Hybridization: Transforming to a Hybrid Foreign Language Instructional Model

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Hybrid: *Adj.*

Term used to describe courses in which some traditional face-to-face "seat time" has been replaced by online learning activities. The purpose of a hybrid course is to take advantage of the best features of both face-to-face and online learning. A hybrid course is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom.

Project Description

➢ Based on ACTFL-based proficiency measurements, design and implement template curricula to guide transition from traditional, face-to-face teaching/learning formats to a hybrid model.

➢ Pilot: Spanish beginning- and intermediate-level courses.

Project Description

➤ Using ACTFL-based proficiency measurements, assess effectiveness of hybrid beginning- and intermediate-level courses in comparison with traditional instruction models in the development of the four foreign language skills: speaking, writing, listening and reading.

➤ Project Duration: Three semesters (fall 2012, spring and fall, 2013)

Project Partners

Ms. Felisa Brea,
Senior Lecturer of Spanish
Project Co-Implementer

Mr. Bill Heller,
Lecturer of Spanish
Department's Assessment
Coordinator
Project Co-Implementer

Dr. Rose McEwen
Associate Professor
Project Director

Term	Course	Instructors
Fall 2012	SPAN 101	Felisa Brea (H) Dr. Joaquín Gómez (T)
Spring 2013	SPAN 102	Felisa Brea (H) Dr. Kyle Matthews (T)
Fall 2013	SPAN 201	Felisa Brea (H) Felisa Brea (T)

Implementers

Instructors

Hybrid Format Implementation

- Content and Learning Outcomes: Same as for traditional course.
- Students received weekly online assignments on the MyCourses course management system.
- Online assignments and activities composed and managed by adjunct instructor.
- End-of-semester STAMP Proficiency exam and exit survey.

Implementation Challenges

➢Registration of students for online course materials.
➢Purchase of incorrect version of textbook.
➢Online interface (Geneseo = BYOT school).
➢Students' technology proficiency.
➢Administration of computer-mediated STAMP Test.

Instructional Challenges

➢ Great chagrin at the modifications required by having only two, 50-minute sessions per week.
  ▪ Rushed content.
  ▪ Mentored insufficiently.
➢ Novice students: "blind leading the blind"

Student Participants – Fall 2012

- Spanish 101– First semester beginning level
- 25students
- Instructor: Native speaker originally from Spain
- Class meetings: Two (2) 50-minute classes/week
- *Basic Spanish* (2011) by Jarvis, Lebredo and Mena-Ayllón.
- Access to additional online materials and resources

- Spanish 101– First semester beginning level
- 25 students
- Instructor: Native speaker originally from Spain
- Class meetings: Three (3) 50-minute classes/week
- *Basic Spanish* (2011) by Jarvis, Lebredo and Mena-Ayllón.

Hybrid Course

Traditional (Control) Course

Baseline Results – AVANT STAMP⁴ˢ

	Hybrid Group's Scores	Control Group's Scores	ACTFL Rating
Oral Proficiency	(N=21) 2.71	(N=18) 2.72	Novice Mid/ Novice High
Written Proficiency	(N=21) 3.3	(N=19) 3.32	Novice High

Writing and Speaking Level Key

Novice
1 - Novice-Low
2 - Novice-Mid
3 - Novice-High

Intermediate
4 - Intermediate-Low
5 - Intermediate-Mid
6 - Intermediate-High

Advanced
7 - Advanced-Low
8 - Advanced-Mid/High

NS - Not Ratable

Baseline Results – AVANT STAMP⁴ˢ

	Hybrid Group's Scores	ACTFL Rating	Control Group's Scores	ACTFL Rating
Listening Comprehension	(N=22) 3.41	Novice High	(N=21) 2.62	Novice Mid/ Novice High
Reading Comprehension	(N=22) 5.32	Intermediate-Mid	(N=22) 4.45	Intermediate-Low

The numbers 1-9 relate to the ACTFL scale in the following manner:

Reading and Listening Level Key

Novice	**Intermediate**	**Advanced**
1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low
2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid
3 - Novice-High	6 - Intermediate-High	9 - Advanced-High

Student Participants – Spring 2013

- Spanish 102 – Second semester beginning level
- 25students
- Instructor: Native speaker originally from Spain
- Class meetings: **One (1) 75-minute class and one (1) 45-minue class/week**
- *Basic Spanish* (2011) by Jarvis, Lebredo and Mena-Ayllón.
- **Access to additional online materials and resources**

- Spanish 102 – Second semester beginning level
- 25 students
- Instructor: Near-native speaker originally from the U.S.
- Class meetings: Three (3) 50-minute classes/week
- *Basic Spanish* (2011) by Jarvis, Lebredo and Mena-Ayllón.

