LINGUISTIC ATTITUDE COMPARISON FOR SPANISH BEGINNING HYBRID AND ONLINE COURSES

COMPARACIÓN DE ACTITUDES LINGÜÍSTICAS EN CURSOS HÍBRIDOS Y A DISTANCIA DE ESPAÑOL INICIAL

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Resumen: Varios estudios afirman que las diferentes modalidades de clase no afectan el resultado de la adquisición de la lengua segunda, y también confirman la creciente demanda de clases a distancia, tanto de parte de las autoridades académicas como de los estudiantes en los Estados Unidos. A pesar de estos hechos, los profesores se resisten a reconocer que las clases a distancia son tan eficaces como las clases tradicionales.

Este artículo compara las actitudes de estudiantes de clases híbridas y a distancia de español inicial en el Departamento de Lenguas y Estudios Interculturales de la Universidad de Coastal Carolina en Conway, South Carolina. Las actitudes fueron evaluadas a través de un cuestionario administrado a 374 estudiantes en la clase de español inicial al final del semestre de Spring del 2017.

Según los resultados obtenidos, la diferencia en modalidad de clase no afecta las actitudes de los estudiantes para los estudiantes del primer año de aprendizaje, aunque las estudiantes con más experiencia de aprendizaje de español antes de la universidad tienden a tomar más clases a distancia. También confirma que la variable de Instructor cambia la percepción de forma distintiva. Sería interesante ver si podemos encontrar algún contraste entre los resultados de sus competencias lingüísticas y sus actitudes lingüísticas.

Palabras claves: enseñanza de español como lengua segunda, clases híbridas, clases a distancia, actitudes lingüísticas

Abstract: Although researchers found no statistically significant difference in results among the different class modalities (i.e., face-to-face, hybrid, and online), and it is clear that there is a growing demand for online courses from chief officers and students in the USA educational scene, there is resistance to accept online classes as equally efficient as traditional face-to-face classes.

The purpose of this study was to examine student's attitudes towards hybrid and online Spanish basic classes in the Department of Intercultural Studies at Coastal Carolina University, in Conway, South Carolina. Student´s attitudes were evaluated using a questionnaire that was administered to 374 students at the end of the Beginning Spanish Class in Spring 2017.

Our findings allow us to conclude that overall attitude is not affected by course mode for the first year of Spanish language instruction, although female students with more experience in learning Spanish before college instruction are taking more online classes. In addition, it confirms that Instructor variable change the perception distinctly. It could be interesting to see if there is a contrast in their proficiency, and compare them with their linguistic attitudes.

Key words: teaching Spanish as Second Language, hybrid classes, online classes, linguistic attitudes

Introduction

We define online courses as those in which 80% of its contents are delivered in distant format. Face-to-face courses deliver 0% to 29% of its content in distant format. Hybrid courses offer from 30% to 80% of its content online.

Following data offered by the *Online Report Card* (Allen, Seaman, Poulin y Straut, 2016), in spite of a decade of growing number of institutions offering online classes and the number of research that claim online courses as equivalent or superior than face-to-face classes (Angiello, 2010; Angelino & Natvig, 2009; Robinson & Hullinger, 2008), the level of skepticism among faculty is high. There is a direct relation between faculty acceptance level and the number of students of the institution in which these faculties

belong, however, even in institutions with more online courses than face-to-face classes, only 60% of faculty accept online courses as a valid option. This percentage lowers notably to 29% of acceptation in institutions with less number of online courses, and at most 11.6% of faculty accept them as valid in those institutions where no online classes are offered. Employers are also reticent to hire graduate students from online colleges (Tabatabaei and Gardiner, 2012; Vukelic and Pogarcic, 2011).

Second language teaching faculties are traditionally more opposed to the idea of online teaching, thus college departments teaching second languages offer few number of online courses compared to other disciplines (Allen et al., 2016).

In 2015, Chief Officers in Coastal Carolina University (a medium size regional college in Conway, South Carolina, USA) requested that all departments belonging to the institution provide at least one online course starting 2016. The Department of Languages and Intercultural Studies elaborated a completely online version of the Spanish 115 class, a Beginner Spanish five credits course originally hybrid (three credits online and two face-to-face).

The purpose of this study is to examine student's attitudes towards these hybrid and online classes. Student´s attitudes were evaluated using a questionnaire that was administered to 374 students at the end of the Beginning Spanish Class in Spring 2017.

