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# Say hello to hybrid: Investigating student and instructor perceptions of the first hybrid language courses at UT

Rachel Amanda LaMance  
rlamance@utk.edu

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To the Graduate Council:

I am submitting herewith a thesis written by Rachel Amanda LaMance entitled "Say hello to hybrid: Investigating student and instructor perceptions of the first hybrid language courses at UT." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in French.

Sébastien Dubreil, Major Professor

We have read this thesis and recommend its acceptance:

Sébastien Dubreil, John B. Romeiser, Dolly J. Young

Accepted for the Council:

Dixie L. Thompson

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

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Say hello to hybrid: Investigating student and instructor perceptions of the first hybrid language courses at UT

A Thesis Presented for the  
Master of Arts  
Degree  
The University of Tennessee, Knoxville

Rachel Amanda LaMance  
May 2012

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## **ABSTRACT**

The University of Tennessee began implementing 100-level hybrid French language courses in fall 2011, and this research investigates students' and instructors' attitudes toward the hybrid courses. Online surveys were used to assess the perceptions of 210 students and four instructors on five specific aspects of the hybrid courses: technology use and competence, time management, (language) learning, anxiety, and overall satisfaction. Approximately half of students enjoyed their hybrid course, and the data showed trends when factoring variables such as reported grade and comfort with the two components of the courses. Students expecting to receive As were more satisfied with their course than students expecting to receive lower grades. Also, students who were equally comfortable in classroom and online settings were more likely to appreciate the hybrid format than students who were more comfortable in the classroom setting. In addition, results showed increases in students' and instructors' comfort levels with technologies associated with the hybrid courses. Overall, results showed that hybrid courses were moderately successful, but recurring problems were a lack of student autonomy and a lack of proper training for both students and instructors. Improvements for future hybrid programs are outlined as well as suggestions for future research.

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## INTRODUCTION

Today's young adults are known as the "linked-in" generation, meaning they have more access to technology than any generation before them. They have grown up surrounded by computers, cell phones, video games, mp3 players, digital cameras, GPS navigation, and, of course, the internet. They are accustomed to having everything at their fingertips, and they are readily adaptable to new technologies. High school and college students have the reputation of texting at the dinner table, Googling the minutest of details, playing video games for hours on end, recording and uploading videos of everything under the sun, giving second-by-second status updates on Twitter, and, for the most talented, hacking secure servers. Former Harvard student Mark Zuckerberg, who founded *Facebook* along with his friends Eduardo Saverin, Dustin Moskovitz, and Chris Hughes, used technology to create a phenomenon that enabled a cultural revolution in the U.S. and a political revolution abroad.

From this perspective, it seems that members of this tech-savvy generation would be enthralled with the idea of hybrid classes: less time in class and more time working on the computer. But is this really the case? Are today's college students really ready to give up face-to-face contact in favor of extra computer time, especially when it comes to learning a foreign language?

As many contemporary institutions, The University of Tennessee, Knoxville (UT) recently decided to transition its 100-level French and Spanish courses from a traditional, classroom-only format to a hybrid format. The hybrid format combines a face-to-face classroom instruction with instruction in an online setting to create a blended learning environment. Beginning in fall 2011, these elementary courses have

required students to adapt to a new technology-rich structure. This paper will examine students' and instructors' perceptions of hybrid language courses at UT in an effort to determine how students and instructors have been affected by this non-traditional format.

**CHAPTER I**  
**STATEMENT OF PURPOSE**  
**RESEARCH QUESTIONS**

The purpose of this study is to investigate student and instructor perceptions of the newly implemented hybrid French language courses at UT. To more thoroughly examine these perceptions, the study centered around 5 research questions:

1. What is students' and instructors' perception of the technology associated with the hybrid courses?
2. What is students' and instructors' perception of time management in the context of the hybrid courses?
3. What is students' and instructors' perception of (language) learning in the hybrid courses?
4. What is students' and instructors' perception of anxiety associated with the hybrid courses?
5. How satisfied are students and instructors with the hybrid courses?

**DELIMITATIONS**

Although UT implemented a hybrid format in both French and Spanish courses, this study focuses solely on the French courses. This research focuses on student and instructor perceptions of hybrid courses as self-reported through an end-of-semester survey. Although this study does not examine actual learning outcomes of the hybrid courses, research has shown that students' and instructors' perceptions are highly

important, because they can influence motivation and success (Ushida, 2005). This study did not investigate individual instructor variables, nor did it investigate curricular details or assessment measures.

### **SIGNIFICANCE**

This is the first study of the hybrid French language courses at UT in their current form, and its results will be used to assess the current state of the hybrid courses, mitigate some of the issues associated with initial implementation, and improve and adapt future iterations of the hybrid language courses. Additionally, the conclusions drawn from this study could potentially impact hybrid course development at other academic institutions. This study gives insight into the way students and instructors view hybrid design, specific activities, and technologies. These data could inform other institutions as they decide whether to transition to hybrid courses and begin designing their own program.

## CHAPTER II LITERATURE REVIEW

### PREVIOUS RESEARCH

#### **General Research on Technology and Computer-mediated Communication (CMC)**

##### ***Technology***

Before instructors can begin utilizing specific technologies in a classroom setting, they should first understand what role technology has in students' lives and educational processes, as well as how students react to technology in general.

In a non-language specific study at a medium-size mid-western university, Messineo and DeOllos (2005) looked at students' perceptions of their own computer competence. They concluded that instructors might falsely assume that students have a high level of technological competence. They found that students were more comfortable using technology for personal purposes than for academic purposes. They also found that females and minorities might be at a disadvantage in technology-rich programs due to a lack of exposure to and confidence with technology.

Winke, Goertler, and Amuzie (2010) surveyed 2149 foreign language students at Michigan State University in order to investigate students' technological accessibility and computer literacy as well as their attitude toward prospective hybrid courses. They found that students were generally comfortable with technology for personal use, but they did not necessarily have access to or competence with the tools needed for computer-assisted language learning (CALL) instruction (microphones, webcams, typing in non-English characters, and making sound recordings). They also found that

students with positive prior CALL experiences tended to have a more positive outlook on hybrid courses, whereas students reporting negative previous experiences with CALL tended to have a negative outlook on hybrid courses.

In a related study, Goertler, Bollen, and Gaff (2012) compared traditional and non-traditional students in terms of computer access, computer literacy, and attitudes toward hybrid instruction. A survey on computer access and literacy was given to three different groups: 911 students enrolled in first- and second-year French, German, and Spanish classes, 37 students enrolled in two sections of hybrid second-semester Spanish, and six non-traditional students enrolled in a non-credit bearing German course. Results showed that students did not choose to take a hybrid course because their technological skills were higher; they chose hybrid courses because of time constraints. As Winke et al. (2010) also noted, even students enrolled in hybrid courses “have only somewhat adequate computer skills for a successful experience in a hybrid or online language course” (Goertler et al., 2012, p. 311). Results also showed that non-traditional students were comparable to traditional students in terms of computer access, computer literacy, and attitudes toward hybrid instruction; however, they advise caution when interpreting these results due to the small sample size.

In a study consisting of interviews with teachers of varying experience levels, Meskill, Mossop, DiAngelo, and Pasquale (2002) noted that expert teachers (ones with many years of experience teaching and using technology) and novice teachers (ones with little or no experience teaching or using technology) dealt differently with technology in the classroom. Expert teachers saw technology as a means to an end, whereas novice teachers viewed technology as the end goal; similarly, expert teachers

were concerned with students' learning processes, while novice teachers focused primarily on students' end products. Though this study limited itself to teachers, some of the qualities of experts and novices might be attributable to technology users in general.

### **CMC**

Frequently employed in language classrooms and hybrid programs, CMC has received much attention in previous research. CMC refers to any communicative exchange that takes place with the aid of a computer, and can take many forms such as email, instant messaging, and chat rooms. For the purposes of the present study, CMC entails communication through a chat configuration, using a local area network (LAN) or internet-based instant messaging software.

Warschauer (1996) compared English as a second language (ESL) students' behavior in face-to-face communication and in electronic discussions. He found that most students participated more equally in electronic discussions, with less active speakers increasing their level of participation. He also found improvements in the quality of English used in the electronic discussions, including more complex language and more formal expressions. Results also showed that students felt they could express themselves more freely in electronic discussions.

Beauvois (1999) and Beauvois & Eledge (1995-1996) also found CMC to be beneficial for students in both language and community development. They investigated the benefits of CMC through a LAN, examining respectively the effects of personality type on student attitudes toward CMC and anxiety in CMC. In the first study, students in

an advanced French course visited a computer lab once a week for eight weeks to participate in electronic discussions. Results showed that both introverted and extroverted students perceived their communication as linguistically, affectively, and interpersonally beneficial. Students participated more in the lab setting, they felt more at ease, and they got to know their classmates and instructor better. In the second study, students in elementary, intermediate, and advanced French courses at three different universities participated in similar electronic discussions in a computer lab. Results showed that students felt less anxious in the lab atmosphere than in the regular classroom, in large part because the chat slowed down student interaction to allow more time for thinking and processing of the language, much as Warschauer (1996) suggested. Results also showed that students used French almost exclusively in the electronic discussions, and the intensity of students' interactions increased their sense of community.

### **Previous Hybrid Programs**

When investigating hybrid instruction, researchers have primarily focused on two types of studies: studies of traditional versus hybrid programs, which usually aim to compare student performance in the two formats, and studies of only hybrid courses, which investigate the effects of hybrid curricula on students, and often the students' perceptions of these curricula.

### ***Hybrid vs. Traditional***

Researchers at Carnegie Mellon University (Chenoweth, Ushida, & Murday, 2006; Murday, Ushida, & Chenoweth, 2008) conducted a study comparing student learning in online and offline French and Spanish courses. Students in both formats were given the same final exam to compare language learning. Students also completed background questionnaires, and students and teachers alike participated in interviews. Results showed that students' learning in both formats was comparable, even for oral communication. They also found that students who were more comfortable with technology tended to view the hybrid course more favorably and, in general, satisfaction increased over time to the point that most online sections had higher satisfaction than offline sections.

Scida and Saury (2006) compared one traditional and one online Spanish class taught by the same instructor at the University of Virginia. Subsequently, they conducted a survey to ascertain the impact of Mallard, the course's online platform, on student's language learning as well as student perceptions of their course. Results showed that more students received As in the hybrid course than in the traditional course. They also concluded that the computer works best with automatized skill building, and that the hybrid course encouraged students to take more responsibility for their own learning.

Similarly, in a study of elementary French and German students comparing traditional and hybrid instructional formats (Green and Youngs, 2001), students reported that the positive aspects of the internet outweighed the negative aspects. In this study, traditional students met in a classroom four days a week, and hybrid students were

assigned a web activity each week to replace one class session. Web activities consisted of asking students to visit pre-selected websites in the target language and answer questions about them. There were no significant differences between the performance of students in the traditional and hybrid formats, and students generally spent the same amount of time on task in web activities as in the classroom. Additionally, frustration with web activities decreased over time as students grew accustomed to the format and gained more language skills.

### ***Hybrid Only***

Bañados (2006) investigated student learning and satisfaction in a pilot study of an English blended learning course during its first semester of implementation. The study found that students' language skills improved substantially from the beginning of the semester to the end of the semester and that students exhibited overall satisfaction with the program. Additionally, Bañados noted that teachers had increased responsibility in the blended format, which required them to assume new, more time-consuming roles, including online tutor, which consists of providing online support and encouragement for students, and manager of the language learning environment, which consists of helping students develop learning strategies and incorporating online activities into face-to-face sessions.

Students were also satisfied with the inclusion of technology in Lee's (2005) investigation of web-based learning through the course management system (CMS) *Blackboard*. She found that CMC helped create a supportive community where stronger

students helped their weaker chat partners, once again a finding consistent with Beauvois (1999). Students in a third-year Spanish course spent one hour each week participating in web chats with their classmates, and they wrote daily essays based on prompts provided by the instructor. Results showed that the *Blackboard* materials helped students learn and, in addition, enhanced students' organizational skills, causing them to become more self-sufficient.

Similarly, Sanders (2005) found that CMC proved useful for language practice and helped create learner-learner relationships by requiring students to collaborate responsibly (Beauvois, 1999; Beauvois & Eledge, 1995-1996; Warschauer, 1996). His study focused on the redesign of elementary Spanish courses at Portland State University, which was implemented over the course of two years. He measured students' achievement and proficiency as well as course quality before the new program and again after two years of implementation. Students were able to reach proficiency goals in speaking and writing, but writing proficiency of students in the hybrid format was lower than that of students in traditional courses. Results showed that automated exercises worked well and saved instructors a considerable amount of time.

Unlike the comparative studies of the Language Online program, Ushida's (2005) study focuses only on hybrid courses. More specifically, she investigated the role of students' attitudes and motivation in three hybrid classes, finding that there was a positive correlation between student motivation and achievement. Motivated students participated more and were able to direct their own learning. She also found that familiarity with technology was not a necessary precondition for success in the hybrid courses because students weren't familiar with the particular hybrid environment, which

supports the finding that students weren't prepared for the specific CALL framework (Goertler et al., 2012; Winke et al., 2010).

Stepp-Greany (2002) surveyed 358 students at Florida State University about their perceptions of a hybrid elementary Spanish program in which they were enrolled, where collaboration existed on a variety of levels in both the face-to-face and hybrid components of the class. Students met three days a week in a traditional classroom setting, one day a week in a traditional audio-video lab, and one day a week in a computer lab. The hybrid component consisted of a wide range of activities including an interactive audio-visual CD-ROM, internet activities requiring students to visit Spanish language websites and perform simulated real-life tasks, threaded discussions centering around a chapter theme, grammar explanations, and an optional drill and tutoring program. In addition, students sent electronic letters to native Spanish-speaking pen pals. Students in the hybrid course reported learning more about the culture than they would have in a traditional course, but there were problems relating to a lack of integration of the online and classroom components.

By contrast, the majority of students in Grgurovic's (2011) case study felt the hybrid and classroom components were connected because the instructor did a good job of integrating the two. Students in a hybrid ESL class at a large American public university met four days a week in a classroom and one day a week in a computer lab with their instructor present. A large part of the hybrid component consisted of voice recording software, and online activities closely matched the textbook. Results showed that the majority of students thought online pronunciation and speaking practice was helpful.

Although all these studies were conducted in different locations, at different institutions, with different curricula, and under different conditions, they all show that technology, when employed in a sound, theory-based manner, can help the language learning process. The use of computer-based activities in the foreign language classroom has been shown to improve language skills, increase a sense of community among classmates, and foster culture learning.

### **UT'S HYBRID DESIGN**

The hybrid program at UT was designed on a theoretical base drawing from sociocultural theory, cognitive linguistics, the multiliteracies framework, and the model of the community of inquiry (Dubreil, Young, & Canfield, 2011). The hybrid activities were pilot tested in spring 2011: two sections of French 150 completed the hybrid activities in a computer lab with the instructor present. This initial test was used to assess whether the activities were effective and were able to be completed within 50 minutes. However, the hybrid courses were not formally tested to determine learning outcomes or student and instructor perceptions.

Before the transition to hybrid, 100-level French courses were solely offered in a traditional, face-to-face format, albeit in a multimedia environment. Traditional courses, which met face-to-face during 50-minute sessions three days a week, employed technologies specifically designed to accompany the *Débuts* textbook (Siskin, Williams, & Field, 2009). These technologies included *Le chemin du retour*, a full-length feature film divided into episodes that correspond with each chapter, and an online workbook,

which UT French courses began using fall 2007, long before the implementation of the hybrid format. Instructors also routinely reserved a computer lab in the Language Resource Center (LRC) on campus for students to participate in various online activities such as webquests.