Hybrid Course

Traditional (Control) Course

Student Participants – Spring 2013

- Spanish 201– First semester intermediate level
- 25students
- Instructor: Native speaker originally from Spain
- Class meetings: **One (1) 75-minute class and one (1) 45-minue class/week**
- *Basic Spanish* (2011) by Jarvis, Lebredo and Mena-Ayllón.
- **Access to additional online materials and resources**

Hybrid Course

- Spanish 201– First semester intermediate level
- 23 students
- Instructor: Native speaker originally from Spain
- Class meetings: Two (2) 75-minute classes/week
- *Basic Spanish* (2011) by Jarvis, Lebredo and Mena-Ayllón.

Traditional (Control) Course

Exit Results –

AVANT STAMP[4S]

	Hybrid Group's Scores	ACTFL Rating	Control Group's Scores	ACTFL Rating
Oral Proficiency	(N=11) 3.27	Novice High	(N=7) 3.57	Novice High
Written Proficiency	(N=23) 3.74	Novice High	(N=23) 4.13	Intermed. Low

Writing and Speaking Level Key

Novice
1 - Novice-Low
2 - Novice-Mid
3 - Novice-High

Intermediate
4 - Intermediate-Low
5 - Intermediate-Mid
6 - Intermediate-High

Advanced
7 - Advanced-Low
8 - Advanced-Mid/High

NS - Not Ratable

Exit Results –

AVANT STAMP[4S]

	Hybrid Group's Scores	ACTFL Rating	Control Group's Scores	ACTFL Rating
Listening Comprehension	(N=23) 3.08	Novice High	(N=23) 3.26	Novice High
Reading Comprehension	(N=23) 5.13	Intermediate-Mid	(N=23) 5.65	Intermediate-Mid

The numbers 1-9 relate to the ACTFL scale in the following manner:

Reading and Listening Level Key

Novice	Intermediate	Advanced
1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low
2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid
3 - Novice-High	6 - Intermediate-High	9 - Advanced-High

Student Survey

1. Years of Spanish
2. Spoke Spanish at home
3. Grade expected in this course
4. Number of classes missed during semester

Questions specific to this project.

Student Responses

Q5. Time spent outside of class in course-related work and activities:
- From 20-30 minutes to 40-60 <u>hours</u>.

Q6. Compared to other courses:

	Hybrid Group (N=23)	Control Group (N=20)
More	3	5
Same	6	12
Less	14	3

Student Responses

Q9. Taken online course before?

	Hybrid Group (N=23)	Control Group (N=22)
Yes	2	5
No	21	17

Q10. Taken hybrid course before?

	Hybrid Group (N=23)	Control Group (N=21)
Yes	5	4
No	18	17

Student Responses

Q17. Would prefer traditional format?

	Hybrid Group (N=22)
Yes	10
Maybe	5
No	7

Q18. Fully online format?

	Hybrid Group (N=22)
Yes	1
Maybe	0
No	21

Student Commentaries

Q13.   Advantages of hybrid course?

Chose when to do work; still ability to meet w/ professor
Additional learning medium
More time to practice speaking and listening
More online resources (videos, online tests) and exercises
The different online exercises
More time outside of class to practice
Immediate online feedback; in class listening to language
Liked combination of instruction/independent study
Able to get peer help

Student Commentaries

Q14.   Disadvantages of hybrid course?

What thought would be tested and what was tested were different
Feedback not constructive enough
Work difficult to complete when there was site maintenance or computer malfunctions when completing exercises
Less motivation
Less class time; less time with professor (N=10)
No immediate nor good feedback; questions have to wait until next class
Not getting true grades because of allowance for redoing labs
The homework answers were set
Some online work difficult to complete w/o asking questions
Questions cannot be answered while doing work

2014

- Comparison and analyses of student STAMP proficiency test results for previous three semesters.
- Have proposed two 4-credit FL GEN ED requirement (reduction of 1 credit from current requirement)
- Implementation of new, ACTFL-based Spanish language textbook: *¡Anda!*
- Implementation of intensive, summer hybrid FL programs.