, students enrolled in hybrid courses may be more focused on the days when they meet in class with their instructor and fellow classmates. The data presented here suggest that the hybrid format promotes more interaction among all interlocutors in the classroom versus a traditional FL course. While this particular finding needs to be further investigated, it does appear to be a positive benefit based on what students and instructors indicate in this study.

The majority of students believed that they learned as much or more Spanish in a hybrid course than a traditional Spanish course. Additionally, a majority of the 100 students who filled out the survey indicated that they would prefer to take a hybrid Spanish language course in the future. Instructors observed little to no difference in students' performance between the hybrid and traditional sections of the courses that they taught each semester. While a number of other factors would need to be considered before concluding that there were no differences in the gains in oral and written proficiency between students in the hybrid section and those in the traditional sections of the three Spanish courses involved in this study, it is interesting to note that the data presented here appear to mirror findings regarding linguistic gains and differences (Adair-Hauck et al., 2000; Blake, Wilson, Cetto, & Pardo-Ballester, 2008; Chenoweth, Ushida, & Murday, 2006; Young, 2008).

As more FL programs in the U.S. offer hybrid courses, a number of steps must be taken. The FL program must provide the necessary funds to adequately train instructors and graduate student teaching assistants in the various kinds of technologies necessary for a hybrid course. Before implementing hybrid courses, the program or institution must understand what technologies are currently in place, address any weaknesses, and gradually explore and implement new technologies to provide for a smooth transition for both student and instructor. Adequate time and funding are necessary so that robust assessment tools and measures can be put in place to determine the linguistic effects of the hybrid format on students' ongoing FL development. As the number of hybrid and online FL

courses in the U.S. continues to increase, additional research and feedback from students and instructors will help to shape and strengthen FL hybrid programs at the post-secondary level. It is hoped that this current study sheds some light on the various pedagogical and curricular issues that make up hybrid FL courses.

As with any study, there are a number of limitations. To begin, the researcher in this study was the supervisor of the three participant instructors. Therefore, it is possible that the instructors may not have been completely forthright with him due to his position in the program. However, their reactions to and perceptions of the benefits and challenges of teaching a hybrid Spanish language course are still insightful and help to understand how they perceive both their roles and responsibilities in the blended format.

This study was limited to one hybrid project at one southern university over one academic year. It explored how students and instructors responded to the hybrid course format in this particular context. Given the fact that no additional measures, such as students' GPAs or gains in students' oral and written abilities, were correlated with individual responses on the surveys, conclusions related to the comparative effects of the hybrid format on students' linguistic development cannot be addressed and remain outside the scope of this study.

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Appendix A Student Survey

Course: SPAN _____ Section #: _____ Instructor: _____
Spanish Hybrid Course Evaluation

Instructions: This anonymous evaluation is intended to provide the Spanish department with feedback regarding the hybrid course in which you are currently enrolled. Your honesty and thoroughness when answering the questions are valuable to us.

NOTE: Another course evaluation (i.e., one that evaluates the instructor) will also be made available to you (if you haven't already filled one out). This evaluation is intended to evaluate the hybrid nature of the Spanish course and not your Instructor.

1. What is your cumulative GPA? _____
2. On average, how many hours outside of class each week did you work on Spanish (check only one)?
 0-3 hours 3-4 hours 4-5 hours 5-6 hours 7 or more hours
3. When compared to a 'regular'/non-hybrid course, do you think you learned:
 not as much as a regular course just as much as a regular course
 more than a regular course
4. In your opinion, do the online exercises enhance your learning of the material?
 Yes Somewhat No
- 5a. Do you feel the substitution of one class with online assignments is helpful to your learning? Yes Somewhat No
 Why or why not? _____
- 5b. Would you rather have 4 days of class with slightly less online work?
 Yes No
 Why or why not? _____
6. To what degree have you had technical difficulties that interfered with the completion of your assignments?
 Too many Many Some Not many None

If you've had technical difficulties with the online content that accompanies the *Temas* textbook, please briefly explain the nature of the problems/your frustrations: _____

7. Did you experience technical difficulties in a computer lab on campus or at home/other computers when doing your Spanish homework? Please mark only ONE:

Computer lab on campus (which one? _____) Home/other computers
 Both

8. Would you consider taking another Spanish language hybrid course in the future given your experience this semester?

Yes No Maybe

Thank you for taking time to do this survey. Please return this to your instructor.

Appendix B

Instructor Interview Guide

1. What is your name?
2. How long have you been teaching Spanish (here at this university and elsewhere)?
3. How many semesters have you taught a hybrid course (including this semester)?
4. Describe your familiarity/comfort level with using various kinds of technology (both for professional and personal use). For example, what kinds of technologies/software/social networking sites do you use on a regular basis (e.g., Facebook, iChats, writing your own Blog, listening to podcasts, emailing, watching videos online, etc.)?
- 5a. From your (i.e., instructor) perspective, what have been/are the challenges of teaching a hybrid Spanish language course?
- 5b. What would (if anything) help to address the challenges that you mentioned in the previous question?
- 5c. Is there anything that you would need/like to have that would help make teaching a hybrid course any easier?
6. From your (i.e., instructor) perspective, what have been/are the positive aspects or benefits of teaching a hybrid Spanish language course?
7. Since you are teaching a regular and hybrid section of the same course this semester, do you see/notice any difference between students in the two sections with respect to performance on quizzes, exams, orals, etc.?
8. Would you like add any other comment?

Appendix C**Average amounts of time dedicated to Spanish coursework outside of class**

Elem. Spanish I	Elem. Spanish II	Intensive Elem. Spanish
0-3 hours = 6/36 (16%)	0-3 hours = 11/34 (32%)	0-3 hours = 4/30 (13%)
3-4 hours = 14/36 (39%)	3-4 hours = 13/34 (38%)	3-4 hours = 9/30 (30%)
4-5 hours = 11/36 (31%)	4-5 hours = 9/34 (27%)	4-5 hours = 9/30 (30%)
5-6 hours = 3/36 (8%)	5-6 hours = 1/34 (3%)	5-6 hours = 6/30 (20%)
7+ hours = 2/36 (6%)	7+ hours = 0/34 (0%)	7+ hours = 2/30 (7%)

Appendix D**Opinions about whether students would consider taking another hybrid Spanish course**

Elem. Spanish I	Elem. Spanish II	Intensive Elem. Spanish
Yes = 21/36 (58%)	Yes = 27/34 (79%)	Yes = 12/30 (40%)
Maybe = 9/36 (25%)	Maybe = 5.34 (15%)	Maybe = 14/30 (47%)
No = 6/36 (17%)	No = 2/34 (6%)	No = 4/30 (13%)

Appendix E**Opinions about amount of technical difficulties interfering with completion of assignments**

Elem. Spanish I	Elem. Spanish II	Intensive Elem. Spanish
Too many = 4/36 (11%)	Too many = 0/34 (0%)	Too many = 2/30 (6%)
Many = 2/36 (5%)	Many = 4/34 (11%)	Many = 6/30 (20%)
Some = 10/36 (28%)	Some = 9/34 (27%)	Some = 9/30 (30%)
Not many = 11/36 (31%)	Not many = 9/34 (27%)	Not many = 8/30 (27%)
None = 9/36 (25%)	None = 12/34 (35%)	None = 5/30 (17%)