

Examining urban novice college Spanish learners' perceptions towards hybrid teaching**Ana Capanegra****Cleveland State University**(First received: 20.06.2020; final version received 17.09.2020)***ABSTRACT**

This study examined the perceptions urban novice college Spanish students have of combining face-to-face instruction with online homework. The study especially analyzed the quality of hybrid learning instruction. The same questionnaire was administered at the beginning and at the end of the study and then the data gathered was compared. The results of the study offered advice especially for non-traditional students. First, the integration of technology in instruction made a significant difference for urban students since the participants expressed a positive attitude towards the use of technology. Second, they found that the practice of the target language at their pace and time was beneficial in class instruction. Third, those participants who expressed having some knowledge of another foreign language benefitted their learning of the language. Fourth, students indicated that they benefited from the quality of instruction given by trained educators.

Key words: blended teaching – foreign languages – novice students – urban students – higher education

RESUMEN

Este estudio examina las percepciones que tienen estudiantes urbanos universitarios de español elemental de la combinación de la instrucción en el aula con la tarea en línea. Este estudio especialmente analizó la calidad de la instrucción del aprendizaje híbrido. El mismo cuestionario fue administrado al principio y al final del estudio y luego los datos recogidos fueron comparados. Los resultados del estudio ofrecen consejos especialmente para los alumnos no tradicionales. Primero, la integración de la tecnología en la instrucción marcó una diferencia significativa para los estudiantes urbanos ya que los participantes expresaron una actitud positiva hacia el uso de la tecnología. Segundo, los estudiantes encontraron que la práctica de la lengua extranjera a su propio paso y tiempo fue beneficiosa para la instrucción en el aula. Tercero, los participantes que expresaron tener algún conocimiento de otra lengua extranjera beneficiaron su aprendizaje de la lengua. Cuarto, los estudiantes indicaron que se sintieron beneficiados por la calidad de la instrucción recibida dada por educadores entrenados.

Palabras claves: enseñanza híbrida – lenguas extranjeras – alumnos elementales – alumnos urbanos – educación superior

*Author's email: a.capanegra@csuohio.edu

Introduction

In urban universities, race, class, and gender diversity has increased as inner-city, low income citizens pursue access to higher education. Many first-time or returning students support families, and the majority work part-time or full-time jobs (Riposa, 2003). Likewise, urban universities need to “define student needs and then develop programs to meet those needs” (Riposa, 2003, p. 56). Additionally, research shows that students who are engaged are likely to stay in school and succeed, and classroom technology can contribute with such involvement (The Center for Digital Education Special Report, 2015). Thus, the report accounted for the benefits the use of technology has in students’ achievements and the implementation:

A Stanford University study in 2014 analyzed 70 previous studies to determine if technology made a positive difference, particularly with at-risk students. It found that when students were given access to technology “used in thoughtful ways,” their engagement and achievement improved. The “thoughtful” usages included avoiding rote memorization drills in favor of immersing students in interactive environments with material customized to students’ learning needs and active support from educators. (p.6)

Furthermore, it stated that around 5 million college students take a minimum of one online class extending education outside the classroom “allowing students to be anytime, anywhere learners” (p. 7). The report reaffirms the validity of blended learning by referencing a 2009 U.S. Department of Education meta-analysis that found that blended learning, where students have some face-to-face and some online learning experiences, is the most effective learning model (p.7). The terms blended and/or hybrid can be used interchangeably to refer to this way of teaching and/or learning. The thoughtful use of blended learning means that educators need to understand exactly how pedagogy can be enhanced when they adopt innovative technologies using theories to back their actual teaching practices (Wheeler & Gerver, 2015).

This research evaluates the teaching of blended classes to novice college Spanish students at a Mid-Western urban university. Since urban educational student populations are highly diverse in their ethnic, cultural and economic characteristics (Rajagopal, 2011), the purpose of the present study is to examine the views that novice college Spanish learners have of hybrid classes at a Mid-western urban university and the quality of the instruction. The data gathered from this study will be employed to enhance future instructional training.

Theoretical Framework

The literature review section presents and discusses the benefits of blended teaching and learning, the use of technology, and the importance of teacher training to understand their new role in the language classroom. Also, any relevant research studies related to the topic is presented and discussed in the subsequent section.