In fall 2011, all 100-level French courses, including French 111, French 112, French 123, and French 150, transitioned to a hybrid format. In the new hybrid format, the 50-minute class session on Friday was replaced by online activities to be completed at the student's convenience, leaving 100 minutes of face-to-face instruction per week. The hybrid design was an attempt to replicate in an online format the kinds of interactions students would likely have in face-to-face instruction. Program designers chose to use blogs and wikis to encourage student interaction and collaboration. Some of these activities resemble the webquest activities used in the traditional format and some are extensions of existing textbook activities. The hybrid component was also implemented in aspects of the course where students relied less on guidance from instructors, such as assessment and the first viewing of the video episodes. In the traditional format, students took exams on paper during class time. In the hybrid format, students have a window of four to five days to take tests online in the LRC at their convenience. In the traditional format, students viewed the video episodes twice in class. In the new hybrid format, students have more control over their viewing experience, watching the video first and answering questions at home, then a second time in class.

Program designers made use of existing resources, such as *Tex's French Grammar* (University of Texas at Austin, 2012a) and *Français interactif* (University of

Texas at Austin, 2012b), but they also created new materials, including customized Flash games for practicing vocabulary. The hybrid component employs mostly asynchronous technologies such as blogs, wikis, podcasts, and voiceboards through the online CMS *Blackboard*. The majority of blogs and wikis are related to culture, while the podcasts and voiceboards are used for language skills and pronunciation. The assignment feature was used for video comprehension activities. Although these assignments are graded, there is little to no feedback provided to students.

The hybrid courses have a common framework with a syllabus and online activities pre-loaded into each class's *Blackboard* site, but each instructor has the freedom to determine due dates, assign quizzes, adapt tests and design in-class activities. All hybrid activities (for the purposes of this study considered separate from online workbook activities) are contained within each class's *Blackboard* site. Content is organized by chapter, so students can easily locate and complete their activities and assignments. Blog, wiki, and podcast activities are contained in one folder for easy access. It is in the individual instructor's discretion to determine to what extent and in what manner the hybrid activities are incorporated into class time as well as how they are graded. Instructors also determine which *Centro* workbook activities are assigned.

One goal of the implementation of hybrid courses at UT was to reduce time in class, and therefore, increase the number of sections instructors could teach. This idea was not well received among lecturers with a full teaching load. Program coordinators consequently chose to raise class capacity from 25 to 30 students per section so that instructors could teach four sections instead of the proposed five per semester. Unlike other hybrid programs that make use of scheduled lab time (Grgurovic, 2011; Stepp-

Greany, 2002), group chats (Chenoweth et al., 2006; Lee, 2005; Murday et al., 2008; Sanders, 2005; Ushida, 2005), or conversations with a language assistant or native speaker (Bañados, 2006; Chenoweth et al., 2006; Murday et al., 2008; Ushida, 2005), UT has no organized instructor-student or student-student meetings outside of class time in the hybrid format.

## **CHAPTER III METHODOLOGY**

In order to examine student and instructor perceptions of hybrid courses at UT, two surveys were employed, one for students enrolled in UT's hybrid French courses and one for instructors of the French hybrid courses. Each survey contained quantitative measures as well as comment spaces for obtaining qualitative data. Both surveys were created and deployed in an online format using *kwiksurveys.com*.

### **STUDENT SURVEY**

#### **Survey Design and Implementation**

The first survey was designed to assess student perceptions of hybrid courses at UT, and was divided into five major sections corresponding to the five research questions: technology use and competence, time management, language learning, anxiety, and satisfaction. The technology section assessed students' comfort levels with various technologies, their culture of use, and their beliefs concerning the technology used in the hybrid program. There was also a sub-section regarding student's impressions of previous online and hybrid courses, as some researchers have suggested that prior experiences with CALL may influence students' current attitudes (Winke et al., 2010). The time management section was used to determine how much time students spent working on course materials and their feelings about having two hours of face-to-face class time as opposed to the traditional three hours, as well as their time management skills. The language learning section asked students to rate their language ability before

and after their hybrid course. The anxiety section asked students to rate their anxiety level while completing tasks associated with hybrid courses as well as their beliefs regarding their course-related anxiety. To address this issue, two sets of questions were asked. The first set of questions pertained directly to students' self-reporting their level of anxiety related to the various components of the hybrid course. The second set of questions pertained to students' perception of the extent to which the set-up and activities of the hybrid courses fostered the development of a community of learners. Previous research (Beauvois, 1999) has shown that anxiety levels decrease when students feel they are part of a supportive community. A supportive community consists of a group of learners who feel comfortable speaking in front of and interacting with each other, which creates an environment allowing stronger students to provide scaffolding for their groupmates. Students in a supportive community feel a common bond and work together to achieve desired learning outcomes. The satisfaction section was used to determine which course activities students liked most and least, and it asked students to rank activities according to perceived benefit. This section also contained measures of overall satisfaction with the course as well as a comment space where students could suggest improvements for future hybrid language courses. The survey also collected demographic and other basic information, including current course load, expected grade and reason for studying a foreign language.

Some questions regarding students' technology use and comfort and motivations for studying French were borrowed from previous studies. Questions regarding students' and instructors' culture of technology use were based on Chenoweth et al. (2006). The question regarding technology-facilitated participation was borrowed from

Murday et al. (2008). Questions regarding students' reasons for studying a foreign language were borrowed from Winke et al. (2010), and the list of technologies mentioned in this survey was inspired in part by the same study. The scale used to gauge student anxiety was taken from the Beck Anxiety Inventory (Beck, Epstein, Brown, & Steer, 1988).

During the final exam period of fall 2011, a link to the online survey was distributed to all students in 100-level French courses.

### **Participants**

Of the approximately 276 students enrolled in 100-level French courses at UT during fall 2011, 248 students responded to the survey. Of those students, 36 completed no more than the informed consent portion, and two reported studying Spanish. These 38 students were eliminated, leaving an analysis sample of 210.

Over three fourths of the respondents (76.67%) were 18-20 years old, 17.14% were 21-23 years old, and 5.71% were 24 or older. Three in 10 respondents (29.05%) were freshmen, 35.24% were sophomores, 25.71% were juniors, and 8.57% were seniors. No respondents reported being graduate students. The vast majority of respondents (79.17%) were white, with the remaining racial/ethnic categories accounting for less than 10% each: 6.94% black, 3.70% American Indian, 2.31% Asian, .46% Hispanic, and .46% Native Hawaiian. These numbers roughly resemble the overall UT racial/ethnic distribution: 84.80% white, 8.70% black, 2.90% Asian or Pacific Islander, 1.50% Hispanic, and .40% American Indian or Alaskan Native (Education

Portal Academy, 2012). The gender distribution of respondents was 63.16% female and 34.93% male, which does not resemble the overall UT female/male ratio of 51/49. The largest percentage of respondents (45.45%) reported an expected grade of A (combining grades of A and A-), 33.49% of respondents reported an expected grade of B (combining grades of B+, B and B-), 19.14% of respondents reported an expected grade of C (combining grades of C+, C and C-), and 1.92% of respondents reported an expected grade of D (combining grades of D+, D and D-) or F. An overwhelming majority of respondents (78.38%) were enrolled in a total of 8 sections of French 111, 11.06% were enrolled in one section of French 112, 9.62% were enrolled in one section of French 123, and .96% were enrolled in a total of two sections of French 150. The majority (77.62%) of students were taking the hybrid course to fulfill a university foreign language requirement.

### **Analysis**

Results from the entire sample of 210 students (the general population) were analyzed. In addition, students were grouped according to their responses to various survey items, considered independent variables for this study. These variables included: previous experience with online or hybrid courses, expected grade, and comfort with the different components of the hybrid course (i.e. more at ease in class, more at ease completing hybrid activities, and equally at ease in both). There was an insufficient number of respondents over the age of 24 to make valid comparisons between traditional students and non-traditional students.

For Likert scale items, the responses of “strongly agree” and “somewhat agree” were combined to form the category “agree.” The responses of “strongly disagree” and “somewhat disagree” were also combined to form the category “disagree.” For items pertaining to comfort levels with technology, the responses “comfortable” and “very comfortable” were combined to form the category “comfortable.” Anxiety levels were measured using a four-point scale, with one being “not anxious at all,” two being, “mildly anxious (It did not bother me much.),” three being “moderately anxious (It was very unpleasant, but I could stand it.),” and four being “severely anxious (I could barely stand it.)” Anxiety levels reported in the results section are an average of all students’ reported anxiety levels for each task. For the ranking of benefit for activities, the numbers of students ranking each activity 1, 2, or 3 were added to determine the overall most beneficial ranking. The numbers of students ranking each activity 8, 9, or 10 were added to determine the overall least beneficial ranking. The same criteria were applied to results of the instructor survey where applicable.

## **INSTRUCTOR SURVEY**

### **Survey Design and Implementation**

The second survey, a similar but abbreviated version of the student survey, was designed to assess instructor perceptions of hybrid courses at UT and was divided into five major sections: technology use and competence, time management, language learning, satisfaction, and a comparison of traditional versus hybrid formats. The

technology section measured instructors' comfort levels with various technologies, their culture of use, and their beliefs concerning the technology used in the hybrid program. The time management section was used to determine how much time instructors spent working on course planning and their feelings about having two hours of face-to-face class time as opposed to the traditional three hours. The language learning section asked instructors how the online component of the course affected their students' learning. The satisfaction section asked instructors to rank activities according to perceived benefit for students. This section also contained measures of overall satisfaction with the course as well as a comment space where instructors could suggest improvements for future hybrid language courses. Instructors who reported having previously taught a traditional, non-hybrid course were directed to a set of questions requiring them to compare certain aspects of the two course formats. The survey also collected demographic and other basic information, including years teaching a foreign language and number of current teaching hours. At the beginning of spring 2012, a link to the online survey was distributed to all French hybrid course instructors, and participation was voluntary.

### **Participants**

Of the five French hybrid course instructors employed during the Fall 2011 semester, four completed the survey. Two were full-time lecturers and two were graduate teaching associates (GTAs). Two were between the ages of 20 and 29, one was between the ages of 30 and 39, and the last was between the ages of 40 and 49. All instructors were

white, and three of the four were female. The hybrid course was the first foreign language teaching experience for both GTAs. One lecturer had been teaching for 6-10 years, and the other had been teaching for 16-20 years. The two GTAs were teaching only one section (three hours) each, while the two lecturers had nine hours and over 12 hours, respectively.

### **Analysis**

Results from all 4 instructors were analyzed according to the above criteria. In addition, distinctions were made between lecturers (sometimes distinguished as instructors with experience teaching traditional courses) and GTAs where pertinent.

## CHAPTER IV RESULTS

### RESEARCH QUESTION 1: TECHNOLOGY

#### Students

##### ***General Population***

##### **Access to Technology**

Regarding computer access, 99% of students reported owning their own computer, and 70% report having used a computer for nine or more years. The vast majority of students (80%) reported using a computer 3-8 hours per day. A similar percentage (81.43%) reported that they spend 1-6 hours per day on the Internet.

##### **Comfort Level with Specific Technologies**

Students reported that their level of exposure to and familiarity with most technologies included in the survey increased over the course of the semester. The only technologies that did not see an increase were ones with high levels of reported comfort before the hybrid course: internet (100%), search engines (99%), and word processing software (100%). These initial figures clearly constituted a ceiling score for these technologies. All students had previously used email, Internet, search engines, and word processing software. Around a third of students had never used blogs (33%) or wikis (36%) before their hybrid course, but those rates dropped to 1% and 3%, respectively, after the course. Seventeen percent of students reported having never used *Blackboard* before

the hybrid course, and that number decreased to 0% after the course. Nearly half of the respondents (45%) reported having never used podcasts, whereas only 9% reported never having used the technology after the course.

Several technologies, mostly those frequently employed in the hybrid course curricula, saw a large increase in the level of familiarity. Before the course, 77% of students reported being comfortable with *Blackboard*. By contrast, this number was 97% after the course. Approximately two in five students (42%) were comfortable with blogs before the course as opposed to 77% afterwards. Online tests saw an increase from 70% (before) to 89% (after). Just over a third of students (34%) reported being comfortable with podcasts before their hybrid course, a number that increased to two thirds (65%) after the course. The number of students comfortable with voiceboards doubled from 35% before the hybrid course to 70% after. Students also reported a sizeable increase in their level of comfort with wikis, jumping from 38% before the course to 69% afterwards.

In addition to these large increases in comfort level associated with technologies frequently used in the hybrid format, there were slight increases in comfort level associated with technologies not directly utilized in the courses. Before the hybrid course, 91% of students reported being comfortable or very comfortable downloading programs or documents as opposed to 96% after the course. Using web chats saw a similar moderate increase from 78% before to 86% after.

## **Beliefs about Technology**

Three fourths of students (75%) reported believing that technology could help them learn a foreign language, and a slightly higher percentage (79%) felt that the technology used in their hybrid course was within their range of capabilities. Only about a third of students (34%) agreed, however, that the technology in their hybrid course allowed them to participate more fully in their course than they would have in a traditional format. Additionally, less than a quarter of the students (23%) felt that the hybrid element of the course brought their class together. Nearly half of respondents (49%) reported being confused by the technology used in their hybrid course. Approximately a third of students (34%) believed that their inability to use technology negatively impacted their course grade. When asked about technological support for the course, less than half of students (44%) agreed that there was adequate support available for the course. Conversely, nearly half of students (48%) agreed that they received sufficient technical support from their instructor, while slightly fewer students (37%) agreed that online tutorials within *Blackboard* were helpful. There are no data on how many students actually accessed or used these tutorials.

## **Previous Experience with Online and Hybrid Courses**

Of the general population, 22.86% of respondents reported having taken an online or hybrid course previously. Of those students, 55.17% reported enjoying the course, and 33.33% reported disliking their course. Four in ten students (40.23%) reported not learning much in their previous hybrid course, and nearly half (48.22%) reported

learning a lot. Students were asked to comment on their previous hybrid experiences. Of the 12 comments, there were six reports of a positive experience, four reports of a neutral experience, and four reports of a negative experience. Some students had taken more than one hybrid/online course, hence 14 reports in 12 comments.

### ***Influence of Previous Online and Hybrid Experience***

#### **Comfort with Specific Technologies**

When narrowing the pool to students who reported previous experience with hybrid or online courses, several of the technologies show higher initial comfort levels. Eighty-three percent of students with previous experience reported being comfortable with *Blackboard* compared to 77% of the general population. Over half of students with previous experience (53%) reported being comfortable with blogs as opposed to 42% of the general population. Eighty-one percent of students with previous experience reported being comfortable with online tests, versus 70% of the general population. Voiceboards, web chats and wikis also saw rates higher by 10-15 percentage points among students having reported previous experience with online or hybrid courses: 50%, 90%, and 52%, respectively. (See Table 1 for student comfort levels with technologies. All tables are located in Appendix C.)

## ***Influence of Expected Grade***

### **Beliefs about Technology**

As reported in Table 2, the percentage of students who reported expecting to receive As and Bs agreed that technology could help them learn a foreign language (81.05% and 80.00%, respectively) was higher than for students who reported receiving Cs (52.50%). A similar trend was visible with several other items. The percentage of C-students (25.00%) who agreed that they received sufficient technological support from their instructor was lower than the percentage of A- and B-students (53.68% and 50.00%, respectively). Only 10% of C-students agreed that there was adequate technological support available for the course while over half of A- and B-students (53.68% and 50.00%, respectively) agreed. Only a quarter of C-students (25.00%) reported believing the *Blackboard* tutorials were helpful as opposed to 41.05% of A-students and 37.14% of B-students. Approximately 30% of A-students and B-students agreed that the hybrid element of the course brought their class together, whereas only 5.00% of C-students agreed.

