

Title: Online Activities and Their (Pedagogical) Effectiveness in a Hybrid Language Classroom
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Abstract:

What are the methods and techniques that we usually use in our hybrid language classrooms? How do these methods affect students' performance compared to the traditional techniques? What are the students' priority and motivation when they learn less commonly taught languages fully or partially online?

Finding answers to these questions and clarifying the goals of hybrid classes is timely and important. Even though the number of foreign language programs offering hybrid or online classes is increasing, the success of these courses often depends on teaching materials and the teaching method. We need to understand several factors, focusing on the students' preferences and creating effective pedagogy by using the strengths of face-to-face and online settings in an integrated fashion. Instructors and students both need to believe it is possible to learn languages successfully in online or hybrid environments.

Teaching language classes with a blended approach is a complex task. In my poster presentation I will compare student performance and learning experience from online and traditional sections. I will examine the various types of technology I usually use in my hybrid classes (offline and online tools, pre-created web activities and task-based web activities etc.). I will analyze different types of online activities, the advantages and disadvantages from the instructor and the learners' perspectives to increase our understanding and knowledge of how fully or partial web-based language learning can best be used for specific learners in specific contexts.