Literature Review

Despite the increased incorporation of technology in foreign language classes nationally (Lam, 2000; Levy & Hubbard, 2005; Kirkwood, & Price, 2005; Murday, Ushioda, & Chenoweth, 2008), few studies fit the needs of urban novice students that so many instructors face.

Blended learning brings to the foreign language class three main benefits. First, it enhances existing pedagogical practices as classes shift from teacher-centered to student-centered promoting the learners’ autonomy in the learning process (Hartman, Dziuban & Moskal, 1999; Morgan 2002; Gleason, 2013). Blended learning places greater emphasis on peer work as sharing information online is straightforward (Wheeler & Gerver, 2015). Second, it is more convenient and it can be easily accessed. Many students want a distributed learning environment since learners do not want to sacrifice what they are used to having in the classroom. Blended learning enables better time and space allocation (Leh, 2002; Hartman et al., 1999; Gleasson, 2013). Third, it increases the cost effectiveness of teaching and learning. Blended learning reduces travel costs and training time by as much as 85% (Singh & Reed, 2001).

Moreover, Frommer (1998) expressed that new technologies expose students to an infinite variety of text, images and authentic materials. Also, computers help make use of time in tasks more

efficiently and help students become more independent learners. However, Cubillos (1998) stated that some technological materials are not as good as others, and instructors should evaluate them to make the best choices for instruction. However, with a non-traditional student population that does not meet the regular standard of students, it is more difficult to determine what material or class design would be more beneficial to help them engage and stay in school. Also, Comas-Quinn (2011) recommended instructors' training to better understand their role in the new teaching environment. Likewise, for the teaching to be effective, there should be an integration of both the pedagogical and the technical aspects for effective teaching and learning outcomes (Hubbard & Levy, 2006). The above is a greater challenge for most instructors teaching hybrid classes to a diverse student population to try to meet their needs in this innovative learning environment.

Previous Studies

A number of studies have been conducted that proved the efficacy of hybrid classes in lower level classes: first, the use of computers at lower language levels helped because computers can be used as tutors helping the learners practice vocabulary and structures and ultimately aiding communication (Scida & Saury, 2006). Second, novice students' attitudes, motivation and participation levels towards blended learning are positive (Pellerin and Montes, 2012; Ushioda, 2005). Ushioda (2005) also discovered that L2 classes with a solid online component enhanced language acquisition. Additionally, he stated that teachers play a vital role in shaping the culture of learning in an online language class. Third, students found the online workbook useful for the learning of the grammar and vocabulary praising the fact that the materials were easily accessible, user friendly and offered instant error feedback (Sagarra & Zapata, 2008).

In a comparative study of traditional and blended learning, Schaber, Wilcox, Whiteside, Marsh and Brooks (2010) showed that learners found that reading, online and out-of-the-classroom discussions contributed more to their learning than classroom discussions. Also, Murday, Ushioda and Chenoweth (2008) examined students' and instructors' satisfaction with language hybrid courses. The results of the study showed that students were more satisfied with online courses than traditional ones. However, the recurring themes among instructors were the need of more training, course materials and connection with students. Hong and Samimy (2010) examined the influence of L2 teachers' use of CALL mode on language learners' attitudes regarding blended learning. Their results showed that Korean-English-as-a-FL students' attitudes toward CALL modes were more positive among computer-literate students.

Even if blended learning benefitted students, not all students seem to benefit from e-learning. Wan, Wang and Haggerty (2008) examined the reasons why some people benefit from e-learning experience differently. The results of their study revealed that, on the one hand, the experience with ICT helped individuals learn more effectively and feel satisfied with the experience. On the other hand, those students who did not have the right technological training did not benefit as much.

To examine the effects of blended teaching in foreign language classes, the following questions guided the present research:

- What are the attitudes novice urban Spanish college students have about blended Spanish classes before and after taking the class for the first time?
- What are students' views of the new class set-up regarding instruction and students' involvement in the learning process?
- How can their perceptions help enhance future instruction of blended classes?