Nearly nine in ten A-students (87.37%) agreed that the technology used in their hybrid course was within their range of capabilities as opposed to 77.14% of B-students and 57.50% of C-students. Less than half of A-students (44.21%), 31.43% of B-students, and 12.50% of C-students agreed that the technology used in their hybrid course allowed them to participate more fully than they would have in a traditional course. Half of C-students (50.00%), 38.57% of B-students, and 22.11% of A-students

agreed with the statement, “I believe my inability to use technology effectively has had a negative impact on my grade in this course.”

## **Instructors**

### ***All instructors***

#### **Access to Technology**

Two instructors reported spending 3-4 hours per day on a computer, one reported spending 5-6 hours daily on a computer and another one reported spending 7-8 hours daily on a computer. No instructors reported spending less than two hours or more than 8 hours per day on a computer. One instructor reported spending 1-2 hours per day on the Internet, half reported spending 3-4 hours on the Internet, and one reported spending 5-6 hours on the Internet. No instructors reported spending more than six hours per day on the Internet.

#### **Comfort with Specific Technologies**

Like students, instructors reported increases in exposure to and familiarity with most technologies included in the survey. Before the course, all instructors reported previous exposure to every technology save online tests, podcasts, voiceboards, and wikis. After the course, all instructors reported exposure to every technology listed on the survey.

Instructors reported significant increases in comfort level with multiple technologies. Before the course, two instructors reported being comfortable with blogs,

and that number doubled to four afterwards. Half the instructors reported being comfortable with online tests before the course, whereas three felt comfortable after the course. One instructor was comfortable with podcasts before, as opposed to three after the course. Three instructors were comfortable with voiceboards before the course, whereas all instructors were comfortable after the course. No instructors reported being comfortable with wikis before the course, but half reported being comfortable afterwards. The only technologies that did not see an increase in comfort level were those that were at a ceiling value before the course: *Blackboard* (100%), downloading (100%), email (100%), Internet (100%), search engines (100%), video-hosting websites (100%), web chats (100%), and word processing software (100%).

### **Beliefs about Technology**

All instructors reported believing that technology could help students better learn a foreign language, and all instructors reported believing that the online components of the hybrid courses could help students better learn a foreign language. All instructors felt that the technology used in their hybrid course was within their range of capabilities, however half reported being often confused by the technology used in their hybrid course. No instructors reported believing that their inability to use technology effectively had a negative impact on their ability to teach a hybrid language course. Only one instructor felt that he/she had done a good job of incorporating the hybrid activities into face-to-face class sessions. Half of the instructors felt there was adequate technological support available for this course.

### ***Influence of Traditional Experience***

Instructors with previous experience teaching traditional courses reported regularly incorporating most of the technologies into their non-hybrid classes. Both instructors reported incorporating *Blackboard*, email, Internet, video-hosting websites and word processing software into their traditional courses. One reported incorporating blogs, downloading, online tests, search engines and voiceboards into traditional courses. The only technologies that they did not employ in non-hybrid courses were podcasts, web chats, and wikis.

## **RESEARCH QUESTION 2: TIME MANAGEMENT**

### **Students**

#### ***General Population***

#### **Time Spent on Hybrid Course**

The majority of students (71.15%) reported spending 1-4 hours per week working on their hybrid course outside of class. Only 15.87% reported working 5-6 hours, and the remaining students reported working less than one hour per week (5.29%) or seven or more hours per week (7.69%). Four in ten students (40.38%) reported that the amount of time spent on their hybrid course outside of class was the same amount of time they spent on other university courses. A similar percentage (39.42%) reported spending

more time on their hybrid course than other university courses they have taken. Only 20.19% reported spending less time on the hybrid course than on other university courses. Regarding time spent strictly on hybrid activities, 20.57% reported working 30 minutes or less per week, 44.02% reported working 31-50 minutes, 22.49% reported working 50-90 minutes and 12.92% reported working more than 90 minutes. The vast majority of students (87.02%) reported spending only 0-30 minutes of that time resolving technological issues. Approximately 1 in 10 students (10.58%) reported spending 31-50 minutes resolving technological issues, and only 2.40% reported spending more than 50 minutes on technological issues. One in ten students (10.48%) reported completing their hybrid activities four or more days before they were due, nearly 6 in 10 students (58.57%) reported completing the activities one to three days before they were due, nearly 3 in 10 students (28.57%) reported completing them the day they were due and 2.38% reported that they didn't usually do the hybrid activities.

### **Beliefs about Time Management**

Over three fourths of the respondents (77.00%) agreed that they enjoyed having class only two days a week, but less than half (44.00%) agreed that two hours of face-to-face class time per week was sufficient for learning a foreign language. A similar but slightly higher percentage (47.00%) disagreed with the same statement. Three in five students (60%) reported that they would prefer more face-to-face contact with their instructors and classmates. Over half of the students (56.00%) reported that their hybrid course gave them more freedom to work at their own pace than a non-hybrid course, and 67%

agreed that their hybrid course required more self-discipline and time management skills than their other university courses.

### ***Influence of Expected Grade***

#### **Time Spent on Hybrid Course**

In general, A- and B-students spent less time working on hybrid activities each week and less time resolving technical issues than did C-students (See Tables 3 and 4).

#### **Beliefs about Time Management**

Almost four in five A-students (78.95%) agreed that they enjoyed having class only two days per week (See Table 5). A slightly higher percentage of B-students (84.29%) and a much lower proportion of C-students (57.50%) agreed with the same statement. Similar percentages of A- and B-students (10.53% and 10.00%, respectively) disagreed with that statement, whereas 30.00% of C-students disagreed. Nearly half of A- and B-students (47.37% and 47.14%, respectively) agreed that two hours of face-to-face class time per week is sufficient for learning a foreign language, as compared to less than a third of C-students (32.50%). The percentage of C-students (60.00%) who disagreed with that statement was higher than the percentage of A- and B-students who disagreed (41.05% and 47.14%, respectively). Over half of A-students (55.79%), 60.00% of B-students, and 70.00% of C-students agreed with the statement, "I would prefer more face-to-face contact with my instructor and classmates." Approximately two-thirds of A-

students (66.32%) agreed, over half of B-students (54.29%) agreed, and 37.50% of C-students agreed that hybrid courses gave them more freedom to work at their own pace than non-hybrid courses. Approximately 7 in 10 A-students (71.58%), 68.57% of B-students, and only 50.00% of C-students agreed that the hybrid course required more self-discipline and time management skills than other university courses.

## **Instructors**

### ***All Instructors***

#### **Time Spent on Hybrid Course**

Half of instructors reported spending 3-4 hours per week per course preparing lesson plans and activities for their hybrid courses, one reported spending 5-6 hours, and one reported spending 7-9 hours. Three instructors reported spending 1-2 hours per week per course grading assignments for their hybrid courses, and one reported spending 5-6 hours grading assignments. Three instructors reported spending less than one hour per week per course resolving technological issues for their hybrid courses, and one reported spending 1-2 hours.

#### **Beliefs about Time Management**

Three instructors enjoyed having class only two days per week, but no instructors felt that two hours of face-to-face class time was sufficient to present the necessary materials to students. Three instructors reported believing that their students were at a

disadvantage having two hours of face-to-face class time instead of three hours, and all instructors reported preferring more face-to-face contact with their students. Half of instructors felt that the hybrid format left them the freedom to adapt their courses to their style and needs. Only one instructor believed that the hybrid activities were equivalent to or better than a third class session.

### ***Influence of Traditional Experience***

Of the instructors with previous experience teaching traditional courses, one reported spending 1-2 hours per class per week making lesson plans and activities, while the other reported spending more than nine hours. Of the instructors with previous experience teaching traditional courses, one reported spending 1-2 hours grading assignments, while the other reported spending 3-4 hours. One instructor with previous experience teaching traditional courses reported spending more time on his/her hybrid courses than his/her traditional courses, and one reported spending about the same amount of time.

## RESEARCH QUESTION 3: (LANGUAGE) LEARNING

### Students

#### *General Population*

#### **Level of Language Competence**

Before the hybrid course, less than a quarter of students reported having no knowledge of French (See Table 6). Approximately half of the students reported knowing a few basic phrases, approximately a third reported being able to have a basic conversation, and less than a tenth reported being able to maintain an advanced conversation. Two percent of students reported being able to speak and write French fluently, but no students reported being fluent in regard to listening to and reading the language. After the course, all students reported having some knowledge of French. Ten to 20% of the students reported knowing a few basic phrases, 60-70% reported being able to have a basic conversation, 10-20% reported being able to maintain an advanced conversation, and 2% reported fluency in all four language skills (listening, speaking, reading and writing).

#### **Change in Language Competence**

The scale for measuring perceived language competence comprised five levels, so the most improvement a student could possibly report was an increase of four levels. Similarly, the most deterioration a student could possibly report was a decrease of four levels. Changes in language competence are reported in Table 7. A large percentage of

students reported an increase of one level in all skills: 58.57% in listening, 61.06% in speaking, 42.31% in reading, and 51.92% in writing. Approximately 1 in 10 students reported an increase of two levels in listening (10.48%) and speaking (11.06%). That percentage doubled for reading (24.04%) and writing (21.15%). A small number of students reported an increase of as many as 3 levels for all skills save speaking (.48% in listening, 1.44% in reading, and .96% in writing), but no students reported an increase of four levels for any language skill. No students reported a decrease of two or more levels, and less than 1% reported a decrease of one level: .95% in listening, .96% in both speaking and writing, and .48% in reading. Between a quarter and a third of students reported no increase or decrease for any of the language skills: 29.52% in listening, 26.92% in speaking, 31.73% in reading, and 25.00% in writing.

## **Instructors**

### ***All Instructors***

#### **Beliefs about Student Learning**

No instructors believed the hybrid activities were too challenging for students, but two said they were adequately challenging and two said they were not challenging enough. No instructors reported believing that the online component of the hybrid courses improved students' language learning, but three reported believing that the online component improved students' culture learning.

## RESEARCH QUESTION 4: ANXIETY

### Students

#### ***General Population***

#### **Specific Tasks**

The three tasks associated with the highest levels of anxiety, which was measured on a four-point scale, were oral exams (2.62), speaking French during face-to-face class sessions (2.37), and completing podcast and voiceboard activities online (2.34). The three activities associated with the lowest levels of anxiety were writing compositions (1.89), listening to the instructor speak French during face-to-face class sessions (1.91), and completing *Centro* workbook activities (1.92). (See Table 8 for a list of all anxiety levels.) The difference between the average anxiety level of in-class activities (2.09) and the average anxiety level of online activities (2.13) was not statistically significant ( $p = .4503$ ).

#### **Classroom Community**

Less than half of students (42%) agreed that they felt comfortable speaking French in front of their instructor, and a similar percentage (44%) reported that they felt comfortable speaking French in front of their classmates. Thirty-seven percent of respondents felt that the students in their hybrid course had formed a supportive community. Over half of the students (55%) agreed that they would be more comfortable speaking in front of their classmates if they knew them better, and only 13%

disagreed with the same statement. Nearly half of the respondents (48%) reported feeling that a third hour of face-to-face class time would allow them to get to know their classmates, allowing them to be more comfortable speaking French with them.

Approximately half of students felt that having a third hour of face-to-face class time would make them feel more comfortable listening and speaking French (54%) as well as reading and writing French (49%).

### **Class vs. Online**

Thirty-seven and a half percent of students reported feeling more at ease in face-to-face class sessions than they did completing hybrid activities, whereas 28.37% felt more comfortable completing hybrid activities than they did in class. Both formats were equally comfortable for 34.13% of students. Thirty-seven percent of students agreed that they felt more comfortable expressing their thoughts and opinions in class than completing online activities, a statistic that mirrors the above percentage of students who felt more comfortable in class. Forty-three percent of students reported being more comfortable expressing their thoughts and opinions in online activities, a statistic that does not mirror the above percentage of students who felt more comfortable completing online activities. Half of respondents (50%) reported that their anxiety level while completing online activities decreased over the course of the semester, and more than half (55%) reported that their anxiety level during face-to-face class sessions decreased over the course of the semester.

Students who felt more at ease in face-to-face class sessions frequently cited in their comments the presence of feedback and interaction with their instructor and classmates. One student said he/she was more at ease in class, “Because I am in a room full of other students who will be doing the same thing. There is less pressure and if i [sic] mess up, my instructor will correct me and I’ll learn from [my] mistake and the class will continue.” A few students also mentioned a positive pressure from their instructor that was only available in the traditional format. One student commented, “You do not have to look a professor in the eye as you miss your deadline for turning in your wiki.”

Students who felt more at ease completing hybrid activities frequently cited in their comments being able to work at their own pace and not having the pressure of people watching or judging them. It is interesting to note that a number of students who reported feeling more at ease with the hybrid component said they learned more in the classroom. One student commented, “I don’t feel like I have a good grasp on the language yet, and so I was more at ease doing the hybrid activities because I could do them at my pace, but I learned a whole lot more from the face-to-face class sessions.”

Students who felt equally at ease in both formats frequently cited in their comments feedback and being able to work at their own pace. One student said, “I like sitting face to face in order to get more support and understanding. I like hybrid activities because they are more convenient for me in the aspect of being able to do the work later on at my own convenience.”

## ***Influence of Expected Grade***

### **Class vs. Online**

A- and B-students reported similar levels of comfort with the two different components of hybrid courses. Three in ten A-students (29.47%) reported feeling more at ease completing hybrid activities, 31.58% reported being more at ease in face-to-face class sessions, and 37.89% reported being equally at ease in both. Three in ten B-students (30.00%) reported being more at ease with hybrid activities, 34.29% reported being more comfortable in class and 34.29% reported being equally at ease in both. These percentages reflect the general population results, but there is some variation regarding C-students. A quarter of C-students (25.00%) reported being more at ease completing hybrid activities, over half (52.50%) reported being more at ease in class and only 22.50% reported being at ease in both. The percentages of A- and B-students (45.26% and 48.57%, respectively) who reported feeling more comfortable expressing their thoughts and opinions in online activities than in class sessions was higher than that of the general population (43%), whereas the percentage of C-students (27.50%) was much lower than the general population. The percentages of A- and B-students (31.58% and 38.57%, respectively) who reported feeling more comfortable expressing their thoughts and opinions in face-to-face class sessions were lower than the percentage of C-students (47.50%). The majority of A- and B-students (57.89% and 58.57%, respectively) agreed that their anxiety level while completing online activities decreased over the course of the semester, whereas only 17.50% of C-students agreed with the same statement. Similar percentages of A- and B-students (56.84% and 55.71%,

respectively) agreed that their anxiety level during face-to-face class sessions decreased over the course of the semester, but the percentage of C-students was much higher (47.50%). The percentages of A- and B-students (53.58% and 48.57%, respectively) who agreed that completing hybrid activities before class allowed them to be more prepared and less anxious were higher than the percentage of C-students (17.50%). (See Table 9 for a summary of Likert scale items.)

### **Classroom Community**

Half of A-students (50.53%) agreed they were comfortable speaking in front of their instructor, as opposed to 37.14% of B-students and 27.50% of C-students. Similarly, half of A-students (49.47%) agreed they felt comfortable speaking in front of classmates, as opposed to 45.71% of B-students and 30.00% of C-students. Two in five A-students (41.05%), 35.71% of B-students and 22.50% of C-students agreed that the hybrid course had formed a supportive community.

