Exploring the Perceptions of Novice Spanish Students in Blended Courses

Ana I. Capanegra PhD
Cleveland State University, a.capanegra@csuohio.edu

Exploring the Perceptions
of Novice Spanish Students in Blended Courses

Ana I. Capanegra

ABSTRACT:
The present research aims to gauge novice college Spanish students' perceptions of blended courses to help the design and teaching of blended learning. Blended learning shifts from teacher-centered classes to a learner-centered focus (Hartman, Dziuban & Moskal, 1999; Morgan 2002). There is also more emphasis on peer-to-peer learning (Collis, 2003) since information can be easily shared. The participants of the study had no prior experience taking blended courses. The 14 participants were given an anonymous questionnaire at the end of the semester to explore their perceptions of hybrid learning in order to enhance the set-up of the courses. The questionnaire consisted of open- and closed-ended questions. The findings of the study revealed moderately positive attitudes towards blended courses. Finally, after analyzing the participants' discourse, some suggestions for the design and instruction of future blended courses were outlined, especially for novice foreign language learners.

KEY WORDS:
blended leaning, face-to-face instruction, foreign language teaching, hybrid teaching, novice learners

1. INTRODUCTION

Hybrid and/or blended learning can be defined as an educational strategy that includes both face-to-face (F2F) instruction and online approaches. There are several factors that establish the choice of a blended course: the content, learning goals, students' characteristics and learning preferences, the teacher's style and experience, as well as online resources (Littlejohn & Pleger, 2007). Hoffmann and Miner (2009) defined asynchronous learning as instruction taken at the learner's own pace, while synchronous learning is classroom-based and requires all participants. These two types of learning are "equally important" (p. 7) in blended learning. Additionally, The Learning Technology Center at the University of Wisconsin — Milwaukee (2015) referred to hybrid courses as a significant amount of course learning which has been moved online, thus making it possible to reduce the time spent in the classroom. As Bonk (2015) stated, few people realize that the Web has become the preferred way of learning and, therefore, non-traditional learning is now the model since any person can learn anything from anybody regardless of the time. Moreover, this cultural transformation in education can be observed in all areas of learning and teaching (Wheeler & Gerver, 2015).

Many institutions have shifted from F2F learning to hybrid learning in foreign language teaching and, as a result, this migration has transformed the students' learning of another language as well as influenced language instruction and class design. However, the simple introduction of technology into the classroom is not sufficient for advancing learning. Educators should understand how pedagogy can be improved

when using these new technologies to meet the learners' needs in this disruptive era of technology and new working environments. Moreover, theory and practice are at the heart of everything. Considering that theories structure our reality, they can, therefore, advocate for our actual teaching practice (Wheeler & Gerver, 2015). Consequently, the purpose of the present study is to explore the perceptions novice college Spanish students have of hybrid classes in foreign language learning. These classes have just been implemented at the present university. The data gathered from this study will be employed to enhance the teaching and future design of blended courses.

2. LITERATURE REVIEW

2.1 BENEFITS AND DRAWBACKS OF BLENDED LEARNING

Hybrid learning has pros and cons that need to be considered. First of all, it contributes to improving existing pedagogical practices such as F2F teaching since there is a shift from teacher-centered classes to a learner-centered focus (Hartman, Dziuban & Moskal, 1999; Morgan 2002), and there is a greater emphasis on peer-to-peer learning (Collis, 2003) 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 they do not want to sacrifice the interaction they are used to having in the classroom. Less seat time in the classroom implies less time and place constraints for learners (Leh, 2002; Hartman et al., 1999) as well as less commuting stress (Willett, 2002). Third, it increases cost effectiveness of teaching and learning. Blended learning reduces travel costs and training time by as much as 85% (Singh & Reed, 2001).

On the other hand, hybrid learning also presents challenges. First of all, "finding the right blend" refers to identifying the right instructional strategies in order to meet both the right learning and cost-effectiveness. The goal should be to take advantage of what F2F and Computer Mediated Learning (CM) environments offer from a pedagogical standpoint for a particular context and audience. Maximizing this combination by using all the instructional methods possible will curtail any potential weak points (Martyn, 2003; Osguthorpe & Graham, 2003). Second, there is an increase of time and demand on the part of the instructor or trainer since the instructional materials must be set up for both the F2F and CM environments (Hartman et al., 1999). Third, there are institutional cultural barriers to overcome. The shift from traditional learning to blended learning entails a transformation not only of class instruction and design, but also of the students' learning process. Thus, learners need to practice self-discipline as the learning is independent (Collis, 2003), and students tend to procrastinate when there is less classroom contact (Leh, 2002).