Research Design

The present study was conducted in an urban Mid-Western university in the United States that had incorporated the use of blended courses in the teaching of foreign languages. The study utilized four university classes of novice-level students. These students had no prior experience taking foreign language blended classes. Classes at the beginning level have a maximum of 25 students per class. The participants were college students from an urban university in the Mid-Western of the United States. Four Spanish 101 classes were invited to participate in the study. Two of the courses received f2f instruction class on Mondays, Wednesdays and Fridays and did their assigned online work on Tuesdays and Thursdays. The other two received f2f instruction on Tuesdays and Thursdays and did

their assigned online work on Mondays and Wednesdays. The online activities that were assigned to them were selected activities provided by the textbook *Vistas* (5th ed.), not more than seven or eight each of these days. These activities included listening, video or reading comprehension, cultural activities, and vocabulary or grammar activities that served mainly as revision or practice. Some activities were created by the researcher. Also, extra activities were provided for the students to have extra practice on any area of their choosing.

The study was a qualitative study that included one questionnaire (Appendix) using closed-ended questions. The same questionnaire was administered at the beginning and end of the course to examine and compare the different opinions of the students. This study comprised four university classes of beginning level students of Spanish in Spring 2019. The instructors of the course were trained by the researcher on their role and class deliverance. The instructors were to focus f2f instruction on communication rather than grammar drilling. Classes needed to be student-centered classes. The Spanish program at this Mid-Western university comprises around 11 sections of elementary SPN 101 and 102 classes each Fall and Spring semester. Subjects registered randomly for the class. The researcher predicted the learners' attitudes toward blending f2f instruction with online homework would be positive at the end of the course because the experience of taking the class would have enhanced their understanding of hybrid learning. The focus was to examine the melding of class teaching with online homework. At the same time, if different perceptions were to be found, these would help future blended course designs.

Methods

Participants

The participants in this study were forty (40) Spanish 101 students at a public urban Mid-Western university in the United States. These students had either no prior experience with the foreign language or had not taken the language in the last three years. There were 20 students enrolled in each of the four SPN 101 classes that participated in the study. Out of the 80 students, 67 agreed to participate and only 40 completed both the pre- and post-tests of the study. There were 24 female participants and 16 male participants. They had little or no previous experience in a foreign language.

Out of the 40, 24 of the participants were between 18 and 23 age range; 9 of the participants were between 24 and 30 years of age and the remaining seven were between 31 years of age and up. The participants were highly diverse in origin and in experience with foreign languages. Twenty-one of the subjects indicated that they had one-to-four years of Spanish experience; 19 indicated they had no previous Spanish experience. However, out of the 40 students, 16 indicated they had some knowledge of another language other than English or Spanish: One person indicated having some knowledge of French; another, of Albanian; someone else, of Serbian; four different people, of Arabic; one more, of Portuguese; another one, of Greek, one other, of Hindi and Gujarati; one more, of Italian; and the remaining five mentioned they had some knowledge of American Sign Language. None of the participants had taken hybrid courses in any foreign language before. Twenty-nine of the participants indicated that they were taking Spanish because it was a requirement; the remaining 11 indicated the class was not a requirement for them.

The class instructors had been trained by the researcher as to how to deliver the class and on their role in this new class environment. The instructors were trained for a minimum of three days prior to the teaching of the elementary Spanish class. On the first day of the training workshop, the researcher explained the software they needed to familiarize themselves with (such as activities, gradebook, exams, correction, due dates, students asking for help and the general use of the online text). On day two of the workshop, the researcher related how they could bring together the pedagogical aspect of f2f teaching by giving mini-mock classes and asking the instructors and TAs to continue with the text and the online book. On the third day, the instructors and TAs brought their questions, and a tour was organized to show them the technology that they as well as the students would be using during class time and how they should help students understand the online materials. The onsite class mainly focused on the practice of listening and speaking; students would occasionally have other activities to complete, such as a reading or short written activity. Students would generally

work in pairs or groups during this time. The instructor would go over some grammar when needed. The class was student-centered so as to foster student independence. The online activities were set up by the researcher at the beginning of the semester. The activities were taken from the online workbook. The students would sporadically have to instruct themselves about a new topic or learn new vocabulary. One day prior to the test unit, they would have to take an online practice test. Some practice activities were created by the researcher.

Instrument of Data Collection

The researcher administered the same anonymous pre- and post-experiment online survey to the 40 participants in the study. The same online questionnaire was administered at the beginning before the students took the Spanish blended course for the first time and at the end of the semester after students had taken the Spanish blended course. The purpose of the online questionnaire was to gather their perspectives before and after taking the hybrid Spanish class, compare data to enhance the design of blended courses for novice students. The online questionnaire consisted of 21 items: 13 of those items were close-ended questions about hybrid learning, and the other eight items were questions related to demographics such as age, sex, origin, native language, other languages, and reasons for taking the online course (Appendix A).