Methodology

Participants (n=374) for this study were undergraduate college students who completed the first semester Beginning Spanish class, SPAN 115. The questionnaire (attached in Appendix I) was distributed in Spring 2017 semester. Of the total of 374 students, 349 were enrolled in hybrid courses and 24 online. The difference in the number of students in different format was due to the fact that the section offer approximately 20 to 25

hybrid courses, and 2 to 5 online sections in regular semesters (Fall and Spring). The questionnaire presented student´s basic information (prior language experience and student´s general demographics). It also answered the two essential questions: first, the reason why students have chosen the Spanish class they were enrolled (number of semesters needed to complete foreign language requirement, an interest in Hispanic language and culture, an interest in the content of the class, an interest in a particular instructor, advisor´s decision, only option available, or other reason); and second, what they think they will have acquired after taking the Spanish class (acquisition of vocabulary necessary for the use of Spanish, acquisition of grammar, acquisition of oral abilities, acquisition of written abilities, acquisition of cultural knowledge, interest in learning about Hispanic culture and language, interest in minoring or majoring Spanish).

In regard to the statistical analysis, the variables Degree of knowledge of the English language, Degree of knowledge of the Spanish language, Degree of knowledge of other language, and Motivation for taking the section are all measured on the Likert scale. It has been shown that parametric two sample t-procedures and the nonparametric Mann-Whitney test perform similarly using Likert data (Winter and Dodou, 2010). Therefore, all responses on the Likert scale are compared using a two-sample t-test.

The variables Spanish courses taken at CCU, Classification of the students, and Derived College are categorical variables with more than two categories each, resulting in 2xK (K>2) tables. Due to low expected counts in the distance category, the standard Chi-square test cannot be used. Instead, we use a likelihood ratio test.

Finally, to compare the proportion of males in the two classes a two-sample z-test for proportions is appropriate due to larger sample sizes.

ANALYSIS

Who signs up for the two types of courses?

I. Prior Language Experience

A. *Degree of Knowledge of the English Language* – no significant difference in the two groups

Group	N	Mean	Standard Deviation	Test Statistic	P-value
Hybrid	323	4.833	0.685	0.988	0.333
Distance	24	4.625	1.013		

B. *Degree of Knowledge of the Spanish Language* – no significant difference in the two groups

Group	N	Mean	Standard Deviation	Test Statistic	P-value
Hybrid	347	2.893	0.707	0.118	0.907
Distance	24	2.875	0.741		

C. *Degree of Knowledge of Other Language* – no significant difference in the two groups

Group	N	Mean	Standard Deviation	Test Statistic	P-value
Hybrid	164	2.433	0.707	1.427	0.178
Distance	11	1.727	0.741		

D. *Years of Spanish Outside of College* – significantly more years of experience in the distance class

Group	N	Mean	Standard Deviation	Test Statistic	P-value
Hybrid	322	2.584	1.302	-2.697	0.012
Distance	22	3.227	1.066		

The study is 95% confident that students in distance classes have between 0.15 and 1.13 more years of Spanish than students in hybrid courses, on average.

E. *Spanish Courses Taken at CCU* – type of course is independent of prior CCU course taken

Group	None	SPAN 110	SPAN 111	SPAN 115	SPAN 120 or Higher
Hybrid	280 (0.807)	4 (0.012)	2 (0.006)	60 (0.173)	1 (0.003)
Distance	19 (0.792)	0 (0.000)	1 (0.042)	4 (0.167)	0 (0.000)

The assumptions for a Chi-Square goodness of fit test are not met. Therefore, using a likelihood ratio test is more appropriate. The resulting test statistic and p-value are 2.866 and 0.720, respectively. Raw counts and conditional probabilities are shown in the table. The values confirm similar distributions of prior Spanish experience at college.

II. General Student Demographics

A. *Proportion of Males in the class* – significantly higher proportion of males in hybrid

Group	N	Prop Males	Test Statistic	P-value
Hybrid	329	0.486	5.210	0.022
Distance	23	0.217		

The study is 95% confident the percentage of males in hybrid sections is between 7% and 47% more than in distance sections.

B. *Classification of the Students* – Distribution of classification is dependent on type of course

The assumptions for a Chi-Square goodness of fit test are not met. Therefore, using a likelihood ratio test is more appropriate. The resulting test statistic and p-value are 18.566 and 0.0023, respectively. Raw counts and conditional probabilities are shown in the table. The values suggest there are more lower classmen (sophomores) in

the hybrid sections and more upperclassmen (seniors) in the distance courses.