2.2 BLENDED LEARNING IN FOREIGN LANGUAGE TEACHING

Innovative pedagogical principles are emerging in language education. As Brown (2007) stated, technology-mediated language learning offers the special opportunity

to incorporate "technology into our pedagogical theories" (p. 200); in other words, classroom teaching is designed to include technology. Therefore, technology should be accessible to all learners and "varying styles should be considered so that all learners can benefit" (p. 201).

Additionally, the use of the computer component in the language classroom can enhance instruction in a variety of ways. Some of the potential benefits to contemplate are: an opportunity for learners to notice language forms, a means for providing optimal input for learners, multimodal (visual, auditory, written) practice, immediate feedback, self-pacing, a personal pace to make mistakes, a convenient medium for the (written) practice of the L2, real-life skill building in computer use, motivation, and the fun factor (Chapelle, 2005; Edgert, 2005; Miyagi, 2006; Warschauer & Healy, 1998).

According to Frommer (1998), computers and new technologies in foreign language classes contribute to the learning environment by "(1) exposing students to larger quantities of text, images, and authentic materials; (2) increasing time on task in an efficient way; (3) allowing students to assume responsibilities for their own learning" (p. 211). However, Cubillos (1998) stated that some technological materials are not as good as others, and instructors should evaluate them in order to make the best choices for instruction.

2.3. THE OLD AND NEW PEDAGOGIES

Old theories of learning contribute to the understanding of former education. However, in this new learning environment, new theories of learning have developed. The current technology-rich learning is characterized by the use of digital media, its incorporation into formal contexts of teaching and learning, and its migration towards personalized learning. Learning is proliferating across the Web with the use of media devices and easy access to the Internet. Therefore, this type of learning can be characterized as learning in informal settings that is generally setting-independent because it is outside the traditional learning environment (Wheeler & Gerver, 2015). Moreover, Sorden (2012) stated that the 21st Century learner will expect that the learning material be available anywhere on any device 24/7. He further claimed that education is a buyer's market. If the educational experience the students seek is not provided to them, they will go somewhere else as Information and Communication Technologies (ICT) will make it easy for them to do so.

In light of these new forms of learning, new theories of learning have emerged. Older theories of learning help us understand what education was in the past and help us frame education today (Wheeler & Gerver, 2015). Behaviorism, cognitivism, and constructivism are generally the theories used in formal education and locate learning inside the learner. Connectivism is a "learning theory for the digital age" (Siemens, 2004), placing learning outside the learner. Today, learning is personalized, informal through the use of networked technologies, continual and lasts a lifetime. Learners know where to find knowledge (Siemens, 2004).

Additionally, informal and self-regulated learning are the characteristics of learning today. Self-regulated learning, which is a characteristic of personalized learning,

enhances and improves learning outcomes. Through the use of personal devices, students can build their confidence and increase their motivation levels. Also, personal technologies encourage learners to be more self-determined in their approach to education (Wheeler & Gerver, 2015). Another digital age theory is Heutagogy which refers to self-determined learning (non-linear, self-directed forms of learning) and embraces both formal and informal forms of learning. This theory holds that individuals know how to learn, and the role of formal education is to help learners critically explore their own personal reality and develop their personal skills (Hase & Kenyon, 2007).

2.4. EFFECTS OF FOREIGN LANGUAGE BLENDED LEARNING ENVIRONMENTS ON STUDENTS

It is important to examine the impact the use of technology has on a student's learning process. There are several studies which examine the impact of blended learning from different standpoints. Carrasco and Johnson (2015) built a lower-level language hybrid course together over the course of a year and analyzed their own practice and perceptions, and the students' reactions and results in their hybrid courses. The students had a variety of language learning backgrounds. The researchers used some online materials provided by the course textbook, whereas others they created themselves. The researchers gave the students a pre-test and a post-test to compare their overall gains. Their findings showed that certain technology-enhanced activities produced better results, and that hybrid classes appeared to be the most effective means of teaching a foreign language. The students found most beneficial those activities that guided them to speaking and writing production. On the other hand, they observed that technology sometimes could become a barrier to learning.