Data Collection Procedure

At the beginning and end of the semester the participants were asked to complete the same anonymous online questionnaire of 21 items. The questionnaire was concise and questions short (Ary, Jacobs, & Sorensen, 2006). The participants responded using a 5-point Likert scale that measured students' attitudes toward the blended learning experience. The scores ranged from -2 for extreme negative attitudes to +2 to extreme positive attitudes; 0 was used for neutral attitudes. The pretest survey collected data for the sample profile and responses to the 13 instrument items. The posttest included only the 13-item instrument. The pretest and posttest data were matched using numeric codes assigned to the participants. No personal identification information was collected.

Limitations of the Study

Due to the number of participants, this study cannot be generalized to larger populations. However, it is a preliminary study that sheds some light on urban students' perspectives on hybrid courses in foreign language classes. A similar study could be conducted in the future with a larger population to compare answers and generalize results.

Findings

This study aimed to examine the students' data about students' attitudes of blended teaching in foreign language classes and the quality of instruction to begin to address the wide-ranging needs of urban college students in foreign language classes.

The purpose of this quasi experimental study was to examine the impact of experiencing hybrid learning on elementary students' perceptions of the use of technology in foreign language classes and the quality of instruction. The foreign language was Spanish.

The study was conducted with a convenience sample of 40 ranging from freshman to senior students from a Mid-Western university, who obtained parental consent and provided their own assent.

The experimental treatment consisted in administering the same survey at the beginning of the semester and at the end and comparing the participants' views on blended teaching. The researcher collected quantitative data at the beginning and at the end of the blended learning experience using a survey instrument created by the researcher. The instrument consisted of 13 questions and statements. Almost all of the items were asked twice using different language, to make sure the participants' answers were accurate and reliable. Below is the list of the instrument items.

1. How important is the use of technology in the teaching and learning of a foreign language for you?
2. I found hybrid learning classes useful since they foster independent learning.
3. Hybrid classes benefit my learning of the language because I can practice it in my own time and at my own pace.

4. Hybrid teaching allows me to go over the grammar myself. However, I sometimes feel I need the instructor more than before.
5. Online practice makes sense, if face-to-face (F2F) classes are more communicative.
6. I feel I need more training on how to go over the online activities.
7. I feel I do not depend on the instructor so much to learn and practice the language.
8. During this digital era, the online component is essential in the learning of another language.
9. F2F classes should not focus on grammar so much as we can go over the grammar component on our own.
10. I enjoy the course because of the instructors' competent F2F teaching and role in class.
11. I feel the instructor's training and attitude towards the teaching of hybrid courses help me enjoy the course.
12. Hybrid learning does not help me learn the language as F2F classes do.
13. I would recommend blended classes in foreign language teaching.

Table 1 presents the results of the paired-samples *t*-test analysis. The predominantly negative means and *t* values indicate generally higher scores at posttest, with only two exceptions (on item #6 (need of more training on how to go over online activities) and item #12(hybrid learning does not help me learn the language as f2f classes do). The *t*-test findings indicate a statistically significant increase in the perceived importance of using technology in the teaching and learning of a foreign language (item #1), $t(39) = -4.523, p < .001$ (mean change of -0.875 on a five-point scale), and in the strength of the participants' recommendation of blended classes in foreign language teaching (item #13), $t(39) = -2.654, p < .011$ (mean change -0.475 on a five-point scale).

The smallest changes were found on item #4 (feeling the need for an instructor more than before) .The significant changes on items #1(importance of using technology in a foreign language) and #13 (I would recommend blended classes in foreign language teaching) and the minimal changes on items #4 (feeling the need for an instructor more than before) and item #7 (not depending on the instructor so much to learn and practice the language) suggest that although students recommended blended courses in foreign language classes, the use of technology had no significant impact on their dependency on the instructor to learn a foreign language.