## RESEARCH QUESTION 5: SATISFACTION

### Students

#### *General Population*

#### **Overall satisfaction**

Nearly half of respondents (46.15%) reported having an overall positive experience with their hybrid course, 36.06% reported having a neutral experience, and only 17.79% reported having a negative experience. Over half of respondents (54%) agreed that they enjoyed their hybrid course, and only a quarter (25%) disagreed with the statement. However, students were more evenly distributed when asked whether they enjoyed their hybrid course more than other language courses they had taken. Thirty-four percent agreed with the statement, 33% disagreed and 32% neither agreed nor disagreed. Thirty-four percent of respondents also agreed that they enjoyed their hybrid course more than other university courses they had taken. Forty-eight percent of students felt their hybrid course was well planned and well structured, while 42% felt their assignments were clearly explained. The same number of students (42%) felt the online elements of their course were well incorporated into face-to-face class sessions. Less than half of respondents (46%) reported that their feelings about their hybrid course improved over the course of the semester. Half of the students (50%) reported that, if given the choice, they would prefer to take a traditional, non-hybrid language course, but nearly two in five students (39%) reported that they were interested in taking a

hybrid course in the future. Thirty-three percent of students reported that they were not interested in taking a hybrid course in the future, and 27% neither agreed nor disagreed.

### **Specific activities**

The four class activities students liked most were in-class discussions (29.47%), in-class partner/group activities (17.87%), compositions (15.46%), and *Centro* workbook activities (14.49%). The remaining activities were chosen by fewer than 10% of respondents: *Le chemin du retour* video (9.18%), oral exams (4.38%), written exams (3.38%), wiki and blog activities (1.45%), podcast and voiceboard activities (1.45%), and quizzes (.97%). The top three activities students liked least ranked much higher than the remaining activities: wiki and blog activities (23.33%), *Centro* workbook activities (22.86%), podcast and voiceboard activities (18.57%), *Le chemin du retour* video (5.71%), partner/group activities (5.71%), quizzes (3.81%), compositions (3.33%), written exams (1.90%), and in-class discussions (.95%).

The four activities rated by respondents as most beneficial were in-class discussions (73%), partner/group activities (56%), *Centro* workbook activities (47%), and compositions (44%). These activities ranked much higher than the remaining activities: *Le chemin du retour* video (24%), written exams (22%), oral exams (19%), quizzes (16%), wiki and blog activities (4%), and podcast and voiceboard activities (4%). The two activities ranked as least beneficial by most students were podcast and voiceboard activities (63%) and wiki and blog activities (56%). The rest of the activities were ranked least beneficial by a much smaller percentage of students: *Le chemin du*

*retour* video (34%), quizzes (30%), oral exams (28%), written exams (27%), *Centro* workbook activities (20%), partner/group activities (8%), in-class discussions (6%), and compositions (5%).

## **Comments**

Student comments showed several recurring themes including clarity, technology, and workload. Many students felt that student responsibilities as well as online activity assignments and due dates were not clearly explained. They also expressed a desire for more clarity and more announcements regarding online assignments and their due dates. One student said, “the clarity of student responsibilities with respect to online activities was not good.” Another student said, “Add more clarity in which assignments are due and how to complete them!”

Some confusion also stemmed from problems with technology, especially online testing. One student said, “The exams were poorly designed and implemented. There are various features which could be improved and glitches that could be fixed.” Other technological issues stemmed from online activities on several different platforms. One student said, “The hybrid component consists of too many online things that are not connected to each other. It should be through one system, not *centro*, blackboard, and all that other stuff.” Another said, “Between *Centro*, the Blogs, and the Wikis, I felt as though there were too many online components to the class. It became confusing. I had a difficult time figuring out what was due when. It would be more convenient if there was simply one mode of online work.” Some students commented that the online workbook

activity was too rigid. One student said, “MH Centro has NO LEEWAY for incorrect answers. So frustrating.” Another student said that *MH Centro* is “picky. Not having a clue what you're doing wrong but it still won't accept your answer is a pain.” Yet another student said, “The computer was extremely picky. Simple mistakes that should be expected at this level severally [sic] brought done [sic] online grades when face-to-face sessions proved I knew the concepts.” Another student said, “With the homework, it NEVER explained what was wrong and the right way to fix it, so I would just end up guessing until I would get the right answer.” Finally, many students viewed the online activities as busy work and did not see their educational value. One student said, “I was not a big fan of some of the online activities, they seemed like busy work.” Another student said, “there seems to be quite a few frivolous assignments that seem like they are there just to take up time.” Another student said, “I think the blogs, wikis, podcasts, and voice boards were somewhat off topic and pointless.”

Many students felt there was too much work in the hybrid courses and suggested lessening the workload. One student said, “there was too much to do and not a lot of information on how to do it.” Another student said, “I would cut down some of the work because it seems like there is so much to keep up with and it is hard when you are taking more than four classes.”

## ***Influence of Comfort Level with Components***

### **Overall Satisfaction**

Over half of students who felt more at ease completing hybrid activities (54.24%) reported having a positive experience with their hybrid course, as opposed to only 24.68% of those who felt more at ease in class and 62.86% of those who felt equally at ease in both. Forty-two percent of students who felt more at ease with hybrid activities reported having a neutral experience, compared to 32.47% of students who felt more at ease in class and 34.29% of students who felt equally at ease in both. Less than 5% of students who felt more at ease with hybrid activities (3.39%) and those who felt equally at ease in both hybrid and classroom settings (2.86%) reported a negative experience, while a larger percentage of students who felt more at ease in class (42.86%) reported having a negative experience with their hybrid course. Sixty-three percent of students who felt more at ease completing the hybrid activities agreed that they enjoyed their hybrid course, while only 33% of students who felt more at ease in class agreed with the same statement. Seventy-one percent of students who felt equally at ease in both settings reported enjoying their hybrid course; of that same group, only 8% somewhat disagreed and none strongly disagreed with the statement. Forty-three percent of students who were more at ease with hybrid activities agreed that, if given the choice, they would rather take a traditional, non-hybrid language course, compared to 70% of students who felt more at ease in class. Students who felt equally at ease in both settings were more evenly divided, with 35% agreeing, 31% disagreeing, and 34% neither agreeing nor disagreeing.

## ***Influence of Expected Grade***

### **Overall Satisfaction**

Sixty percent of A-students, 42.86% of B-students, and 20.00% of C-students reported a positive overall experience with their hybrid course (See Table 10). Only 1 in 10 A-students (10.53%) reported a negative experience, compared to 14.29% of B-students and 35.00% of C-students. Similarly, 66.32% of A-students agreed that they enjoyed their course, as opposed to 52.86% of B-students and 30.00% of C-students. Less than 15% of A-students (14.74%), 24.29% of B-students, and 42.50% of C-students disagreed with that statement. Half of A-students (49.47%), 30.00% of B-students, and only 5.00% of C-students agreed that they enjoyed their hybrid course more than other language courses they had taken. Only 15.00% of C-students enjoyed their hybrid course more than other university courses they had taken. That rate nearly doubled to 28.57% among B-students and increased to 45.26% among A-students. Three in five A-students (61.05%) agreed that their hybrid course was well planned and well structured, as opposed to 41.43% of B-students and 27.50% of C-students. Over half of A-students (54.74%), 38.57% of B-students, and 27.50% of C-students felt their assignments were clearly explained. Over half of A-students (55.79%), 41.43% of B-students, and only 7.50% of C-students felt the online elements of their course were well incorporated into face-to-face class sessions. Three in five A-students (58.95%), 4 in 10 B-students (41.43%), and 22.50% of C-students agreed that their feelings about the class improved over the course of the semester. Less than half of A- and B-students (45.26% and

48.57%, respectively) agreed that, given the choice, they would prefer to take a traditional language course, whereas over half of C-students (57.50%) agreed with the same statement. Nearly half of A-students (47.37%), 40.00% of B-students, and 17.50% of C-students reported being interested in taking a hybrid course in the future.

## **Instructors**

### ***All Instructors***

#### **Overall Satisfaction**

Two instructors reported having a negative overall experience with their hybrid courses, while one reported a neutral experience and one reported a positive experience. Three instructors enjoyed teaching their hybrid courses, and two believed their students enjoyed the hybrid courses. No instructors reported feeling nervous teaching a hybrid course, and three reported that their feelings about the class improved over the course of the semester. Half of the instructors felt the hybrid curricula were well planned, and half disagreed with the same statement. Half of the instructors reported that, if given the choice, they would prefer to teach a traditional course. One reported he/she would prefer to teach a hybrid course, and one had no preference.

#### **Specific Activities**

There was no general consensus of opinion among instructors regarding the benefit of activities in the hybrid courses. The rankings for the *Le chemin du retour* video ranged

from four to ten, compositions ranged from two to nine (both lecturers ranked them as a seven), quizzes ranged from one to eight (lecturers ranked them three and four), in-class discussions ranged from three to ten, podcast and voiceboard activities ranged from two to eight (lecturers ranked them two and eight), and *Centro* workbook activities ranged from two to eight as well (once again, lecturers ranked them two and eight). Instructors agreed most on the benefit of course exams, which were placed in the middle of the rankings. Written exams ranged from five to eight, and oral exams ranged from four to six. The widest range of rankings was seen among wiki and blog activities and in-class partner/group activities. One lecturer rated wiki and blog activities as the most beneficial, and one lecturer rated them as the least beneficial. The two GTAs ranked them as three and nine. One lecturer ranked the partner/group activities as the most beneficial, and the other ranked them nine. The two GTAs ranked them most beneficial and least beneficial.

### **CHANGES IN CLASS PHENOMENA FROM TRADITIONAL TO HYBRID**

Instructors with previous experience teaching traditional courses were asked to rate certain aspects of their hybrid courses in regard to traditional courses they had taught. Here again, there was some disagreement among the instructors. One lecturer reported that his/her students' average grades were higher than in a traditional course, and one said they were lower. Test scores showed a similar trend: one lecturer reported that they were higher and one reported that they were lower. One instructor said the rate of homework submission was about the same, and the other said it was lower. One

instructor said the rate of in-class participation was about the same, and the other said it was lower. One lecturer reported that the level of students' culture learning was higher than in a traditional course, and the other said it was about the same. There was agreement on some items, however. Both lecturers agreed that the rate of absenteeism was about the same, online participation was about the same, email communication was higher, anxiety level was higher, and grammar learning was lower.

## **CHAPTER V DISCUSSION**

### **RESEARCH QUESTION 1: TECHNOLOGY**

#### **Access to Technology**

Access to computers does not appear to be a problem for UT students; however, as previous research has suggested (Goertler et al., 2012; Winke et al., 2010), access to certain CALL technologies may be a different story. As Ushida (2005) has suggested, students might also be unfamiliar with the hybrid format.

#### **Comfort with Technology and The Need for Training**

Higher initial rates of comfort among students with previous online or hybrid experience could mean that increases in comfort level with technology during the first semester of exposure to the hybrid format should increase the baseline for future semesters. Once students are accustomed to the new technologies, they will be more self-sufficient and instructors will not need to provide as much support. As Chenoweth et al. (2006) found, technological issues became less problematic with time.

Many students and even some instructors were initially unfamiliar with or had never used several of the technologies frequently employed in hybrid courses. These findings, consistent with current hybrid research stressing the importance of training (Chenoweth et al., 2006; Goertler et al., 2012; Hubbard, 2004; Hong & Samimy, 2010; Murday et al., 2008; Stepp-Greany, 2002; Winke et al., 2010), show that more training is

needed at the beginning of the semester to bring students up to a level where they feel comfortable completing the hybrid activities. Although comfort levels increased over the course of the semester as students and instructors gained more experience with the technologies, students were frustrated, and many felt this learning curve negatively impacted their grade. One student said, “I could never figure out how to record a voice board or a blog thing. I was very frustrated and I believe that my confusion has brought my grade down significantly.”

Wikis and podcasts are the two technologies with the lowest comfort levels among students and instructors both before and after the hybrid course. These two technologies are also the only two that instructors reported not incorporating into their traditional courses. They might have the steepest learning curve or might simply be the least common technologies, and thus deserve more attention. Students and instructors alike need more training with CALL technologies frequently employed in hybrid courses, especially the less familiar technologies such as podcasts and wikis. Program coordinators should make sure instructors fully understand all hybrid activities and complete them from the student perspective to ensure that they are familiar with the technology and can guide students if necessary. This is consistent with Hubbard’s (2004) principles for learner training.

There were two technologies where a higher rate of students than instructors felt comfortable both before and after the hybrid course: online tests and wikis. Instructors may have initially been uncomfortable with online testing because language courses tend to employ written tests. Students may have been exposed to online testing through other courses. The discrepancy after the course could be because instructors were not

required to use online testing and wikis from the student point of view. They only had to grade student contributions to wikis, and so were not familiar with all the technological features. Another possible reason for instructors' lower level of comfort with online testing could be because students only had to take the tests, whereas instructors were responsible for making them, a task that necessitated confronting the multi-faceted aspects of the software as well as tackling a sometimes steep learning curve, which could, at times, prove frustrating. An instructor commented, "The on-line testing was a nightmare. From not being able to build tests and from no [sic] being able to access test results, Owlts [OWL Testing Software] was completely unreliable and not at all user friendly. Furthermore, the quality of the tests given using this program were inferior to those given in a traditional, paper format."

Anecdotal evidence obtained from hybrid program meetings suggests that instructors were uncomfortable with some of the technologies used in the hybrid courses and felt they were only one step ahead of the students. However, the statistics show that the instructors had higher levels of initial comfort with several of the technologies: *Blackboard*, blogs, downloading, video-hosting, voiceboards, and web chats. After the course, a higher rate of instructors were still more comfortable than students with blogs, downloading, podcasts, video-hosting websites, voiceboards, and web chats. Perhaps instructors are more technologically savvy than they give themselves credit for.

## Technological Glitches

In addition to problems stemming from discomfort with certain technologies, there were malfunctions with the online activities and testing that resulted in frustration among both students and instructors. Based on student and instructor comments, online testing and technological glitches seem to be two major weaknesses of the current hybrid program. One instructor said, “There were a lot of malfunctions with the testing, I feel it should be perfected before students are expected to take the exams.” If program designers are asking students to complete activities in a language with which they are mostly unfamiliar using technologies with which they are unfamiliar, they should ensure that the activities are indeed functioning as planned. This responsibility lies as much with instructors and students as it does with program designers. Technology often presents unforeseeable problems regardless of the amount of preparation. For example, many of the technological glitches in online activities were a result of deploying the 100-level master course template into each section’s individual *Blackboard* site. All activities were tested and found to be functioning properly in the master course, but they did not always appear or function properly in individual sites, a problem which UT’s Office of Information Technology still cannot explain. From the second chapter, a program coordinator and instructors began testing activities within each individual *Blackboard* site to ensure they were functioning. If activities did not function, alternate activities were deployed to replace them. It is necessary for instructors to test activities early and make any malfunctions known to program coordinators. The same is true of students; they should complete their online activities early and alert instructors if there is a problem. Since not all technological problems can be prevented, there should be a

protocol in place to swiftly and efficiently remedy any technological glitches as soon as they are reported.

### **Student Receptiveness to Technology**

It is interesting that some students reported having never used blogs, online tests, podcasts, voiceboards, and wikis after their hybrid course because they were required to use these technologies in various hybrid activities. This result may have occurred because students either did not complete the hybrid activities or were simply following directions and not attending to the technologies they were using. This possibility is supported by one student's comment: "Add more clarity to then [sic] assigning of online work. Explain how to do a wikiblog [sic] or a podboard [sic]. If I knew there was an assignment [to] do on blackboard somewhere, I would get to it and have trouble setting it up and knowing what to do." This student, even at the end of the semester, was still confused by the technologies and either could not remember the appropriate names or refused to call them by their proper names. In the end, this lack of connection to and understanding of technology represents a problem for UT's hybrid program. It might be beneficial, as Sanders (2005) has suggested, to provide training for students on the value of CMC and CALL in learning a foreign language. If they understand the benefits of technology in their foreign language course, they might be more receptive to the hybrid format.