Furthermore, Pellerin and Montes (2012) conducted a case study on the teaching of Spanish in a beginner level class through the use of blended teaching. They found that students' attitudes, motivation and participation levels towards blended learning were positive. This study was conducted through classroom observation and interviewing the instructor.

In another study of language instruction, Schaber, Wilcox, Whiteside, Marsh and Brooks (2010) compared traditional and blended learning. Overall, the study showed that learners found reading, online and out-of-the-classroom discussions to make a greater contribution to their learning than classroom discussions.

Even if blended learning benefited 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 to a different extent. The results of their study revealed that, on the one hand, a working knowledge of ICT helped individuals learn more effectively and feel satisfied with the experience. However, on the other hand, those students who did not have the right technological training did not benefit as much.

Moreover, the students' satisfaction with a foreign language blended course may be associated with the mode of delivery. Pena and Yeung (2009) explored the percep-

tions of 36 university Spanish beginner students of their Spanish course in relation to language functions (communicative, instrumental), modes of delivery (F2F and online) and their overall satisfaction with the course. The results of the study showed that overall satisfaction was found in relation to the language functions and the two modes of delivery. However, the correlation between the F2F and online modes was negative. Those who favored online delivery tended to dislike F2F delivery and vice versa. The results suggested that students tended to prefer F2F delivery over online and concluded that more time should be allotted to F2F interaction. Consequently, the researchers gave advice on how to assess the learners' knowledge of virtual competence and offer training sessions with e-learning technology in order to help learners master the environment.

In light of the review given above, the present study attempts to answer the following questions:

— What are the perceptions college students beginning to study Spanish as a foreign language have of F2F learning after taking a blended foreign language course for the first time?
— What are the perceptions college students beginning to study Spanish as a foreign language have of blended learning after taking a blended foreign language course for the first time?
— What is the students' preferred way of learning a foreign language after taking a blended course for the first time?
— How can the students' perspectives help enhance the design of future foreign language blended courses?

3. RESEARCH DESIGN

The present study was conducted in a small rural Southern university which had just incorporated blended courses into the teaching of foreign languages. The Spanish class which the students attended was a hybrid class, and these students had no prior experience with taking blended foreign language classes. The participants were fourteen (14) female American college students from the South of the United States. The students received F2F instruction in class on Mondays, Wednesdays and Fridays, and did their assigned online work on Tuesdays and Thursdays. The online activities that were assigned to them were selected activities provided by the textbook *Vistas* (4th ed.), not more than five to six each of these days. These activities ranged from listening, video or reading comprehension or cultural activities, to vocabulary or grammar activities that served mainly as revision or practice.

This paper documents a qualitative study that included one questionnaire (Appendix) using open-ended and closed-ended questions. The questionnaire was administered at the end of the course to explore the different perceptions of the students. This study comprised of one university class of beginning level students of Spanish in Spring 2016. The subjects registered randomly for the class. The data was collected and analyzed according to themes.

The researcher predicted that the learners' attitude towards hybrid learning would be positive. At the same time, if different perceptions were to be found, these would help future blended course designers and enhance the novice students' learning experience as far as hybrid learning was concerned.

4. METHODS

4.1 PARTICIPANTS

There were 20 students enrolled in the class and 14 agreed to participate. These students had either no prior experience with the foreign language or had not studied the language in the last three years. They had little or no previous experience in a foreign language. Twelve of the participants had one-to-two years' high school experience taking Spanish. Eight of the participants had friends or coworkers who spoke Spanish. The researcher who was the instructor and designer of the course interviewed the participants to assess their language level.

The ages of the participants ranged between 19 and 35 years. All 14 students were female students. Twelve out of the 14 were African American; the remaining two were Caucasians. None of the participants had taken hybrid courses in any foreign language before. Two of the participants indicated that they were taking Spanish because it was a requirement; three other participants were taking it because they liked it; the other nine stated both that it was a requirement and that they liked it. Most of the students were taking an average of four-to-six classes in the semester. Seven participants indicated that they liked to go over their work every other day; four every day; and three when they had the time.