Table 1
Pretest to Posttest Changes

Item	Mean Change	SD	95% Confidence Interval of the Difference		<i>t</i> (39)	<i>p</i> (2-tailed)
			Lower	Upper		
1	-0.875	1.223	-1.266	-0.484	-4.523	0.000
2	-0.250	1.214	-0.638	0.138	-1.302	0.200
3	-0.100	1.081	-0.446	0.246	-0.585	0.562
4	-0.050	1.037	-0.381	0.281	-0.305	0.762
5	-0.175	0.958	-0.481	0.131	-1.156	0.255
6	0.400	1.446	-0.063	0.863	1.749	0.088
7	-0.050	1.239	-0.446	0.346	-0.255	0.800
8	-0.200	1.137	-0.564	0.164	-1.113	0.273
9	-0.150	1.122	-0.509	0.209	-0.845	0.403
10	-0.250	1.104	-0.603	0.103	-1.433	0.160
11	-0.200	1.203	-0.585	0.185	-1.052	0.299
12	0.175	1.357	-0.259	0.609	0.816	0.420
13	-0.475	1.132	-0.837	-0.113	-2.654	0.011

Figure 1 presents a bar chart of the pretest-posttest differences in the participants' responses on the 13 survey items. Perceptions about blended courses showed small (nonsignificant) improvement in terms of learning independence (item #2), time management and learning pace (item #3), class practice (item #5), and instructors' role in the class (item #10). The pretest-posttest decrease in scores on item #6 indicates that the experience of blended learning slightly (non-significantly)

reduced students' need for training on how to perform the online activities. The decrease in scores on item #12 (hybrid learning does not help me learn the language as f2f classes) indicates a small (non-significant) decrease in the participants' preference for f2f classes for foreign language learning.

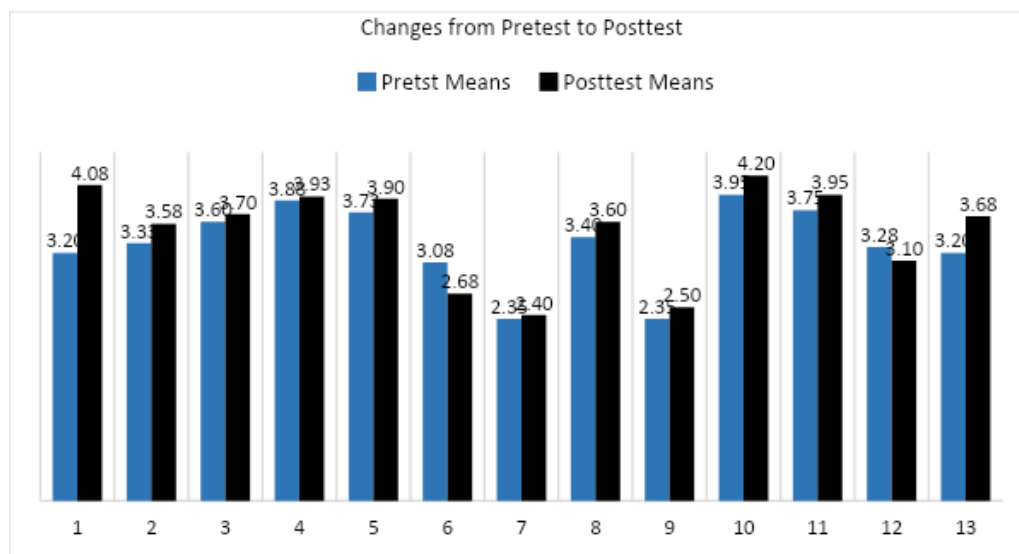


Figure 1. Changes from pretest to posttest.

Although most changes were statistically nonsignificant, they are meaningful and deserve attention because the sensitivity of a two-tail *t*-test with a sample of 40 participants (at alpha .05 and power .80) is .41, which means inability to capture as statistically significant any effects smaller than .41. Consequently, comparing the distributions of responses at pretest and posttest may be more informative, as they reveal interesting dynamics in the participants' perceptions. For instance, the distribution of responses to item #1 (importance of using technology in the teaching and learning of a foreign language) showed a change from 32.5% of undecided answers at pretest to 5% undecided answers at posttest. At the posttest, 80% of participants considered the use of technology in the language class either extremely important or important.

The pretest distribution of responses to items #2 (I found hybrid learning classes useful since they foster independent learning) showed that almost 50% of the participants expressed uncertainty. However, at posttest less than 10% were still undecided and 60% either agreed or strongly agreed. On item #3 (benefits in terms of time management and students' learning pace), at pretest 20% were uncertain and more than 60% either agreed or strongly agreed. At the posttest only 10% revealed uncertainty and more than 70% expressed agreement.