Group	Freshman	Sophomore	Junior	Senior	Non-Degree	Other
Hybrid	32(0.10)	85(0.25)	153 (0.45)	49 (0.14)	2(0.01)	17 (0.05)
Distance	3(0.12)	1(0.04)	9(0.38)	11(0.46)	0(0.00)	0(0.00)

C. *Derived College* – Distribution of derived college is independent of type of course

Similarly, a likelihood ratio test was run and revealed no relationship between the college of derivation and class mode. The test statistic and p-value are 6.100 and 0.636, respectively.

D. *Motivation for Taking the Section* – Only one significant difference exists among motivations, in semesters required.

Motivation	Test Statistic	P-value
Semesters Required	-2.073	0.047
Interest in Culture and Language	0.267	0.792
Interest in Class Content	0.224	0.824
Interest in Instructor	-0.168	0.8679
Advisor's Decision	-1.866	0.073
Only Option Available	-1.021	0.2237

Does instructor have an effect on perceived acquisition and interest in furthering Spanish studies?

I. *Perceived Acquisition of Vocabulary* – significant teacher effect

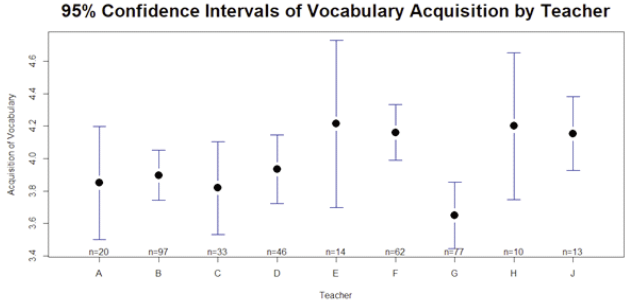
A. ANOVA Table

	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Teacher115	8	12.45	1.5557	2.605	0.00883	**
Residuals	363	216.80	0.5972			

B. Tukey Comparisons

95% confidence intervals for all pairwise comparisons show the only significant difference in perceived vocabulary acquisition is between teachers F and G (G lower with p-value = 0.004)

C. Means Plot



II. *Perceived Acquisition of Grammar* – no significant teacher effect

A. ANOVA Table

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Teacher	8	7.42	0.9276	1.295	0.244
Residuals	362	259.22	0.7161		

III. *Perceived Acquisition of Oral Abilities* – significant teacher effect

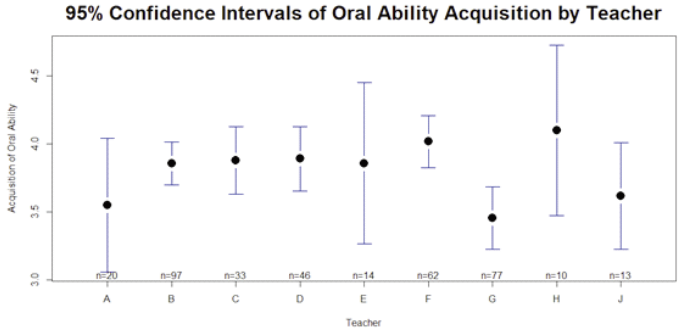
A. ANOVA Table

	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Teacher	8	15.56	1.9445	2.667	0.00741	**
Residuals	363	264.67	0.7291			

B. Tukey Comparisons

95% confidence intervals for all pairwise comparisons show the only significant difference in perceived oral ability acquisition is between teachers F and G (G lower with p-value = 0.004)

C. Means Plot



IV Perceived Acquisition of Written Abilities

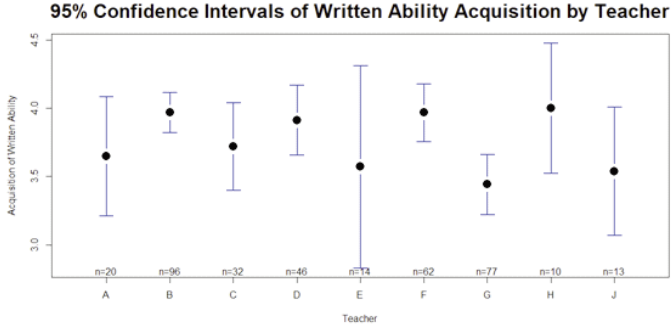
A. ANOVA table

	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Teacher	8	17.54	2.1930	2.941	0.00339	**
Residuals	361	269.16	0.7456			