The on-site class mainly focused on practicing listening and speaking; students would occasionally have other activities to complete such as reading or a 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 instructor at the beginning of the semester. The students would occasionally 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.

4.2 INSTRUMENT OF DATA COLLECTION

A questionnaire was administered at the end of the semester after the students had taken the Spanish blended course for the first time. The purpose of the questionnaire was to gather their opinions on the class so as to improve the teaching of blended courses to novice students. The questionnaire consisted of 15 items: ten of these items were closed-ended questions and the other five were open-ended questions (Appendix). An interview was not used as an instrument since the researcher was teaching the class and assumed that this fact could affect the participants' answers.

4.3 DATA COLLECTION PROCEDURE

At the end of the semester, the participants were asked to complete an anonymous questionnaire of 15 items. The questionnaire was brief and the questions short (Ary, Jacobs & Sorensen, 2006). The first 10 were closed-ended questions. The participants were asked about whether or not they had taken a hybrid Spanish class in the past, they were asked about their gender, ethnicity, age, years studying Spanish, and contact with the language outside the classroom. In items 11 to 15, the participants had to answer open-ended questions about traditional classes and blended classes. A content analysis approach was used to analyze their answers. The data gathered was organized into themes according to the participants' answers: positive, negative, or neutral, and then sorted into substantive and theoretical categories (Zacharias, 2012) which were drawn from the participants' responses.

4.4. LIMITATIONS OF THE STUDY

Due to the number of participants, this study cannot be generalized to larger populations. However, as a preliminary study it sheds some light on students' opinions of hybrid courses in foreign language classes. Furthermore, the participants in this study were all female. A similar study could be conducted in the future in order to compare the answers of male and female students. The participants in this study were from a rural Southern university in the United States. Future studies could also be conducted in urban areas.

5. FINDINGS

Table 1 shows both the similarities and the differences in the participants' answers regarding traditional teaching.

Item #	Organizational Categories	Data	Number of answers	Substantive Categories	Theoretical Categories
11. What would you say are the most beneficial aspects of traditional teaching (classroom teaching)?	Positive	Easier to understand	4	Benefits of traditional teaching	Old Pedagogy
		One-on-one learning	4		
		Practicing the four skills	4		
		Direct instruction from the instructor	1		
	Neutral	Learn the language in regular style but adding the new style keeps the process easy	1		New Pedagogy

TABLE 1: Benefits of traditional learning (*N* = 14).

Out of 14 participants, 13 made reference to old pedagogy, that is, teacher-centered classes rather than a student-centered focus. Out of 14 participants, four answered that through traditional teaching, the language is easier to understand. Each of the four participants expanded on their answers: One of them explained that "You can see how the language is spoken," "body language is used," and that "there is emphasis on important aspects." A second participant mentioned that classroom teaching helped her understand grammar, vocabulary, and improve listening comprehension. A third participant said that Spanish is spoken, and that different activities are explored. This view was shared by a fourth participant who added that questions can be asked to improve comprehension.

Four other participants indicated that "one-on-one learning" was the most beneficial. They all shared the idea that it is more of a personal experience since students can participate more frequently, ask questions, get corrected on pronunciation, and students can interact with their peers, which helps with memory.

Another benefit of traditional teaching that four other participants singled out was the fact that students can practice all four skills. They learned better by watching videos and learning about different cultures during class time. One participant found speaking the most difficult skill to grasp, whereas reading, writing, and listening were easier. Another one indicated that direct instruction is beneficial due to the immediate correction of grammar, vocabulary, and pronunciation. However, one participant pointed out some disadvantages to classroom instruction, stating that "the new style keeps the process easy" (the "new style" being blended courses).

Table 2 shows the participants' negative opinions on traditional learning based on their experience.

Item #	Organizational Categories	Data	Number of answers	Substantive Categories	Theoretical Categories
12. What would you say are the least beneficial aspects of traditional teaching (classroom teaching)?	Negative	Practice of skills	2	Drawbacks	Old Pedagogy
		Less time convenient	2		
		Tendency of students to practice less outside the class	2		
		Found no profit from classroom environment	5		

TABLE 2: Drawbacks of traditional learning ($N = 14$).