## **Student Autonomy**

Despite tutorials for blogs, wikis, and podcasts (in both video and PDF formats) being available on *Blackboard*, less than half of students felt there was adequate technological support available for their course. This finding could be a result of ineffective tutorials, since only a minority believed they were useful. This could also be due to students' lack of self-discipline; they may rely on instructors to spoon-feed them everything instead of learning independently. Based on comments, students exhibit a desire to have more personal attention and guidance for online activities. However, "Before assuming that teachers should be present for online activities, we should perhaps ask if teachers should be present when students complete their paper-based homework and workbook assignments as well," (Sanders, 2005, p. 525).

Due to the reduced amount of class time, students and instructors relied more heavily on email communication, a finding that is consistent with Murday et al. (2008). Electronic communication is sometimes inconvenient and usually more time consuming than face-to-face conversations. One student said, "Emailing the teacher and waiting is a pain." Another student said, "In hybrid activities if I get stuck or confused on something I have [to] wait for the process of email with my instructor to resolve the issue."

## **Confusion with Technology**

Nearly four in five students agreed that the technology used in their hybrid course was within their range of capabilities, but almost half admitted they were often confused by

the technology. This discrepancy might be evidence that students become less comfortable with the technologies with the addition of a foreign language. They may be comfortable with a certain technology, but when that technology is used in conjunction with an unfamiliar language, students become overwhelmed and confused. The results of this study do not show what makes students anxious: the technology, the language, or the activity design. However, several students mentioned that they felt uncomfortable with the amount of French used in their course, especially at the beginning of the semester. One student commented, “having the directions written in the other language made it difficult, because if I don't know the language then how will I be able to do the assignment?” It should be noted, however, that the directions for hybrid activities in the first five chapters (chapters P-4) are almost exclusively in English. Select words are written in French (i.e. “Étape 1, Étape 2”), but it is not until chapter five that students are expected to understand directions in French.

The instructor survey showed similar results, with all instructors reporting that they felt the technology used in the hybrid course was within their range of capabilities and half reporting that they were often confused by the technology. Instructors should be more comfortable with French and not become confused when it is used in conjunction with a new technology. This finding could, therefore, be an indication that students and instructors have basic skills but lack more advanced capabilities (Messineo & DeOllis, 2005). This finding could also indicate that confusion and competence are two separate and distinct issues. Students and instructors recognize that they are confused by the technologies used in the hybrid courses, but that does not imply that they are unable to use the technologies.

Novices see technology as the end instead of the means, and they credit technology, rather than students or instructors, with learning (Meskill et al., 2002). This could be a reason why some students who were new to the hybrid format and technologies blamed the technology, and confusion stemming from it, for lowering their levels of learning or their grades. Instead of seeing learning as something that results from their own efforts, they see it as a product of the learning environment including, in this case, the online activities.

## **RESEARCH QUESTION 2: TIME MANAGEMENT**

### **Workload**

The majority of students (64.59%) were able to finish their hybrid activities within the planned amount of time (50 minutes), and 92.31% spent less than the recommended amount of time on the course outside of class. The general rule of thumb is that students should spend two hours outside of class for every hour of class time. That would mean students should spend seven hours on their hybrid course each week outside of their face-to-face classroom time (the seven hours includes one hour of hybrid activities). These quantitative data do not seem consistent with student comments that complain about an overwhelming workload. This erroneous feeling of an overwhelming workload, consistent with previous research (Lee, 2005; Murday et al., 2008; Sanders, 2005; Stepp-Greany, 2002), could be a result of one third of class time actually being scheduled outside of the classroom. Students may feel that they have completed all their class time in the two face-to-face sessions, perceiving the hybrid

activities as homework instead of actual class time. It could also be a result of students' perception that hybrid activities were busy work with no educational or linguistic value. If students do not enjoy completing activities, they may believe time is dragging.

Students report having too much work, and the majority say they spend as much or more time on their hybrid course as they do on other university courses, but half of instructors report that the hybrid activities are not challenging enough. Perhaps this means there are too many assignments that aren't meaningful enough. If students had fewer more meaningful activities, they might have a more positive attitude toward the hybrid component.

### **Freedom and Lack of Self-discipline**

Consistent with Ushida (2005), many students enjoyed being able to work at their own pace, but student comments show that having a week to complete hybrid assignments might have been too much freedom. A number of students commented that they often forgot to complete their hybrid activities during the allotted time. Students also sometimes forgot to take tests during the days when they were available. The fact that many students reported forgetting to complete hybrid activities would seem to indicate a lack of planning and self-sufficiency on their part. However, some students even went so far as to blame their instructor for their own lack of discipline. One student comment showed that the student put the responsibility for forgetting to complete assignments squarely on the shoulder of his/her instructor: "Not only did we not have the extra day in class, but we weren't even reminded of any online assignments by our instructor. She is

at fault more than anyone else. Having said that, I feel the hybrid class robbed me of getting an A, and this is not what I came to UT for.” Another student had a similar attitude: “Takes more time to keep up with online homework assignments that were never announced in class. Only reason why I don't feel I have an A is because I missed some assignment due-dates because of this.” All assignment due dates are clearly indicated in the syllabus, and assignments are consistently due every week. However, students still rely heavily on instructors for announcements and reminders. Murday et al. (2008) mentioned similar struggles to get students to be accountable for their own learning, and much previous research has noted the importance of students' independence in hybrid formats (Bañados, 2006; Chenoweth et al., 2006; Hubbard, 2004; Lee, 2005; Murday et al., 2008; Scida & Saury, 2006).

### **Hybrid vs. Traditional**

The instructors with previous experience teaching traditional courses were not in agreement concerning the amount of time spent on hybrid courses versus traditional courses. One instructor reported putting about the same amount of time into his/her hybrid courses relative to traditional courses he/she had taught. The same instructor reported spending more time preparing lesson plans for hybrid courses and less time grading assignments. The other instructor reported putting more time into his/her hybrid courses relative to traditional courses he/she had taught. The same instructor spent less time preparing lesson plans for hybrid courses and more time grading assignments.

Due to the small sample size, these contradictory results might be caused by individual variability or preference.

As previously mentioned, the hybrid courses have a slightly different periodicity than the traditional courses, as students only meet twice a week with their instructor in a face-to-face setting. Similar percentages of students and instructors agreed that they enjoyed having class only two days a week, but students and instructors did not agree on whether two hours of class was sufficient. Less than half of students felt that two hours per week was sufficient for learning a foreign language, but no instructors felt that two hours were sufficient for presenting the necessary material. Three even believed that their students were at a disadvantage because they had only two hours of class time. The majority of students and instructors reported they would prefer more face-to-face time, and only one instructor believed the hybrid activities were equal to or better than a third class session.

### **RESEARCH QUESTION 3: (LANGUAGE) LEARNING**

#### **Culture vs. Language Learning**

Instructors and students believe that the hybrid activities helped with culture learning, a finding consistent with Stepp-Greany (2002). It appears, however, that the activities are weak in terms of language learning. One student said, “I feel like I learned more about the culture than I did about the language, which is redundant [sic] since I am trying to learn the language, after all.” An instructor commented, “Right now, a lot of the activities have to do with the cultural components, which is important. However, I think students

could get even more from these hybrid courses and activities if they had to use the language that they are learning at the time in the activities.”

Although the majority of students reported increases in language skills, no instructors believed that the hybrid component of the courses improved students' language learning. The majority did, however, believe that the online component improved students' culture learning. Both instructors with previous traditional experience felt that the level of grammar learning was lower in hybrid courses, while the level of culture learning was either about the same as or higher than in traditional courses. These results seem fitting because the majority of hybrid activities focus on culture while requiring small amounts of or no French grammar at all. The grammar activities were limited for the most part to reading selections of *Tex's French grammar* (University of Texas at Austin, 2012) and playing Flash games, neither of which allowed for student accountability. Instructors could assign corresponding *Centro* activities or give quizzes to monitor the acquisition of grammar structures, but there was no proof whether students read *Tex's French Grammar* or not. Perhaps course designers can balance the amount of learning by emphasizing grammar more in existing activities or adding new grammar-only activities to the hybrid curricula.

The majority of students reported believing that technology could help them learn a foreign language, but one recurring student comment was that the online activities were busy work with no apparent relevance or benefit. Evidently, the ways in which technology is utilized in the hybrid courses do not match their perception of technology useful for language learning.

## **RESEARCH QUESTION 4: ANXIETY**

### **Overall Anxiety Level**

Instructors felt that their hybrid students had a higher level of anxiety than did their students in traditional courses, but that does not seem to be the case based on students' reported anxiety levels. Though this study has no data from traditional courses to compare with the data from hybrid courses, online activities were not significantly more anxiety producing than in-class traditional activities.

Only around half of students agreed that their anxiety level decreased over the course of the semester. This could suggest that program designers and instructors have not fulfilled their role of making sure students feel part of a supportive community, which is an important part of language learning (Beauvois, 1999). It could also represent an unwillingness on the part of students to accept the new format, an assumption that is supported by the large numbers of students commenting that the hybrid program should be eliminated.

### **Classroom vs. Online**

Similar percentages of students reported feeling more comfortable in class than completing hybrid activities and feeling more comfortable expressing their thoughts and opinions in class. However, there is a discrepancy between the percentage of students who reported feeling more comfortable completing hybrid activities than in class and students who reported feeling more comfortable expressing their thoughts and opinions in hybrid activities. This could be because students appreciated the extra time to think

and formulate opinions. One student said, “I can go at my own pace and keep trying on things that I am struggling with.” Another student said, “It allowed me to work at my own pace, and feel more comfortable with composing my thoughts before answering a question or writing an answer.” Students could have mistakenly interpreted this question about anxiety as a question about satisfaction or preferences, as evidenced by many explanatory comments indicating other issues at play. Students commented on why they liked or disliked a particular component or why it was easier for them, and many talked about the benefit of the components rather than their anxiety level. This was especially true among students who reported being more comfortable in class. Only 10% mentioned their anxiety, whereas 66% mentioned the benefit of the classroom component. It is not clear whether they felt less anxiety in the classroom, or they simply felt face-to-face time was more beneficial for language learning.

### **Sense of Community**

This study’s results were consistent with previous research showing that reduced class time decreases the sense of community (Beauvois, 1999; Ushida, 2005). One instructor commented, “the traditional teacher-student relationship suffers. At the end of the semester, there were students whose names I still did not know.” A minority of students felt the students in their hybrid course formed a supportive community, and only around half of students felt that having a third hour of class would increase the sense of community. If students don’t believe more class time would increase the sense of community, researchers should investigate what would. Perhaps UT should take a cue

from previous research (Beauvois, 1999; Beauvois & Eledge, 1995-1996; Lee, 2005; Murday et al.; 2008; Sanders, 2005) where CMC and one-on-one meetings have fostered closer teacher-student and student-student relationships. Unlike hybrid programs at other universities, UT increased class size and did not include individual student-instructor meetings outside of class time. Additionally, although blogs and wikis are interactive tools, the hybrid activities utilizing them don't necessarily inspire interaction among students, and certainly not student-instructor interaction.

## **RESEARCH QUESTION 5: SATISFACTION**

### **Mixed Feelings**

Responses to the hybrid courses have ranged from general satisfaction to vehement aversion. Student comments show the wide range of attitudes toward hybrid courses. One student who expressed his/her satisfaction said, "In all honesty I'm not sure that there is much that needs improvement. The online [activities] almost always felt fitting to what we were studying and I always learned something from them." Another satisfied student said, "all in all I feel that the hybrid courses are pretty great and beneficial to learning." These students felt they learned something from their course, but students on the other end of the spectrum were more likely to claim they did not learn much. Some also felt their whole experience was marred by the hybrid format: "I feel like the online portion totally ruined this course for me." Some students felt they were being slighted monetarily and instructionally. One student commented, "Either make it an actual class or don't. Cutting down the number of hours we get taught while still charging us per

credit hour is not only unfair, it is detrimental to our education and the good of the University as a whole. If UT really wants to live up to the reputation it is trying to build for itself, which is being morally just in every situation, they will cut the crap and stop ripping off their students.” Another student said, “Take it [the hybrid component] out. I thought I paid tuition to be taught by a teacher, not a computer. We had a million things due every week that took hours. Yet I learned more in 5 minutes in class with the teacher.” Yet another student said, “I was not raised to be taught by a computer, but by a teacher who teaches. A teacher who respects her students and wants them to excel and learn the material.”

It is interesting, if unsurprising, that students who felt equally at ease in both hybrid and class formats exhibited the highest rate of satisfaction, followed by students who were more comfortable completing hybrid activities. Students who saw the benefits of both styles appreciated the balance of the hybrid format and had a more positive experience. Students who were more comfortable in a face-to-face classroom setting were less likely to appreciate the hybrid format and more likely to desire a traditional format.

Once again, it is interesting, if unsurprising, that A-students enjoyed their hybrid course more than B- and C-students. The number of C-students who reported having a negative experience was over twice as high as that of B-students and over three times as high as that of A-students. This could be due to the logical assumption that students have a more positive attitude toward courses in which they receive more desirable grades. Based on the overall trend of A-students, it seems they were more comfortable with technology, with a lower rate reporting being confused by the technology. A pre-

existing affinity for working with technology could also explain why A-students reported receiving a better grade and liking the course more. Unfortunately, this study does not determine whether students did not like the class because they believed they would receive a low grade, or whether they received a low grade because they did not like the class. This merits further investigation.

### **Change in Level of Satisfaction**

Less than half of students reported that their feelings improved over the course of the semester, which does not strongly reflect previous findings that suggest satisfaction increases over time (Murday et al., 2008). However, this study simply measures students' perceptions and not actual before and after levels of satisfaction. It is possible that students were unaware of their feelings improving over the course of the semester, a case that would be all the more plausible if the changes were gradual. It is also possible that one semester is not long enough to see the evolution of attitudes toward hybrid courses. Students may need two or more semesters to become accustomed to the hybrid courses and have their attitudes improve.

### **Activity Ratings**

Students' most preferred activities were not surprising. Class discussions, which were rated first, are in English and are culture-based. Students feel less pressure because there are often no right or wrong answers and they don't have to worry about formulating responses in French. There is also less accountability associated with the

top four activities. Compositions are the only exception as they are graded not once, but twice. Compositions are, however, the only element of the course that allows students a second chance, a chance to correct their mistakes and learn from them. They are also one of the greatest sources of instructor feedback in the hybrid format. Instructors mark errors with a set of notations instead of corrections so that students learn to recognize and correct their own errors. The instructor also assigns grades based on four categories: interest, vocabulary, grammar, and spelling/presentation. Students can see which areas are strong and which areas need improvement. In general, students might prefer tasks with lower levels of accountability and risk of embarrassment.

The four most beneficial activities mirrored students' most preferred activities, and the four least beneficial almost mirrored students' least preferred activities. It could be that they looked more favorably on activities they felt helped them the most rather than activities that they felt were a waste of time. It is interesting to note that *Centro* appears in the top four of both most and least preferred categories but only in the top four most beneficial activities. As Scida & Saury (2006) have suggested, automated online workbook activities are beneficial for practicing lower level language skills. Some students may enjoy *Centro* activities for that very reason, while others see them as a waste of time. One student said, "I also felt the Centro work was just busy work and did not help me at all in learning the language."