Uncertainty about #7 (I do not depend on the instructor so much to learn and practice the language) decreased from 30% at pretest to 15% at posttest, and the feeling of being less dependent increased from 10% to 25%. On item #8 (the online component is essential in this digital era), there was an increase in the level of agreement from 50% at pretest to 60% at posttest. Agreement to item #11 (I feel the instructor's training and attitude towards the teaching of hybrid courses help me enjoy the course) increased from 37.5% at pretest to 77.5% at posttest, indicating that the training and role of the instructors are essential for students' success in blended classes. Indecision about item #12 (hybrid learning does not help me learn the language as f2f classes do) dropped from 55% at pretest to 25% at posttest, and disagreement increased from 15% to 37.5%, indicating increased confidence in hybrid learning. Indecision about item 13 (I would recommend blended classes in foreign language teaching) decreased from 52.5% at pretest to 10% at posttest, and agreement increased from 32.5% at pretest to 75% at posttest. All these findings justify further research on students' perceptions of the benefits of hybrid foreign language classes.

This study was conducted with elementary students of both genders who took classes of Spanish as a foreign language. An independent samples *t*-test (equal variances not assumed)

comparing the gender groups (22 girls vs. 18 boys) showed a statistically significant difference in terms of the pretest-posttest change in agreement to item #12 (hybrid learning does not help me learn the language as F2F classes do), $t(38) = 2.538, p = .015$ (female $M = .64$; male $M = -.39$), indicating that the 22 girls reported decreased agreement at posttest (i.e., more confidence in hybrid learning) whereas boys reported slightly increased agreement at posttest (i.e., less confidence in hybrid learning).

The study sample included 21 students who had no prior knowledge of Spanish and 19 who had some knowledge of Spanish. An independent samples t -test (equal variances not assumed) showed a statistically significant difference between these groups in terms of the pretest-posttest change in scores on item #2 (I found hybrid learning classes useful since they foster independent learning), $t(34.017) = -2.060, p = .047$ (no Spanish = 3.19; some Spanish = 4), indicating that the students who had prior knowledge of Spanish found hybrid classes more useful than those who had no prior knowledge of Spanish.

Interpretations and Implications

As stated in the Literature Review above, The Center for Digital Education Special Report, (2015) revealed that the integration of technology in instruction made a significant difference for urban students, a non-traditional and very diverse student population. This study examined urban students' views of blended learning and the quality of effective class deliverance. Computers and new technologies in foreign language classes expose students to larger quantities of texts, images and authentic materials. Additionally, this new learning environment helps students to take responsibility for their own learning (Frommer, 1998). Blended learning is more convenient and can be easily accessed. It enables better time and space allocation (Leh, 2002; Hartman et al., 1999; Gleason, 2013). Moreover, it increases the cost effectiveness of teaching and learning. It also reduces travel costs and training time (Singh & Reed, 2001).

Furthermore, hybrid learning enhances current pedagogical practices by shifting from teacher-centered to student-centered classes by promoting the learners' autonomy in the learning process (Hartman, Dziuban & Moskal, 1999; Morgan 2002; Gleason, 2013). However, the pedagogical and technical aspects should be integrated adequately (Hubbard & Levy, 2006).

In this study urban college elementary Spanish students' perceptions of blended learning were generally positive. Some of the findings suggest possible improvements in the design of blended classes of elementary Spanish courses. First, students expressed a positive attitude towards the use of technology in the language classroom. However, although students recommended blended courses in foreign language classes, the use of technology had no significant impact on their dependency on the instructor to learn a foreign language.

Second, the participants valued practicing the language at their own time and pace suitable for each learner outside the class. Likewise, they expressed a positive attitude towards learning independence. However, those students with prior knowledge of Spanish benefited more from independent learning than the students with no prior knowledge of Spanish. Third, on the one hand, the participants expressed they profited from f2f class instruction which focused mainly on communication than on the presentation of grammar rules. On the other hand, the participants still expressed a high level of dependency on class instruction, males showing more dependency on f2f class instruction than females. Fourth, the students appraised the instructors' role in the class since the data showed that they appeared to benefit from prepared and trained instructors. Therefore, all educators should be trained to understand their role when teaching blended classes.

Many higher education students today come from an inner city low-income family. Also, most of them are supporting a family and some work two or three jobs. Some are returning students and some are newcomers. Therefore, urban universities should develop programs that support urban learners' needs (Riposa, 2003). Additionally, motivated students are more likely to stay in school and prevail, and the use of technology in the classroom is a tool that can benefit and drive their learning process (The Center for Digital Education Special Report, 2015).