B. Tukey Comparisons

95% confidence intervals for all pairwise comparisons show the only significant difference in perceived written ability acquisition is between teachers B and G (G lower with p-value = 0.003)

C. Means Plot



V. *Perceived Acquisition of Cultural Knowledge* – significant teacher effect

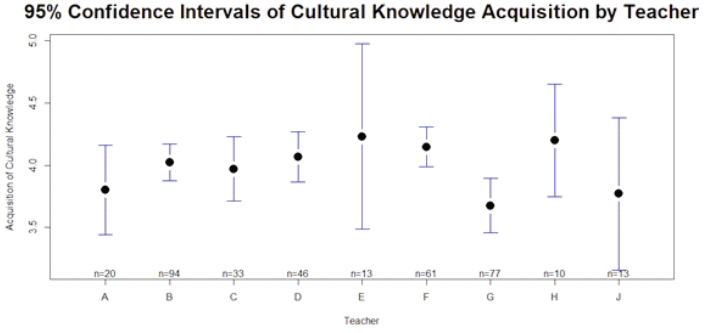
A. ANOVA Table

	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Teacher	8	11.76	1.4705	2.332	0.0188	*
Residuals	358	225.70	0.6305			

B. Tukey Intervals

95% confidence intervals for all pairwise comparisons show the only significant difference in perceived cultural knowledge acquisition is between teachers G and F (G lower with p-value = 0.01)

C. Means Plot



VI. *Interest in learning more about language and culture* –significant teacher effect

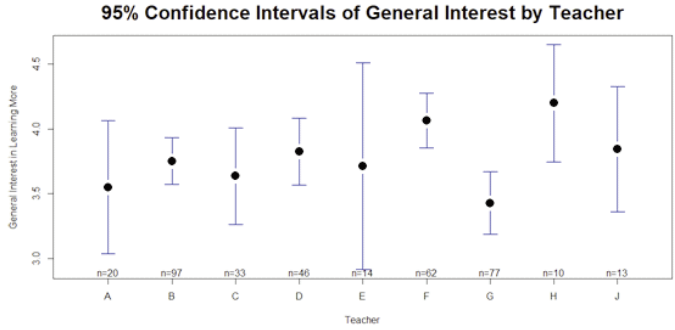
A. ANOVA Table

	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Teacher	8	17.7	2.2127	2.39	0.016	*
Residuals	363	336.0	0.9256			

B. Tukey Intervals

95% confidence intervals for all pairwise comparisons show the only significant difference in interest to learn more is between teachers G and F (G lower with p-value = 0.004)

C. Means Plot



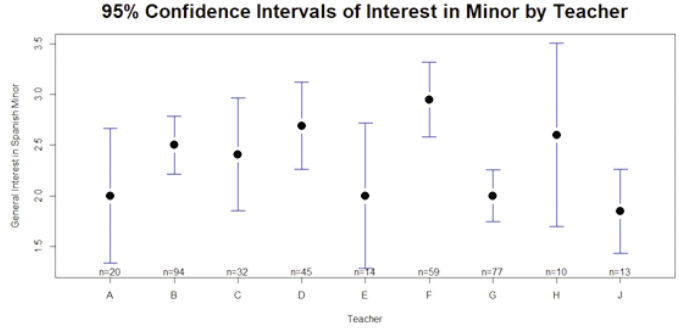
VII. ***Interest in Minoring in Spanish*** – significant teacher effect

A. ANOVA Table

B. Tukey Intervals

95% confidence intervals for all pairwise comparisons show the only significant difference in interest of a minor between teachers G and F (G lower with p-value = 0.002)

C. Means Plot



VIII. Interest in Majoring in Spanish – significant teacher effect

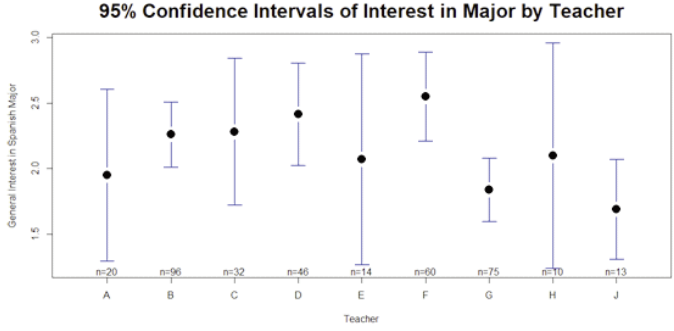
A. ANOVA Table

	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Teacher	8	24.6	3.080	1.975	0.0486	*
Residuals	357	556.6	1.559			