## **Influence of Instructors' Perceptions**

In this study, instructors' overall satisfaction with hybrid courses did not correspond with their students' satisfaction. One instructor who reported having a negative experience did not have enough student data to make comparisons. The other instructor who reported having a negative experience had the highest percentage of students reporting a positive experience. The instructor who did not fill out the survey, but was generally perceived by other instructors to have a negative opinion of the hybrid courses, had the second highest rate of students reporting a positive experience. The GTAs, who reported having either a neutral or positive experience with hybrid courses, had the lowest rate of students reporting a positive experience. This result is unexpected and does not reflect Ushida (2005). It was expected that instructors' perceptions of hybrid courses would influence their students' perceptions. However, there may be more factors at work than simply impressions of hybrid courses. Some instructors, when faced with malfunctioning hybrid technology, dropped activities from the curriculum or reverted back to a traditional format, requiring students to turn in assignments or take tests on paper instead of online. Other instructors, most notably GTAs, required students to work through the technological malfunctions and difficulties. These surprising results could also be explained by variations in teaching style and experience or other variations not examined in this study. This might also indicate that negative attitudes toward hybrid courses could be overcome by other aspects of the course.

## Course Design and Implementation

Less than half of students felt their hybrid course was well planned and well structured, their assignments were clearly explained, and the online elements were well incorporated into class sessions. Student comments show the gap between the online component and the classroom component. One student said, “it felt like two separate classes, as oftentimes the online portion did not align well with in class materials.”

Another student provided a suggestion for future hybrid courses: “First of all hire an instructor who is committed to teaching a hybrid course. That requires as much attention to the internet assignment [sic] as the in-class ones. Our instructor did not do that.” This discrepancy could be due to students’ inexperience with the particular format and being unsure what to expect. The low numbers could also be due to instructors’ inexperience with the materials. This was the first foreign language teaching experience for the two GTAs and the first hybrid experience for all instructors. In many instances, the instructors would explore the online activities only days before their students.

Another possible explanation for the lack of incorporation of the two course components is that instructors felt rushed condensing what seemed like three days’ worth of material into two days, so hybrid activities did not receive as much attention during class time.

The fact that no instructors felt that two hours of class time was sufficient and the fact that only one of the instructors felt they adequately incorporated hybrid activities into class sessions may support this assumption. Although the online activities were designed to replace one hour of in-class instruction, instructors often still felt a need to cover in class what students should have previously studied independently. This phenomenon suggests a need for more accountability in online activities. Instructors

need to be sure students are doing the online activities at home so classroom time can be used for more communicative or meaningful activities instead of review. At the same time, these findings might suggest that the hybrid program needs some revision.

Students were not the only ones who felt that the hybrid curricula weren't well planned; half of instructors felt they weren't well planned. According to previous research (Bañados, 2006; Green & Youngs, 2001; Grgurovic, 2011), the integration of hybrid and class components is vital to the success of a program. Stepp-Greany (2002) suggested that a lack of incorporation in the hybrid program could have led to lower satisfaction levels among students.

# CONCLUSION

## SUMMARY

This study assessed students' and instructors' perception of the newly implemented hybrid French language program at UT, focusing specifically on technology use and competence, time management, (language) learning, anxiety, and satisfaction. Results showed that, overall, only about half of students enjoyed their hybrid course. It is interesting to note, however, that the number of students reporting satisfaction showed variations when the sample was grouped by variables such as comfort with components and expected grades. It seems that the students who appreciated the balance of class and online time enjoyed their hybrid course more than those, usually lower performing ones, who relied more on the instructor.

This study also showed that students' and instructors' perceptions do not always match, nor do perceptions within one or the other group. There was a wide range of responses to the hybrid program, indicating variations in personal preference. There is no "one size fits all" solution to the hybrid dilemma.

The discrepancy between students' and, to a lesser extent, instructors' satisfaction with and perceived (non-)success of UT's hybrid program and results obtained in previous research (Bañados, 2006; Beauvois, 1999; Beauvois & Eledge, 1995-1996; Green & Youngs, 2001; Grgurovic, 2011; Lee, 2005; Sanders 2005) would seem to indicate flaws in implementation and training. In general, students and instructors do not see the online activities as meaningful or beneficial, which means that activity designs may need improvement. It could more likely mean that students and

instructors need training to understand and appreciate the format and particular types of activities more fully (Hong & Samimy, 2010; Hubbard, 2004; Sanders, 2005). In addition students could benefit from additional training to improve their self-discipline, a skill that is indispensable in a hybrid program.

### **LIMITATIONS**

There are too many variables associated with the implementation of hybrid programs to determine where problems might lie (Sanders, 2005). There is no way to definitively say whether certain aspects of the hybrid courses were effective. The program was implemented all at once across the board in all 100-level French courses, not one step at a time. All survey participants were enrolled in elementary French language classes at UT. Consequently, results cannot necessarily be generalized to other levels of instruction, languages, or schools. In addition, this study examines only perceptions. It obtained no objective data on learning, work habits, etc. to verify if student and instructor perceptions reflect what is actually happening. There is no pre- and post-comparison to measure actual changes in learning and perception, rather relying on students' subjective responses at the end of the semester. There is also no comparison of hybrid students' responses with traditional students' responses, so it is unclear whether the trends in this data result from French courses at UT in general or from the newly implemented hybrid program.

## SUGGESTIONS FOR HYBRID DESIGN

### More (Better) Training

One of the most significant problems associated with the implementation of hybrid French courses at UT has been the lack of understanding on the part of both students and instructors about their new roles in the hybrid format. As many studies (Bañados, 2006; Chenoweth et al., 2006; Hubbard, 2004; Lee, 2005; Murday et al., 2008; Scida & Saury, 2006) have shown, students must be independent, autonomous learners. Instructors must also assume new and different roles (Bañados, 2006; Burston, 2003; Chenoweth et al., 2006; Murday et al., 2008; Stepp-Greany, 2002; Ushida, 2005). Perhaps course designers can do more to make it clear to students at the outset that they must be self-disciplined autonomous learners (Chenoweth et al., 2006). The only indication of what the class entails is a vague note on the university's timetable: "In Class and Online Section." There should be a more substantial description of the courses either when students register or during the first day of class, so that students will know what is expected of them.

However, the issue cannot just end there. As Chenoweth et al. (2006) and Hubbard (2004) have suggested, training is a never-ending process. Both instructors and students should receive training at the beginning of the semester and regularly thereafter. Program designers and instructors need to give students resources so they can learn to become independent learners. They also have to strike a delicate balance between throwing students into the deep end, forcing them to learn how to use

technology on their own, and coddling them to the extent that they have no need or motivation to be independent learners.

### **More Supportive Community**

Program designers should reserve a computer lab and have it available for students to come together and work on hybrid assignments. It could increase the sense of community, increase students' amount of participation, and benefit both strong and weak students (Beauvois, 1999; Beauvois & Eledge, 1995-1996; Grgurovic, 2011). The weak students would benefit from the knowledge of the stronger students, and strong students would strengthen their skills by tutoring their classmates. If the lab time were supervised by a non-teaching graduate student, students could receive immediate language and/or technology help, reducing the demands on course instructors and alleviating some of students' anxiety.

### **More Meaningful Activities**

Many students see the hybrid activities as busy work. I see two solutions to this problem: change the activities so they are more obviously meaningful or change students' attitudes toward the activities. I think some improvement is needed on both fronts, but by changing the way the activities are presented, students might feel better about doing them. More research is needed to determine how best to present hybrid materials to students so that they understand their pedagogical, linguistic, and communicative value.

UT does not have a robust design incorporating multiple kinds of linguistic interactions. Perhaps program designers should add more conversation time outside class, either in the form of a web chat or in a face-to-face context with native speakers or language assistants.

Multiple students have recounted their online adventures chatting with native French speakers. They were excited to be able to use their language skills to communicate with a real person from a different culture. Unfortunately, instructors cannot often recreate this excitement in the classroom. Students need to be aware that foreign languages are not just an academic subject they must study for the purpose of maintaining their GPA; they must realize that foreign languages are living entities used to connect with other human beings. This struggle is apparent in all foreign language classrooms, but I feel it is especially pertinent in hybrid formats where a portion of the already limited face-to-face communication time is replaced by face-to-screen time. I believe hybrid program creators could harness some of this excitement by adding more meaningful interaction within hybrid activities. Meaningful communication could be accomplished by setting up chats or videoconferences with students at a peer institution in France or requiring students to interview native speakers in the local community. While the skills of 100-level students are limited, seeing that they are able to communicate with even the small amount of French they know should increase interest and motivation.

Even if it is not feasible to arrange chats with native speakers, more interactive communication among classmates and between students and instructors could be beneficial. Many studies have shown the positive results of using CMC on language

production (Beauvois, 1999; Beauvois & Eledge, 1995-1996; Sanders, 2005; Warschauer, 1996), student accountability (Lee, 2006; Sanders, 2005), amount of participation (Beauvois & Eledge, 1995-1996; Warschauer, 1996), and interpersonal relationships (Beauvois, 1999; Beauvois & Eledge, 1995-1996; Sanders, 2005). Additionally, the majority of students in this study reported being initially comfortable with web chats, so the learning curve might not be as steep for activities relating to online chats. In fact, more students were comfortable with web chats than were comfortable with technologies currently employed in hybrid courses: blogs, wikis, podcasts, and voiceboards. Students' comments show a desire for more CMC: "Use some sort of online conversation tool where students/instructors can video/text chat to discuss more relevant topics between each other and make more applicable to student life."

### **SUGGESTIONS FOR FUTURE RESEARCH**

Due to difficult economic times and widespread university budget cuts, more and more schools are looking to hybrid programs. More research is needed to determine which technologies and types of activities are most effective and which formats work best for different institutions.

### **Language Learning and Performance**

As Messineo & DeOllos (2005) have suggested, there should be further investigation on actual language learning and performance. Do students' perceptions match the reality

of the situation? If not, how can foreign language educators assimilate students' perceptions with the hard data?

### **Types of Activities**

Future research is needed on the specific activities used in the hybrid courses to determine their learning potential compared to the amount of effort and technology learning they require. Which activities constitute the most efficient use of student and instructor time? It would also be beneficial to investigate which particular activities the students viewed as busy work and why they viewed them as such. As Bañados (2006) has suggested, focus groups might be useful in determining what students want from online activities. Do they prefer the games or the webquest activities? Do they like the asynchronous blogs and wikis, or would they prefer more synchronous technologies such as web chatting? Another goal would be to determine what program designers should do to make activities seem less like busy work. Along the same lines, future research should investigate how to present hybrid courses so that students understand their responsibilities and are better engaged with the materials. What would inspire motivation to complete hybrid activities? Future research should also investigate the anxiety and discomfort associated with hybrid activities in order to determine whether the technology, the language or the activity design is causing students to feel anxious while completing them.

## **Change Over Time**

Hubbard (2005) noted in his meta-analysis of CALL literature that most studies have focused on novice users of technology. More longitudinal research is needed to determine how students' attitudes and performance change over time. Studies of subsequent semesters should be undertaken to determine whether student perceptions evolve as they grow more accustomed to the notion of hybrid courses and the hybrid format becomes more streamlined.

Future research should focus not only on what student attitudes toward hybrid programs are, but also what effect these perceptions have on motivation and success, especially over time.

## **Learning Styles and Strategies**

Many students commented that they learned better in one format or the other, crediting that preference for their perceived success or failure in the hybrid course. Future research should investigate the effects of learning styles and personality types (Beauvois & Eledge, 1995-1996) on success in the hybrid format as well as what can be done to make accommodations for different learning styles. As Burston (2003) suggested, future research is needed on changes in learning strategies and teaching practices associated with hybrid courses.

## **Influences on Student Perceptions**

The results of this study showed that instructors' perceptions of hybrid courses did not seem to have a direct influence on their students' perceptions. Future research should investigate if these results are replicable. Future research should also investigate which aspects of a course can influence student opinions more than instructors' attitudes. An emphasis on these aspects might overcome negative student attitudes toward hybrid courses.

**“Change the way you look at things and the things you look at change.”  
–Wayne W. Dyer**

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## APPENDICES

**APPENDIX A  
STUDENT SURVEY**

**[Screen 1]**

Thank you for taking time to participate in this survey. This survey is being conducted in order to understand student reactions to and perceptions of hybrid language courses at the University of Tennessee. The information gathered as part of this survey will be used toward a Master's Thesis and toward future development of the hybrid language program at UT. Completing the survey should take approximately 20 minutes of your time.

Please read the following information before proceeding:

I hereby give my consent for participation in this research study. I understand that:

1. My participation is entirely voluntary. I may terminate my participation at any time prior to completion of the study without penalty.
2. No identifying information will be associated with my responses. My participation is completely anonymous unless I provide my email address for a follow-up interview. After the interviews are completed, all personally identifying information will be destroyed.
3. I understand the probability of risk involved with me participating in the study is low.
4. The primary investigator is available to answer any questions you have regarding participation in this survey. You may email Rachel LaMance at [rlamance@utk.edu](mailto:rlamance@utk.edu) for further explanation.
5. If you have any questions about your rights as a research participant you may contact a University of Tennessee Research Compliance Officer at (865) 974-3466.

By clicking "yes" below I agree that:

- I understand the above information.
- I am 18 years or older.
- I am willing to participate in this study.

Yes

No

***[If yes, continue to Screen 2, otherwise: The survey is now complete. Thank you for your time.]***

**[Screen 2]**

Please remember that there are no right or wrong answers. Thank you for your involvement and your honesty is appreciated.

**[Screen 3]**

**Technology Use and Competence**

Please rate your level of comfort using each of the following technologies **before your hybrid course**:

	Never used this technology	Uncomfortable	Comfortable	Very comfortable
Blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloading (programs or documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet (surfing, shopping, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search engines (i.e. Google)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video-hosting websites (i.e. YouTube)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voiceboards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web chat (i.e. AIM, MSN, iChat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wikis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word processing software (i.e. Microsoft Word)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your **current** level of comfort using each of the following technologies:

	Never used this technology	Uncomfortable	Comfortable	Very comfortable
Blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloading (programs or documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet (surfing, shopping, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search engines (i.e. Google)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video-hosting websites (i.e. YouTube)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voiceboards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web chat (i.e. AIM, MSN, iChat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wikis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word processing software (i.e. Microsoft Word)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please select how often you use each of the following technologies for **personal use**:

	Never	Once a month	Once a week	Every day
Blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloading (programs or documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet (surfing, shopping, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Search engines (i.e. Google)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Video-hosting websites (i.e. YouTube)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Voiceboards</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Web chat (i.e. AIM, MSN, iChat)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Wikis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Word processing software (i.e. Microsoft Word)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please select how often you use each of the following technologies for **academic purposes**:

	<b>Never</b>	<b>Once a month</b>	<b>Once a week</b>	<b>Every day</b>
<b>Blackboard</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Blogs</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Downloading (programs or documents)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Email</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Internet (surfing, shopping, etc.)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Online tests</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Podcasts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Search engines (i.e. Google)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Video-hosting websites (i.e. YouTube)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Voiceboards</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Web chat (i.e. AIM, MSN, iChat)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Wikis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Word processing software (i.e. Microsoft Word)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you own a computer?

- Yes
- No

How long have you been using a computer?

- Less than 1 year
- 1-2 years
- 3-4 years
- 5-6 years
- 7-8 years
- 9-10 years
- 11-12 years
- More than 12 years

In general, how many hours per day do you spend on a computer (including academic, work, and personal use)?

- 1-2 hours
- 3-4 hours
- 5-6 hours
- 7-8 hours
- 9-10 hours
- 11-12 hours

- More than 13 hours

In general, how much of that time is spent on the internet?