The participants' perspectives varied. Two of them indicated that the skills were not practiced enough — neither the four skills nor speaking and listening, which were referred to as the most difficult ones. However, they profited from revision. Two other participants expressed the opinion that traditional learning was less time-convenient due to personal reasons. Two others pointed out that because of classroom teaching they tended to practice less outside of class because they forgot to do so. However, one participant observed that "I realize that practice, practice is important."

Five participants made reference to classroom teaching and how this affects their learning, either because the pace is "too slow or too fast." Also, "learning is restrained to the instructor's perspective or style of teaching" and sometimes "there are limited outside sources.."

One respondent mentioned participation as a drawback and stated that little is covered in class. However, one of the participants observed that at times "you do not get to experience the benefits of being in the classroom environment like interacting with your classmates.." Although the participants were asked to give their negative perspectives on traditional teaching, three other participants found no downsides to it.

Item 13 on the questionnaire asked the participants about the benefits of blended learning. Table 3 shows the participants' responses.

Item #	Organizational Categories	Data	Number of answers	Substantive Categories	Theoretical Categories
13. What would you say are the most beneficial aspects of blended courses (online and classroom teaching?	Positive	More Practice — Best Method to learn a FL — Work at your own pace — Can improve grades — Learn more outside the classroom	14	Benefits	New Pedagogy

TABLE 3: Benefits of blended learning (*N* = 14).

Surprisingly, all 14 participants agreed that one of the benefits of blended learning is that it allows more practice outside the classroom. Most of the participants elaborated on their answers. Some expressed that they were able to sharpen their skills, replay the listening portions, go over what was done in class, improve grades, work at their own pace, and continue work at home since in class there is not enough time to practice. Some indicated that they learn more outside of the classroom. One of the participants observed: "Best method used to learn another language; classroom instruction allows student to get first hand info on the subject matter and the online work allows student to practice and continue this work at his/her own pace." These perspectives clearly reflect the beliefs of new pedagogy which fosters students' independence and student-centered learning. Students can explore their own personal reality and develop their own learning skills.

However, the participants' thoughts on the negative aspects of blended learning in Table 4 show more disparity.

Three out of 14 participants indicated that the scheduling of online components was a drawback. One mentioned that "scheduling was sometimes off." Another participant disliked the online homework and suggested rescheduling the activities differently. The third one stated that she forgot to do the online activities altogether.

Item #	Organiza-tional Ca-tegories	Data	Number of answers	Substantive Categories	Theoretical Categories
14. What would you say are the least beneficial aspects of blen-ded courses (on-line and class-room teaching?	Negative	Scheduling	3	Drawbacks	New Pedagogy
		Activities	5		
		Not having the teacher	4		
		More expensive	1		
	Positive	Best method to learn a language	1	Benefits	

TABLE 4: Drawbacks of blended learning (*N* = 14).

Also, five participants referred to the type of activities as a negative factor in blen-ded learning. One of them stated that the listening activities were the most difficult. Others made reference to the fact that some activities made them lose too many po-ints and regretted the fact that they could not redo them. Another one said that "the explanations do not go in depth."

Moreover, four other participants regretted "not having the teacher." One of them specifically indicated that "Blended learning can be difficult if you are used to tradi-tional classroom teaching." Only one saw the fact that blended learning was more expensive as a drawback.

Although under this item the participants were asked to state the negative aspects of blended learning, one participant found no negative points and remarked that it is the "best method to learn a language." These comments clearly show that some par-ticipants still feel uneasy about becoming more independent and responsible learn-ers and not relying so much on the instructor.

The answers to item 15 are tallied in Table 5 below.

Item #	Traditional	Blended	Both	No answer
15. Which way of learning a foreign language would you recommend?	5	7	1	1

TABLE 5: Participants' choice (*N* = 14).

Out of 14 participants, seven recommended blended courses for learning a foreign language. These participants remarked that "You can team outside of the classroom as well as with technology," and also, "I like hands on and one-on-one." Some even re-affirmed the idea that "through the online component you get more practice after the class which is required when learning a FL since classes are too short." Several stu-dents mentioned the fact that "instructors have their own teaching style and so ha-ving both is a plus."