B. Tukey Intervals

95% confidence intervals for all pairwise comparisons show the only significant difference in interest of a major between teachers G and F (G lower with p-value = 0.03)

C. Means Plot



Conclusion

For the prior language experience, the only significant variable is the years of Spanish outside of college. The study is 95% confident that students in distance classes have between 0.15 and 1.13 more years of Spanish than students in hybrid courses, on average. Related to the General Student Demographics, the study is 95% confident the percentage of males in hybrid sections is between 7% and 47% more than in distance sections. The values suggest there are more lower classmen (sophomores) in the hybrid sections and more upperclassmen (seniors) in the distance courses. In our study, female students with

more experience in learning Spanish are taking online classes (maybe because the perception is that online classes are more demanding than face-to-face or hybrid courses). However, the reason behind the fact that more upperclassmen are taking distance courses than lower classmen could be convenience (our department has long waiting lists for Spanish, and online classes are easier to get in).

For the Motivation for Taking the class, only one significant difference exists among motivations, the semesters required with 0.047 p-value. The explanation for it is the following: with Spanish 115 class, the department had changed the requirement for the Core to an only one semester 5 credit class, instead of the traditional two semesters of three credit classes needed previously.

There is a significant teacher effect on all questions for what they think they will have acquired after taking the Spanish class (significant teacher effect for Perceived Acquisition of Vocabulary, Perceived Acquisition of Oral Abilities, Perceived Acquisition of Written Abilities, Perceived Acquisition of Cultural Knowledge, Interest in learning more about language and culture, Interest in Minoring in Spanish, Interest in Majoring in Spanish), except in one question (Perceived Acquisition of Grammar). Post hoc comparisons show that the significance is due to one teacher in particular (teacher G) in all cases that showed low p-value.

Similarly to Blake et al. (2008) our findings allow us to conclude that overall attitude is not affected by course mode for the first year of Spanish language instruction. The results suggest that online instruction is a valid form of language instruction, in spite of online language teaching detractors. In lieu of an immediate rejection of teaching languages online, Foreign Language professionals and universities may need to broaden their methods of teaching language. Our study demonstrate what some researcher suggested, "statements that consider all F2F courses superior to all OL courses are a grave overgeneralization", and "individual talents and limitations of each instructor and the quality of learning materials are greater indicators of student learning than is format" (Blake, 2012, p.19).

Future studies

The popularity of online classes is undeniable, and it is clear the reason why colleges favor online classes, in order to generate income, and expand student base without investing in infrastructures. The present study compares student´s linguistic attitudes and the results shows no significant difference between different teaching modality. It would be interesting to see if there is a contrast in their proficiency, and compare them with their linguistic attitudes. However, it is still a challenge to judge the education quality where there is no universally agreed metric. Therefore, more research is needed in the field.

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Appendix I



Department of Languages and Intercultural Studies

Spanish Student Survey

Please share your background in foreign language study and thoughts about your current Spanish course.
This data will be used exclusively in a study for the Department of Languages and Intercultural Studies.

What languages have you studied, and what is your degree of knowledge of each?

English		Spanish		Other (please specify below, if applicable)	
☐ None	☐ Good	☐ None	☐ Good	☐ None	☐ Good
☐ Poor	☐ Very Good	☐ Poor	☐ Very Good	☐ Poor	☐ Very Good
☐ Average	☐ Does Not Apply	☐ Average	☐ Does Not Apply	☐ Average	☐ Does Not Apply

Other language:

Other than this semester, what Spanish courses have you taken at CCU?

☐ None ☐ SPAN 110 ☐ SPAN 111 ☐ SPAN 115 ☐ SPAN 120 or higher

Other than this semester, how many semesters of foreign language instruction have you had at the college level?

	None	One	Two	Three	Four or More	Not Applicable
Spanish	☐	☐	☐	☐	☐	☐
Other language	☐	☐	☐	☐	☐	☐

How many years of foreign language instruction have you had at the K-12 level, or outside of a school environment?

	None	One	Two	Three	Four or More	Not Applicable
Spanish	☐	☐	☐	☐	☐	☐
Other language	☐	☐	☐	☐	☐	☐

Why did you choose the Spanish class you're taking this semester?
Please indicate your level of agreement with each reason below.