Consequently, this study offers some advice to teach non-traditional learners in this new learning environment and the following points should be highlighted to help urban students in the learning of foreign languages: first, technology should be used in the language classroom since the students' attitude towards the use was positive. However, training should be offered especially at the beginning of the course so as to familiarize the learners with the system.

Second, those students with no prior knowledge of any language should be monitored regularly in and outside class, especially at the beginning levels. Meeting with these students outside class to go over the material might give them a sense of reassurance to ease anxiety in the new learning environment. At-risk learners need to be motivated and engaged with "active support from educators" (The Center for Digital Education Special Report, 2015) so as to involve them in the learning process. Also, they should regularly work with those peers who have some prior knowledge of the target language helping students feel more comfortable in the new learning environment.

Third, males showed a higher level of reliance on f2f class instruction than females did. Hence, f2f communication should be emphasized and the main topics should be reviewed frequently so as to help those students who are in more need of class instruction enhance and reinforce their learning of the language.

Fourth, since students indicated that they benefited from class instructors, training should be offered regularly to help instructors reassure their role in the classroom. The training should familiarize instructors with the current teaching environment as well as with the characteristics of urban learners. It is only after instructors adjust to the learners' demands that they will be ready to contribute to the students' learning needs in this new teaching context successfully.

References

- Ary, D., Jacobs, L. C., & Sorensen, C. (2006). *Introduction to research in education* (8th ed.). Belmont, CA: Cengage Learning.
- Bonk, C. J. (2011). *The World is open: how web technology is revolutionizing education*. San Francisco, CA: Jossey-Bass.
- Center for Digital Education. (2015). *Effective instructional tools for an evolving learning landscape* (Issue 1). Retrieved from http://www.govtech.com/education/papers/Classroom-Technology-Effective-Instructional-Tools-for-an-Evolving-Learning-Landscape-1298.html?promo_code=CDE_web_library_list
- Comas-Quinn, A. (2011). Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences course. *ReCALL Journal*, 23(3), 218-232.
- Cubillos, J. (1998). Technology: A step forward in the teaching of foreign languages. In J. Harper, M. Lively, and M. Williams (Eds.), *The coming of age of the profession: Issues and emerging ideas for the teaching of foreign languages* (pp. 37-52). Boston, MA: Heinle & Heinle.
- Dörnyei, Z., & Tagushi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). New York: Routledge.
- Frommer, J.G. (1998). Cognition, context and computers: Factors in effective foreign language learning. In J.A. Muyskens (Ed.), *New ways of learning and teaching: Focus on teaching in foreign language education. AAUSC issues in language program direction* (pp. 199-223). Boston, MA: Heinle & Heinle.
- Gleason, J. (2013). Dilemmas of blended language learning: Learner and teacher experiences. *CALICO Journal*, 30(3), 323-341.
- Hartman, J.L., Dziuban, C., & Moskal, P. (1999, August 16-18). Faculty satisfaction in ALNs: A dependent or independent variable? Paper presented at the *Sloan Summer ALN Workshops: Learning Effectiveness and Faculty Satisfaction*, Urbana, IL.
- Hong, K.H., & Samimy, K. (2010). The influence of L2 teachers' use of CALL modes on language learners' reactions to blended learning. *CALICO Journal*, 27(2), 328-348.
- Hubbard, P., & Levy, M. (2006). Introduction. In P. Hubbard & M. Levy (Eds.), *Teacher Education in CALL* (pp. ix-xi). Philadelphia, PA: John Benjamins.
- Kirkwood, A., & Price, L. (2005). Learners and learning in the twenty-first century: What do we know about students' attitudes towards and experiences of information and