- 1-2 hours
- 3-4 hours
- 5-6 hours
- 7-8 hours
- 9-10 hours
- 11-12 hours
- More than 13 hours

Please rate the following statements on a scale from 1 to 5, with 1 being “strongly disagree”, 3 “neither agree nor disagree”, and 5 being “strongly agree.”

1. I believe that technology can help me learn a foreign language.

1                       2                       3                       4                       5

2. I feel that the technology used in my hybrid course is within my range of capabilities.

1                       2                       3                       4                       5

3. I am often confused by the technology we use in my hybrid class.

1                       2                       3                       4                       5

4. I believe my inability to use technology effectively has had a negative impact on my grade in this course.

1                       2                       3                       4                       5

5. The technology used in this class has allowed me to participate more fully than I would have done in a classroom-only class.

1                       2                       3                       4                       5

6. I feel I have received sufficient technological support from my instructor.

1                       2                       3                       4                       5

7. I feel that there is adequate technological support available for this course.

1                       2                       3                       4                       5

8. I believe the online tutorials for technology within Blackboard are helpful.

1                       2                       3                       4                       5

9. I believe the hybrid element of this course brings my class closer together.

1                       2                       3                       4                       5

10. I am interested in taking a hybrid course in the future.

1                       2                       3                       4                       5

Have you ever taken an online or hybrid course before?

Yes

No

***[If no, skip to Screen 5, otherwise continue to Screen 4.]***

#### ***[Screen 4]***

#### **Prior Experience with Hybrid/Online Courses**

An **online course** is a course whose sole medium of instruction is the internet. All assignments are completed on the internet, and students do not have face-to-face class time with their instructor. A **hybrid course** combines elements of online courses and traditional courses, with students both attending face-to-face class sessions and completing online activities. Keeping in mind these definitions, please provide the following information. You may include up to five separate courses you have taken.

Course Type	Location	Discipline	Overall Impression
<b>Course 1</b> <input type="checkbox"/> Online <input type="checkbox"/> Hybrid	<input type="checkbox"/> at UT <input type="checkbox"/> at another academic institution	<input type="checkbox"/> Math <input type="checkbox"/> Sciences <input type="checkbox"/> Foreign language <input type="checkbox"/> English <input type="checkbox"/> Other (please specify) [text box]	<input type="checkbox"/> I enjoyed it, and I learned a lot. <input type="checkbox"/> I enjoyed it, but I didn't learn very much. <input type="checkbox"/> I don't have an opinion. <input type="checkbox"/> I didn't like it, but I learned a lot. <input type="checkbox"/> I didn't like it, and I didn't learn very much.
<b>Course 2</b> <input type="checkbox"/> Online <input type="checkbox"/> Hybrid	<input type="checkbox"/> at UT <input type="checkbox"/> at another academic institution	<input type="checkbox"/> Math <input type="checkbox"/> Sciences <input type="checkbox"/> Foreign language <input type="checkbox"/> English <input type="checkbox"/> Other (please specify) [text box]	<input type="checkbox"/> I enjoyed it, and I learned a lot. <input type="checkbox"/> I enjoyed it, but I didn't learn very much. <input type="checkbox"/> I don't have an opinion. <input type="checkbox"/> I didn't like it, but I learned a lot. <input type="checkbox"/> I didn't like it, and I didn't learn very much.
<b>Course 3</b> <input type="checkbox"/> Online <input type="checkbox"/> Hybrid	<input type="checkbox"/> at UT <input type="checkbox"/> at another academic institution	<input type="checkbox"/> Math <input type="checkbox"/> Sciences <input type="checkbox"/> Foreign language <input type="checkbox"/> English <input type="checkbox"/> Other (please specify) [text box]	<input type="checkbox"/> I enjoyed it, and I learned a lot. <input type="checkbox"/> I enjoyed it, but I didn't learn very much. <input type="checkbox"/> I don't have an opinion. <input type="checkbox"/> I didn't like it, but I learned a lot. <input type="checkbox"/> I didn't like it, and I didn't learn very much.

Please comment briefly on these experiences:  
[textbox]

**[Screen 5]  
Time Management**

On average, how much time do you spend working on hybrid activities (such as online activities, blogs, wikis, podcasts, etc.) each week? Hybrid activities do not include Centro workbook activities or other homework.

- 0-30 minutes
- 31-50 minutes
- 50-90 minutes
- More than 90 minutes

How much of that time is usually spent resolving technological issues?

- 0-30 minutes
- 31-50 minutes
- 50-90 minutes
- More than 90 minutes

On average, how many hours total do you spend each week working on this course outside of class (on studying, homework, Centro workbook activities, online hybrid activities etc.)?

- Less than 1
- 1-2
- 3-4
- 5-6
- 7-9
- More than 9

How much time do you spend on this course (including in-class time, hybrid activities, and other assignments) relative to other university courses you have taken?

- More
- About the same
- Less

When do you usually complete the hybrid activities?

- More than 5 days before they are due
- 4-5 days before they are due
- 1-3 days before they are due
- The day they are due
- I don't usually do the hybrid activities

Please rate the following statements on a scale from 1 to 5, with 1 being "strongly disagree", 3 "neither agree nor disagree", and 5 being "strongly agree."

1. I enjoy having class only two days per week.

- 1                       2                       3                       4                       5

2. I feel that two hours of face-to-face class time per week is sufficient for learning a foreign language.

- 1                       2                       3                       4                       5

3. I would prefer more face-to-face contact with my instructor and classmates.

- 1                       2                       3                       4                       5

4. I feel that my hybrid course gives me more freedom to work at my own pace than non-hybrid courses.

- 1                       2                       3                       4                       5

5. I feel this course has required more self-discipline and time management skills than my other university courses.

- 1                       2                       3                       4                       5

**[Screen 6]  
Language Competence**

Please rate your level of language competence **before your hybrid course** on a scale from 1 to 5, with 1 being “I have no knowledge of the language”, 3 being “I can have a basic conversation in the language”, and 5 being “I am fluent in the language.”

	<b>1</b> I have no knowledge of the language	<b>2</b> I know a few basic phrases in the language	<b>3</b> I can have a basic conversation in the language	<b>4</b> I can have an advanced conversation in the language	<b>5</b> I am fluent in the language
<b>Speaking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Listening</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reading</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using the same scale, please rate your **current** level of language competence.

	<b>1</b> I have no knowledge of the language	<b>2</b> I know a few basic phrases in the language	<b>3</b> I can have a basic conversation in the language	<b>4</b> I can have an advanced conversation in the language	<b>5</b> I am fluent in the language
<b>Speaking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Listening</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reading</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**[Screen 7]**  
**Anxiety**

Please rate your average anxiety level while doing each of the following tasks for your hybrid language course. If you are not required to do a particular task for your hybrid course, please check “did not use in my class”.

	Not anxious at all	Mildly anxious (It did not bother me much.)	Moderately anxious (It was very unpleasant, but I could stand it.)	Severely anxious (I could barely stand it.)
<b>Listening to my instructor speak the foreign language during face-to-face class sessions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speaking the foreign language during face-to-face class sessions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Participating in partner/group activities during face-to-face class sessions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Participating in class discussions during face-to-face class sessions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Completing blog/wiki activities online</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Completing podcast/Voiceboard activities online</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Completing Centro workbook activities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing compositions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Taking quizzes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Taking written exams</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Taking oral exams</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the following statements on a scale from 1 to 5, with 1 being “strongly disagree”, 3 “neither agree nor disagree”, and 5 being “strongly agree.”

1. I feel that completing the online hybrid activities before class allows me to be well prepared for class and lowers my anxiety level.

1                       2                       3                       4                       5

2. I feel comfortable speaking the foreign language in front of my instructor.

1                       2                       3                       4                       5

3. I feel comfortable speaking the foreign language in front of my classmates.

1                       2                       3                       4                       5

4. I feel that the students in my hybrid course have formed a supportive community.

1                       2                       3                       4                       5

5. I would feel more comfortable speaking the foreign language in front of my classmates if I knew them better.

1                       2                       3                       4                       5

6. I feel that having a third hour of face-to-face class would allow me to get to know my classmates better and allow me to be more comfortable around them.

1                       2                       3                       4                       5

7. I feel that having a third hour of face-to-face class would make me feel more comfortable listening to and speaking the foreign language.

- 1             2             3             4             5

8. I feel that having a third hour of face-to-face class would make me feel more comfortable reading and writing the foreign language.

- 1             2             3             4             5

9. I feel more comfortable expressing my thoughts and opinions in online activities than in face-to-face class sessions.

- 1             2             3             4             5

9. I feel more comfortable expressing my thoughts and opinions in face-to-face class sessions than in online activities.

- 1             2             3             4             5

10. My anxiety level while completing online activities decreased over the course of the semester.

- 1             2             3             4             5

11. My anxiety level during face-to-face class sessions decreased over the course of the semester.

- 1             2             3             4             5

I feel more at ease

- Completing hybrid activities  
 In face-to-face class sessions  
 Equally in both

Briefly explain why

[textbox]

### **[Screen 8]**

#### **Satisfaction with the Hybrid Course**

How would you describe your overall experience with your hybrid course this semester?

- Positive  
 Neutral  
 Negative

Which part of your hybrid course did you like **most**? If you did not use one or more of the following in your hybrid class, you may simply disregard it/them.

- Le Chemin du retour* video  
 Wiki/blog activities  
 Podcasts/Voiceboard activities  
 In-class partner/group activities  
 Centro workbook activities  
 Compositions  
 Quizzes  
 Written exams

- Oral exams
- In-class discussions
- Other (please specify) [text box]

Which part of your hybrid course did you like **least**? If you did not use one or more of the following in your hybrid class, you may simply disregard it/them.

- Le Chemin du retour* video
- Wiki/blog activities
- Podcasts/Voiceboard activities
- In-class partner/group activities
- Centro workbook activities
- Compositions
- Quizzes
- Written exams
- Oral exams
- In-class discussions
- Other (please specify) [text box]

Please rate how beneficial to the language learning process you find the following components of your hybrid course. Put each component in order from 1 “most beneficial” to 10 “least beneficial.” If you did not use one or more of the following in your hybrid class, do not include it/them in your ranking.

- Le Chemin du retour* video
- Wiki/blog activities
- Podcasts/Voiceboard activities
- In-class partner/group activities
- Centro workbook activities
- Compositions
- Quizzes
- Written exams
- Oral exams
- In-class discussions

Please rate the following statements on a scale from 1 to 5, with 1 being “strongly disagree”, 3 “neither agree nor disagree”, and 5 being “strongly agree.”

1. I have enjoyed my hybrid course this semester.

- 1             2             3             4             5

2. I have enjoyed my hybrid course more than other language courses I have taken.

- 1             2             3             4             5

3. I have enjoyed my hybrid course more than other university courses I have taken.

- 1             2             3             4             5

4. My feelings about this class have improved over the course of the semester.

- 1             2             3             4             5

5. I feel my hybrid course is well planned and well structured.

- 1             2             3             4             5

6. I feel my assignments are clearly explained.

- 1             2             3             4             5

7. I feel the online elements of my course were well incorporated into the face-to-face class sessions.

- 1             2             3             4             5

8. If given the choice, I would prefer to take a traditional, non-hybrid language course.

- 1             2             3             4             5

What can be done to improve the hybrid component of future language courses at UT?  
[text box]

**[Screen 9]**  
**Basic Information**

Please select your age:

- 18-20  
 21-23  
 24-26  
 27-29  
 30 or older  
 I prefer not to answer

Please select your class standing:

- Freshman  
 Sophomore  
 Junior  
 Senior  
 Graduate student  
 I prefer not to answer

Please select the racial/ethnic group(s) you identify with most strongly (you may select up to two):

- American Indian/Alaskan Native  
 Asian  
 Black  
 Hispanic  
 Native Hawaiian/Pacific Islander  
 White  
 Other (please specify) [text box]  
 I prefer not to answer

Please select your gender:

- Male  
 Female  
 I prefer not to answer

Please select your course and section number:

[list of course names and section numbers]

How many hours of coursework are you currently taking at UT?

- Fewer than 12  
 12-14  
 15-17  
 18-19  
 More than 19

Please select your reason for taking this course:

- It fulfills my foreign language requirement.
- It is a requirement for my minor.
- It is a requirement for my major.
- It is an elective.

Please select the reason(s) you want to learn a foreign language. Check all that apply.

- Interested in language and culture
- Interested in traveling to a region that speaks this language
- Future job marketing/future employment
- To be a teacher of this language
- To communicate with native speakers
- My family/relatives speak this language
- Foreign language requirement

What grade do you expect to receive in your hybrid course?

- A
- A-
- B+
- B
- B-
- C+
- C
- C-
- D+
- D
- D-
- F

**[Screen 10]**  
**Follow-up Interview**

We would like to obtain more information about student perceptions of hybrid courses. If you would be willing to participate in a 15-minute interview in early spring 2012, please type your email address in the box below. Remember that participation in an interview is completely voluntary, but your cooperation would be appreciated.

[text box]

**APPENDIX B  
INSTRUCTOR SURVEY**

**[Screen 1]**

Thank you for taking time to participate in this survey. This survey is being conducted in order to understand instructor reactions to and perceptions of hybrid language courses at the University of Tennessee. The information gathered as part of this survey will be used toward a Master's Thesis and toward future development of the hybrid language program at UT. Completing the survey should take approximately 10 minutes of your time.

Please read the following information before proceeding:

I hereby give my consent for participation in this research study. I understand that:

1. My participation is entirely voluntary. I may terminate my participation at any time prior to completion of the study without penalty.
2. My participation is completely anonymous.
3. I understand the probability of risk involved with me participating in the study is low.
4. The primary investigator is available to answer any questions you have regarding participation in this survey. You may email Rachel LaMance at [rlamance@utk.edu](mailto:rlamance@utk.edu) for further explanation.
5. If you have any questions about your rights as a research participant you may contact a University of Tennessee Research Compliance Officer at (865) 974-3466.

By clicking "yes" below I agree that:

- I understand the above information.
- I am 18 years or older.
- I am willing to participate in this study.

- Yes  
 No

***[If yes, continue to Screen 2, otherwise: Thank you for your interest in this survey. Unfortunately, you do not meet the requirements to participate.]***

**[Screen 2]**

Please remember that there are no right or wrong answers. Thank you for your involvement and your honesty is appreciated.

**[Screen 3]**

**Technology Use and Competence**

Please rate your level of comfort using each of the following technologies **before teaching a hybrid course**:

	Never used this technology	Uncomfortable	Comfortable	Very comfortable
Blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloading (programs or documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet (surfing, shopping, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search engines (i.e. Google)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video-hosting websites (i.e. YouTube)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voiceboards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web chat (i.e. AIM, MSN, iChat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wikis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word processing software (i.e. Microsoft Word)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your **current** level of comfort using each of the following technologies:

	Never used this technology	Uncomfortable	Comfortable	Very comfortable
Blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloading (programs or documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet (surfing, shopping, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search engines (i.e. Google)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video-hosting websites (i.e. YouTube)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voiceboards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web chat (i.e. AIM, MSN, iChat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wikis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word processing software (i.e. Microsoft Word)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In general, how many hours per day do you spend on a computer (including academic, work, and personal use)?

- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11-12
- More than 13

In general, how much of that time is spent on the internet?

- 1-2 hours

- 3-4 hours
- 5-6 hours
- 7-8 hours
- 9-10 hours
- 11-12 hours
- More than 13 hours

Please rate the following statements on a scale from 1 to 5, with 1 being “strongly disagree”, 3 “neither agree nor disagree”, and 5 being “strongly agree.”

1. I believe that technology can help students better learn a foreign language.

- 1                       2                       3                       4                       5

2. I believe that the online components of the hybrid courses (activities, Centro) can help students better learn a foreign language.