Surprisingly, only five would still recommend classroom teaching for learning a foreign language. The answers were mainly teacher-centered, and the students in-

dicated that they gained a better understanding of things with the teacher, as the instructor answers questions and helps with pronunciation. Another participant admitted that she forgot to do the online portion. Another indicated that she was not a fan of the online portion and felt she benefited more from class teaching. Also, one said that she did not have Internet connection at home, which made it difficult for her to do her online work. All these participants still have a clear dependence on the teacher for their learning.

Finally, just one participant recommended both ways of learning a FL as "some students learn better with online component and others just in the classroom." One participant did not answer at all.

6. INTERPRETATION AND IMPLICATIONS

As far as traditional courses are concerned, the participants generally indicated that one of the benefits of traditional classroom teaching is that it makes learning easier: it features one-on-one instruction and as well as direct instruction. Although this reflects the old pedagogy aspects of learning, these comments also highlight the fact that, when learning a new language, novice learners need guidance from the instructor.

Additionally, the participants made reference to the negative aspects of traditional courses. Some indicated that the skills were not practiced enough; others that class time was too short to cover all the content. They also mentioned the fact that students tend to practice less outside the classroom and a few made reference to the instructor's teaching and classroom environment which is not always conducive to learning.

When asked about the benefits of blended learning, the participants all agreed that it provides more practice. However, when addressing the drawbacks, their answers differed. Some indicated that the scheduling of online components was, at times, rather unfortunate. Others found some activities too difficult and others regretted not having the instructor. Despite the downsides, when asked about which method of learning a foreign language they would recommend, more than half of the participants recommended blended learning as opposed to traditional learning. These results show that blended learning in foreign language teaching had a positive impact on more than half of the participants.

Consequently, in order to help improve the teaching of blended courses, some pedagogical features need be taken into consideration in the planning stages. First, students should be trained to become more independent learners (Collis, 2003). Students should be reminded on a regular basis of their online work and reminded not to procrastinate, as there will be less classroom contact (Leh, 2002). Second, activities should be scheduled as accurately as possible, although this is a point that instructors do not have much control over as there are always eventualities in every campus schedule which are unforeseeable. Third, instructors need to be properly trained for teaching blended courses –perhaps by having discussions and listening to the instructors' experiences and suggestions regarding what needs to be improved

in the design. Furthermore, considering that some participants regretted the fact that the instructor was not present during their online work, the instructors could make themselves more available to answer any questions the students might have, especially during the first online sessions. Fourth, the combination of F2F and online components should be maximized (Martyn, 2003; Osguthorpe & Graham, 2003). Instructors should make sure that classroom teaching includes meaningful and communicative activities (Scida & Saury, 2006). These meaningful activities are certainly something that the students will benefit from when working to improve their communication and comprehension skills. Students should be able to make sense of what happens in the classroom in relation to the online component. In this way, this helps with self-directed forms of learning (Hase & Kenyon, 2007).

At a time when online learning looks so attractive in that it is inexpensive and convenient, instructors need to realize they have a great deal to implement in order to make this innovative learning environment one that fosters the students' learning. It is through the instructors' involvement and understanding of the students' new learning surroundings that all learners will be able to profit from hybrid learning and come to embrace it.

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.

Brown, H, D. (2007). *Teaching by principles: An interactive approach for language pedagogy* (3rd ed.). New York, NY: Longman.

Chapelle, C. (2005). Computer-assisted language learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 743–755). Mahwah, NJ: Lawrence Erlbaum Associates.

Collis, B. (2003). Course redesign for blended learning: Modern optics for technical professionals. *International Journal for Continuing Engineering Education and life-long Learning, 13*(1/2), 22–38.

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.

Edgert, J. (2005). *CALL essentials: Principles and practice in CALL classrooms*. Alexandria, VA: TESOL.

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.

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.

Hase, S., & Kenyon, C. (2007). Heutagogy: A child of complexity theory. *Complicity: An international journal of complexity and education. 4*(1), 111–117.

Hoffmann, J., & Miner, N. (2009). *Tailored learning: Designing the blend that fits*. East Peoria, IL: ASTD Press.

Learning Technology Center at the University of Wisconsin — Milwaukee. (2014). *Hybrid*

Courses. Retrieved September 10th, 2015 from http://www4.uwm.edu/ltc/hybrid/index.cfm.