	Strongly Disagree	Disagree	Not Sure or Neutral	Agree	Strongly Agree	Not Applicable
The number of semesters needed to complete foreign language requirement	☐	☐	☐	☐	☐	☐
An interest in Hispanic language and culture	☐	☐	☐	☐	☐	☐
An interest in the content of the class	☐	☐	☐	☐	☐	☐
An interest in a particular instructor	☐	☐	☐	☐	☐	☐
I did not have a choice; it was my advisor's decision	☐	☐	☐	☐	☐	☐
It was the only option available to me	☐	☐	☐	☐	☐	☐
Other reason (please specify below)	☐	☐	☐	☐	☐	☐

Other reason:

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What do you think you'll have acquired after the Spanish class you are taking this semester?
Please indicate your level of agreement with each item below.

	Strongly Disagree	Disagree	Not Sure or Neutral	Agree	Strongly Agree	Not Applicable
Acquisition of vocabulary necessary for the use of Spanish	☐	☐	☐	☐	☐	☐
Acquisition of grammar necessary for the use of Spanish	☐	☐	☐	☐	☐	☐
Acquisition of oral abilities in Spanish (Listening and Speaking)	☐	☐	☐	☐	☐	☐
Acquisition of written abilities in Spanish (Reading and Writing)	☐	☐	☐	☐	☐	☐
Acquisition of cultural knowledge related to Hispanic countries	☐	☐	☐	☐	☐	☐
Interest in learning more about Hispanic culture and language	☐	☐	☐	☐	☐	☐
Interest in majoring in Spanish	☐	☐	☐	☐	☐	☐
Interest in minoring in Spanish	☐	☐	☐	☐	☐	☐

Which aspects of your current Spanish class you like most, and why?

Which aspects of your current Spanish class would you like to change, and why?

Age:

- ☐ Less than 18
- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21
- ☐ 22
- ☐ 23
- ☐ 24
- ☐ 25
- ☐ 26 or older

Gender:

- ☐ Female
- ☐ Male
- ☐ Other

Class Level:

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Non Degree Seeking
- ☐ Other

Major: *Select all that apply.*

COLLEGE OF BUSINESS	☐ Accounting	☐ Hospitality, Resort, and Tourism Management (or Resort Tourism Management)
	☐ Economics	☐ Management
	☐ Finance	☐ Marketing
COLLEGE OF EDUCATION	☐ Early Childhood Education	☐ Physical Education
	☐ Elementary Education	☐ Special Education - Learning Disabilities
	☐ Middle Level Education	
COLLEGE OF HUMANITIES AND FINE ARTS	☐ Art Studio	☐ Musical Theatre
	☐ Communication	☐ Philosophy
	☐ English	☐ Political Science
	☐ Graphic Design	☐ Spanish
	☐ History	☐ Theatre
	☐ Intelligence & National Security Studies	☐ Theatre Arts
	☐ Music	
COLLEGE OF SCIENCE	☐ Biochemistry	☐ Information Technology
	☐ Biology	☐ Marine Science
	☐ Chemistry	☐ Mathematics
	☐ Computer Science	☐ Nursing
	☐ Exercise and Sport Science	☐ Physics
	☐ Health Administration	☐ Psychology
	☐ Health Promotion	☐ Recreation & Sport Management
	☐ Information Systems	☐ Sociology
UNIVERSITY COLLEGE	☐ Interdisciplinary Studies	☐ Undeclared

Minor:
If applicable

Home State:

☐ Alabama	☐ Hawaii	☐ Michigan	☐ North Carolina	☐ Utah
☐ Alaska	☐ Idaho	☐ Minnesota	☐ North Dakota	☐ Vermont
☐ Arizona	☐ Illinois	☐ Mississippi	☐ Ohio	☐ Virginia
☐ Arkansas	☐ Indiana	☐ Missouri	☐ Oklahoma	☐ Washington
☐ California	☐ Iowa	☐ Montana	☐ Oregon	☐ West Virginia
☐ Colorado	☐ Kansas	☐ Nebraska	☐ Pennsylvania	☐ Wisconsin
☐ Connecticut	☐ Kentucky	☐ Nevada	☐ Rhode Island	☐ Wyoming
☐ Delaware	☐ Louisiana	☐ New Hampshire	☐ South Carolina	☐ U.S. Territory
☐ District of Columbia	☐ Maine	☐ New Jersey	☐ South Dakota	☐ Outside U.S.A.
☐ Florida	☐ Maryland	☐ New Mexico	☐ Tennessee	
☐ Georgia	☐ Massachusetts	☐ New York	☐ Texas	

Thank you for completing this survey!