- 1                       2                       3                       4                       5

3. I feel that the technology used in my hybrid course(s) is within my range of capabilities.

- 1                       2                       3                       4                       5

4. I am often confused by the technology we use in my hybrid course(s).

- 1                       2                       3                       4                       5

5. I believe my difficulty to use technology effectively has had a negative impact on my ability to teach a hybrid language course.

- 1                       2                       3                       4                       5

6. I feel I have done a good job of incorporating the hybrid activities into face-to-face class sessions.

- 1                       2                       3                       4                       5

7. I feel that there is adequate technological support available for my course(s).

- 1                       2                       3                       4                       5

**[Screen 4]**  
**Time Management**

On average, how many hours (per course taught) do you spend each week preparing lesson plans and activities for your hybrid course(s)?

- Less than 1
- 1-2
- 3-4
- 5-6
- 7-9
- More than 9

On average, how many hours (per course taught) do you spend each week grading assignments for your hybrid course(s)?

- Less than 1
- 1-2
- 3-4
- 5-6
- 7-9

- More than 9

On average, how many hours (per course taught) do you spend each week resolving technological problems for your hybrid course(s)?

- less than 1
- 1-2
- 3-4
- 5-6
- 7-9
- More than 9

Please rate the following statements on a scale from 1 to 5, with 1 being “strongly disagree”, 3 “neither agree nor disagree”, and 5 being “strongly agree.”

1. I enjoy having class only two days per week.

- 1
- 2
- 3
- 4
- 5

2. I feel that two hours of face-to-face class time per week is sufficient to present the necessary material.

- 1
- 2
- 3
- 4
- 5

3. I believe that my students are at a disadvantage having two hours of face-to-face class time instead of three hours.

- 1
- 2
- 3
- 4
- 5

4. I would prefer more face-to-face contact with my students.

- 1
- 2
- 3
- 4
- 5

5. I feel that the hybrid format leaves me the freedom to adapt my course(s) to my style and/or my needs.

- 1
- 2
- 3
- 4
- 5

6. I believe that the hybrid activities are equivalent to or better than a third class session.

- 1
- 2
- 3
- 4
- 5

**[Screen 5]**  
**Language Competence**

Please describe the level of challenge the online hybrid activities have presented to your students.

- Too challenging
- Adequately challenging
- Not challenging enough

1. I believe the online component of my hybrid course(s) improved students' language learning (compared to a traditional class).

- 1
- 2
- 3
- 4
- 5

2. I believe the online component of my hybrid course(s) improved students' culture learning (compared to a traditional class).

- 1
- 2
- 3
- 4
- 5

**[Screen 6]**  
**Satisfaction with the Hybrid Format**

How would you describe your overall experience with your hybrid course(s) this semester?

- Positive
- Neutral
- Negative

Please rate how beneficial you believe the following components of a hybrid course are to your students' language learning process. Put each component in order from 1 "least beneficial" to 10 "most beneficial." If you did not use one or more of the following in your hybrid class, do not include it/them in your ranking.

- Le Chemin du retour* video
- Wiki/blog activities
- Podcasts/Voiceboard activities
- In-class partner/group activities
- Centro workbook activities
- Compositions
- Quizzes
- Written exams
- Oral exams
- In-class discussions

Please rate the following statements on a scale from 1 to 5, with 1 being "strongly disagree", 3 "neither agree nor disagree", and 5 being "strongly agree."

1. I have enjoyed teaching my hybrid course(s) this semester.

- 1             2             3             4             5

2. My feelings about my hybrid class(es) have improved over the course of the semester.

- 1             2             3             4             5

3. I feel that the hybrid course curricula are well planned.

- 1             2             3             4             5

4. I believe my students enjoyed their hybrid course this semester.

- 1             2             3             4             5

5. I feel nervous teaching a hybrid course.

- 1             2             3             4             5

If given the choice, I prefer to teach:

- a traditional course
- a hybrid course
- no preference

Why?

[textbox]

In your opinion, what is the strongest/best element of the hybrid courses this semester? Why?

[text box]

In your opinion, what is the weakest/worst element of the hybrid courses this semester? Why?

[text box]

What can be done to improve the hybrid component of future language courses at UT?

[text box]

**[Screen 7]**

**Previous Teaching Experience**

Have you ever taught a traditional, non-hybrid course?

- Yes
- No

**[If no, skip to Screen 9, otherwise continue to Screen 8.]**

**[Screen 8]**

**Comparison of Traditional and Hybrid Formats**

On average, how many hours (per class) do you spend each week preparing lesson plans and activities for a traditional course?

- Less than 1
- 1-2
- 3-4
- 5-6
- 7-9
- More than 9

On average, how many hours (per class) do you spend each week grading assignments for a traditional course?

- Less than 1
- 1-2
- 3-4
- 5-6
- 7-9
- More than 9

How would you describe the amount of time you have put into your hybrid course(s) relative to traditional courses you have taught?

- More
- About the same
- Less

Please describe each of the following tendencies of your hybrid course students relative to those of students in traditional courses you have taught.

	Higher	About the same	Lower
<b>Average grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Rate of absenteeism</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Homework submission</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Online participation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Email communication</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>In-class participation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Test scores</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Culture learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Anxiety level</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following technologies do you regularly incorporate into your traditional classes? Please select all that apply.

- Blackboard
- Blogs
- Downloading (programs or documents)
- Email
- Internet (surfing, shopping, etc.)
- Online tests
- Podcasts
- Search engines (i.e. Google)
- Video-hosting websites (i.e. YouTube)
- Voiceboards
- Web chat (i.e. AIM, MSN, iChat)
- Wikis
- Word processing software (i.e. Microsoft Word)

**[Screen 9]**  
**Basic Information**

Please select your age:

- Younger than 20
- 20-29
- 30-39
- 40-49
- 50-59
- 60 or older
- I prefer not to answer

How many years have you been teaching a foreign language in a traditional classroom setting (not counting tutoring, internships, etc.)?

- This is my first time teaching a foreign language.
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

Please select the racial/ethnic group(s) you identify with most strongly (you may select up to two):

- American Indian/Alaskan Native
- Asian
- Black
- Hispanic
- Native Hawaiian/Pacific Islander
- White
- Other (please specify) [text box]
- I prefer not to answer

Please select your gender:

- Male
- Female
- I prefer not to answer

How many hours are you currently teaching at UT?

- 3 hours
- 6 hours
- 9 hours
- 12 hours
- More than 12 hours

Please select your course(s) and section number(s):  
[list of course names and section numbers]

**APPENDIX C**  
**TABLES**

**Table 1. Students who reported being comfortable with technologies**

	General Population		Previous Hybrid Experience		No Hybrid Experience	
	Before	After	Before	After	Before	After
Blackboard	77%	97%	83%	98%	76%	98%
Blogs	42%	77%	53%	81%	40%	77%
Downloading	91%	96%	94%	98%	91%	95%
Email	99%	100%	100%	100%	99%	100%
Internet	100%	100%	100%	98%	100%	100%
Online tests	70%	89%	81%	93%	67%	89%
Podcasts	34%	65%	36%	69%	34%	65%
Search engines	99%	99%	98%	98%	99%	99%
Video-hosting websites	91%	92%	91%	94%	92%	92%
Voiceboards	35%	70%	50%	69%	31%	70%
Web chat	78%	86%	90%	89%	76%	86%
Wikis	38%	69%	52%	64%	35%	72%
Word processing	100%	100%	100%	100%	100%	100%

**Table 2. Agreement with technology statements (grouped by expected grade)**

	A-students		B-students		C-students	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
I believe that technology can help me learn a foreign language.	81.05%	8.42%	80.00%	8.57%	52.50%	37.50%
I feel that the technology used in my hybrid course is within my range of capabilities.	87.37%	6.32%	77.14%	12.86%	57.50%	30.00%
I am often confused by the technology we use in my hybrid class.	46.32%	36.84%	45.71%	41.43%	62.50%	25.00%
I believe my inability to use technology effectively has had a negative impact on my grade in this course.	22.11%	50.53%	38.57%	48.57%	50.00%	30.00%
The technology used in this class has allowed me to participate more fully than I would have done in a classroom-only class.	44.21%	32.63%	31.43%	41.43%	12.50%	65.00%
I feel I have received sufficient technological support from my instructor.	53.68%	16.84%	50.00%	34.29%	25.00%	42.50%
I feel that there is adequate technological support available for this course.	53.68%	15.79%	50.00%	30.00%	10.00%	60.00%
I believe the online tutorials for technology within Blackboard are helpful.	41.05%	18.95%	37.14%	31.43%	25.00%	40.00%
I believe the hybrid element of this course brings my class closer together.	29.47%	49.47%	24.29%	45.71%	5.00%	77.50%
I am interested in taking a hybrid course in the future.	47.37%	21.05%	40.00%	35.71%	17.50%	57.50%

**Table 3. Time spent working on hybrid activities per week**

	<b>General Population</b>	<b>A-students</b>	<b>B-students</b>	<b>C-students</b>
0-30 minutes	20.57%	22.11%	21.43%	12.50%
31-50 minutes	44.02%	49.47%	42.86%	32.50%
50-90 minutes	22.49%	20.00%	27.14%	20.00%
More than 90 minutes	12.92%	7.37%	8.57%	35.00%

**Table 4. Time spent resolving technological issues per week**

	<b>General Population</b>	<b>A-students</b>	<b>B-students</b>	<b>C-students</b>
0-30 minutes	87.02%	90.53%	90.00%	72.50%
31-50 minutes	10.58%	7.37%	8.57%	20.00%
50-90 minutes	1.92%	1.05%	0.00%	5.00%
More than 90 minutes	.48%	0.00%	0.00%	2.50%

**Table 5. Agreement with time management statements (grouped by expected grade)**

	A-students		B-students		C-students	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
I enjoy having class only two days per week.	78.95%	10.53%	84.29%	10.00%	57.50%	30.00%
I feel that two hours of face-to-face class time per week is sufficient for learning a foreign language.	47.37%	41.05%	47.14%	47.14%	32.50%	60.00%
I would prefer more face-to-face contact with my instructor and classmates.	55.79%	15.79%	60.00%	15.71%	70.00%	5.00%
I feel that my hybrid course gives me more freedom to work at my own pace than non-hybrid courses.	66.32%	17.89%	54.29%	27.17%	37.50%	40.00%
I feel this course has required more self-discipline and time management skills than my other university courses.	71.58%	10.53%	68.57%	17.14%	50.00%	22.50%

**Table 6. Language skills before and after the hybrid course**

	No knowledge of the language		Few basic phrases		Basic conversation		Advanced conversation		Fluent	
	Before	After	Before	After	Before	After	Before	After	Before	After
Listening	10%	0%	50%	19%	31%	65%	8%	15%	0%	2%
Speaking	13%	0%	55%	17%	28%	70%	2%	11%	2%	2%
Reading	13%	0%	43%	11%	36%	68%	9%	19%	0%	2%
Writing	21%	0%	47%	21%	28%	60%	2%	17%	2%	2%

**Table 7. Changes in language skills**

	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
+4	0.00%	0.00%	0.00%	0.00%
+3	.48%	0.00%	1.44%	.96%
+2	10.48%	11.06%	24.04%	21.15%
+1	58.57%	61.06%	42.31%	51.92%
0	29.52%	26.92%	31.73%	25.00%
-1	.95%	.96%	.48%	.96%
-2	0.00%	0.00%	0.00%	0.00%
-3	0.00%	0.00%	0.00%	0.00%
-4	0.00%	0.00%	0.00%	0.00%

**Table 8. Anxiety levels for specific activities**

	<b>Anxiety Level</b>
Listening to my instructor speak the foreign language during face-to-face class sessions	1.91
Speaking the foreign language during face-to-face class sessions	2.37
Participating in partner/group activities during face-to-face class sessions	2.07
Participating in class discussions during face-to-face class sessions	2.01
Completing blog/wiki activities online	2.14
Completing podcast/voiceboard activities online	2.34
Completing Centro workbook activities	1.92
Writing compositions	1.89
Taking quizzes	2.11
Taking written exams	2.10
Taking oral exams	2.62

**Table 9. Agreement with anxiety statements (grouped by expected grade)**

	A-students		B-students		C-students	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
I feel that completing the online hybrid activities before class allows me to be well prepared for class and lowers my anxiety level.	53.58%	21.05%	48.57%	24.24%	17.50%	45.00%
I feel comfortable speaking the foreign language in front of my instructor.	50.53%	28.42%	37.14%	40.00%	27.50%	42.50%
I feel comfortable speaking the foreign language in front of my classmates.	49.47%	27.37%	45.71%	34.29%	30.00%	35.00%
I feel that the students in my hybrid course have formed a supportive community.	41.05%	21.05%	35.71%	34.29%	22.50%	32.50%
I would feel more comfortable speaking the foreign language in front of my classmates if I knew them better.	58.95%	10.53%	55.71%	14.29%	42.50%	20.00%
I feel that having a third hour of face-to-face class would allow me to get to know my classmates better and allow me to be more comfortable speaking the foreign language with them.	43.16%	34.74%	52.86%	24.29%	52.50%	20.00%
I feel that having a third hour of face-to-face class would make me feel more comfortable listening to and speaking the foreign language.	50.53%	27.37%	58.57%	15.71%	52.50%	17.50%
I feel that having a third hour of face-to-face class would make me feel more comfortable reading and writing the foreign language.	43.16%	32.63%	51.43%	27.14%	55.00%	17.50%
I feel more comfortable expressing my thoughts and opinions in online activities than in face-to-face class sessions.	45.26%	24.21%	48.57%	25.71%	27.50%	47.50%
I feel more comfortable expressing my thoughts and opinions in face-to-face class sessions than in online activities.	31.58%	35.79%	38.57%	32.86%	47.50%	27.50%
My anxiety level while completing online activities decreased over the course of the semester.	57.89%	15.79%	58.57%	12.86%	17.50%	42.50%
My anxiety level during face-to-face class sessions decreased over the course of the semester.	56.84%	11.58%	55.71%	14.29%	47.50%	20.00%

**Table 10. Agreement with satisfaction statements (grouped by expected grade)**

	A-students		B-students		C-students	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
I have enjoyed my hybrid course this semester.	66.32%	14.74%	52.86%	24.29%	30.00%	42.50%
I have enjoyed my hybrid course more than other language courses I have taken.	49.47%	20.00%	30.00%	34.29%	5.00%	60.00%
I have enjoyed my hybrid course more than other university courses I have taken.	45.26%	26.32%	28.57%	42.86%	15.00%	55.00%
My feelings about this class have improved over the course of the semester.	58.95%	17.89%	41.43%	30.00%	22.50%	47.50%
I feel my hybrid course is well planned and well structured.	61.05%	21.05%	41.43%	38.57%	27.50%	37.50%
I feel my assignments are clearly explained.	54.74%	26.32%	38.57%	44.29%	27.50%	45.00%
I feel the online elements of my course were well incorporated into the face-to-face class sessions.	55.79%	28.42%	41.43%	34.29%	7.50%	55.00%
If given the choice, I would prefer to take a traditional, non-hybrid language course.	45.26%	33.68%	48.57%	27.14%	57.50%	22.50%

## VITA

Rachel LaMance was born and raised in the Knoxville, TN area. After graduating from Oak Ridge High School, she attended The University of Tennessee, double-majoring in French and Linguistics. During her undergraduate studies, she spent a year at l'Université de Caen in Normandy, France. After graduation, she continued to pursue her study of French through a graduate teaching assistantship at UT. She widened her overseas experiences by teaching at a university-level English summer camp in China. She will be returning to France in the fall of 2012 to teach English in Lille.