Leh, A. S. (2002). Action research on hybrid courses and their online communities. *Educational Media International*, *39*(1), 31–38.

Littlejon, A., & Pegler, C. (2007). *Preparing for blended e-learning*. New York, NY: Routledge.

Martyn, M. (2003). The hybrid online model: Good practice. *Educause Quarterly*, *26*(1), 18–23.

Miyagi, T. (2006). *Technology-enhanced collaborative projects and Internet-based instruction.* Paper presented at the conference of the MATESOL program, San Francisco State University, San Francisco.

Morgan, K. R. (2002). *Blended Learning: A strategic action plan for a new campus*. Seminole, FL: University of Central Florida.

Osguthorpe, R. T., & Graham, C.R. (2003). Blended learning environments: Definitions and directions. *Quarterly Review of Distance Education*, *4*(3), 227–233.

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.

Pena, M. I., & Yeung, A. (2009). University students' satisfaction with online and face-to-face Spanish learning. *International journal of learning*, *16*(9), pp. 637–648.

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.

Scida, E. E., & Saury, R. E. (2006). Hybrid courses and their impact on classroom performance: A case study at the University of Virginia. *CALICO Journal, 23*(3), 517–531.

Siemens, G. (2004). *Connectivism: A learning theory for the digital age.* Retrieved from http://www.elearnspace.org/Articles/connectivism.htm.

Singh, H., & Reed, C. (2001). *A white paper: Achieving success with blended learning*. Retrieved from https://www.Achieving+success+with+blended+learning.htm.

Sorden, S. (2012). *Emerging trends in foreign language teaching with information and communication technologies.* Retrieved from http://www.slideshare.net/ssorden/emerging-trends-in-foreign-language-teaching-with-ict.

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.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, *31*, 57–71.

Wheeler, S., & Gerver, R. (2015). *Learning with 'e's: Educational theory and practice in the digital age.* Carmarthen: Crown House Publishing Limited.

Willett, H. G. (2002). Not one or the other but both: Hybrid course delivery using WebCT: *The Electronic Library*, *20*(5), 413–419.

Zacharias, N. T. (2012). *Qualitative research method for second language education: A course book.* Newcastle: Cambridge Scholars Publishing.

Ana I. Capanegra | Department of World Languages, Literatures, & Cultures, Cleveland State University, Cleveland, Ohio
<a.capanegra@csuohio.edu >

APPENDIX

This anonymous questionnaire serves to gather data about the teaching of Spanish classes: face-to-face teaching and blended classes. Please read the survey and answer the questions as truthfully and complete as possible.

1. Have you ever taken a foreign language hybrid class?

NO _____   YES _____

2. Age: _____

3. Gender: _____

4. Ethnicity: _____

5. I have some background in Spanish.

NO _____   YES _____

If you answered yes, how many years _____

6. I have taken Spanish before in

HIGH SCHOOL _____
MIDDLE SCHOOL _____
ELEMENTARY SCHOOL _____
COLLEGE _____
OTHER _____

7. I have friends/family/coworkers that speak Spanish.

NO _____   YES _____

8. I am taking Spanish because

IT IS A REQUIREMENT _____
I LIKE SPANISH _____
BOTH _____

9. Number of classes you are taking this semester: _____

10. I like going over what I do in class:

EVERY DAY _____
EVERY OTHER DAY _____
WHEN I HAVE THE TIME _____

11. What would you say are the MOST beneficial aspects of traditional teaching (classroom teaching)?

_____
_____
_____
_____
_____
_____
_____
_____
_____

12. What would you say are the LEAST beneficial aspects of traditional teaching (classroom teaching)?

_____
_____
_____
_____
_____
_____
_____
_____
_____

13. What would you say are the MOST beneficial aspects of blended courses (online and classroom teaching)?

_____
_____
_____
_____
_____
_____
_____
_____
_____

14. What would you say are the LEAST beneficial aspects of blended courses (online and classroom teaching)?

_____

_____

_____

_____

_____

_____

_____

_____

_____

15. Which way of learning a foreign language would you recommend?

TRADITIONAL COURSES _____
BLENDED COURSES _____

Please explain.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your cooperation!!!!