- communication technologies that will help us design courses? *Studies in Higher Education*, 30(3), 257-274.
- Lam, Y. (2000). Technophilia vs. technophobia: A preliminary at why second-language teachers use or do not use technology in their classrooms. *Canadian Modern Language Review*, 56(3), 389-420.
- Leh, A.S. (2002). Action research on hybrid courses and their online communities. *Educational Media International*, 39 (1), 31-38.
- Levy, M., & Hubbard, P. (2005). Why call CALL “CALL”? *Computer Assisted Language Learning*. New York, NY: Routledge.
- Morgan, K.R. (2002). *Blended Learning: A strategic action plan for a new campus*. Seminole, FL: University of Central Florida.
- Murday, K., Ushioda, E., & Chenoweth, N.A. (2008). Learners’ and teachers’ perspectives on language online. *Computer Assisted Language Learning*, 21(2), 125-142.
- Northrup, P. & Little, W. (1996). Establishing instructional technology benchmarks for teacher preparation programs. *Journal of Teacher Education*, 47 (3), 213– 222.
- Pellerin, M., & Montes, C. (2012). Using the Spanish online resource Aula Virtual de Español (AVE) to promote a blended teaching approach in high school Spanish language programs. *Canadian Journal of Learning and Technology*, 38(1), 1-22.
- Rajagopal, K. (2011). *Create success! Unlocking the potential of urban students*. Alexandria, VA: ASCD.
- Riposa, G. (2003). Urban universities: Meeting the needs of students. Retrieved September 9, 2019, from <https://www.jstor.org/stable/1049750>
- Sagarra, N., & Zapata, G.C. (2008). Blended classroom instruction with online homework: A study of student perceptions of computer-assisted L2 learning. *ReCALL*, 20(2), 208-224.
- Scida, E., & Saury, R. (2006). Hybrid courses and their impact on student classroom performance: A case study at the University of Virginia. *CALICO Journal*, 23(3), 517-531.
- Singh, H. & Reed, C. (2001). *A white paper: Achieving success with blended learning*. Retrieved May 25, 2016, from <https://www.Achieving+success+with+blended+learning.htm>
- Schaber, P., Wilcox, K.J., Whiteside, A., Marsh, L., & Brooks, C. (2010). Designing learning environments to foster affective learning: Comparison of classroom to blended learning. *International Journal for the Scholarship of Teaching and Learning*, 4(2), 1-18.
- Ushioda, E. (2005). The role of students’ attitudes and motivation in second language learning in online language courses. *CALICO Journal*, 23(1), 49-78.
- Wan, Z., Wang, Y., & Haggerty, N. (2008). Why do people benefit from e-learning differently: The effects of psychological processes on e-learning outcomes. *Information and Management*, 45(8), 513-521.
- Wang, Y., Chen, N.-S., & Levy, M. (2010). Teacher training in a synchronous cyber face-to-face classroom: Characterizing and supporting the online teachers’ learning. *Computer Assisted Language Learning*, 23(4), 277-293.
- Wheeler, S., & Gerver, R. (2015). *Learning with ‘e’s: Educational theory and practice in the digital age*. Carmathen: Crown House Publishing Limited.

Appendix A

Questionnaire

This questionnaire is anonymous. Please answer the questions below as fully and truthfully as possible considering your experience with this research project.

Is this class a requirement for you?

Yes _____

No _____

What is your class standing?

Freshmen _____

Sophomore _____

Junior _____

Senior _____

Nationality _____

Gender

Male _____

Female _____

What is your age range?

18-23 _____

24-30 _____

31-40 _____

41-50 _____

51-60 _____

60 or over _____

How many years of Spanish have you taken in the past?

None _____

One _____

Two _____

Three or more _____

Do you speak any language other than English? Please specify.

Have you ever taken a foreign language hybrid class before?

Yes _____

No _____

How important is the use of technology in the teaching and learning of a foreign language for you?

_____ Extremely Important

_____ Important

_____ Undecided

_____ Somewhat Important

_____ Not Important at All

I found hybrid learning classes useful since it fosters independent learning.

_____ Strongly Agree

_____ Agree

_____ Undecided

_____ Disagree

_____ Strongly Disagree

Hybrid learning allows me to practice the language at my own pace.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Hybrid teaching allows me to go over the grammar myself. However, I sometimes feel I need the instructor more than before.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Online practice makes sense, if F2F classes are more communicative.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

I feel I need more training on how to go over the online activities.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

I feel I do not depend on the instructor so much to learn and practice the language.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

During this digital era, the online component is essential in the learning of another language.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

F2F classes should not focus on grammar so much as we can go over the grammar component on our own.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

I have been able to enjoy the course because of the instructors' teaching during the F2F class.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

I feel the instructor training and attitude towards the teaching of hybrid courses has helped me enjoy the course.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Hybrid learning does not help me learn the language as F2F classes do.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

I would recommend blended classes in foreign language teaching.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree