# Student Learning Outcomes in Hybrid and Face-to-Face Beginning Spanish Language Courses

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## Abstract

This study investigates learner outcomes that were gathered for the Beginning Spanish Hybrid Pilot Program at the University of Nevada Reno. The study investigates whether or not students enrolled in beginning Spanish hybrid courses arrive at the same learning outcomes as those students enrolled in traditional face-to-face beginning courses. Students from 15 hybrid Spanish language courses (first and second semester) and 55 conventional (offline, traditional face-to-face) courses from Fall 2010 through Spring 2003 were assessed. A total of 25 instructors and 1,500 students were involved in this stud.. Multiple measurements were used to compare learning outcomes between hybrid and traditional students in oral production, written production, reading comprehension, listening comprehension, grammar knowledge, and vocabulary. Student and instructor feedback, reflecting attitudes and experiences with the hybrid courses, are used to better understand the comparative results. The results from this study indicate that the hybrid online language courses have been successful: the students in most hybrid courses made progress in their L2 performance similar (if not better) to that of the students in the equivalent traditional courses. Statistical analyses identified that the hybrid students did better on several of the learning measures. The qualitative data suggest that students need instructor guidance and that both students and instructors need ongoing technical support for the successful implementation of hybrid language courses; however, hybrid students appear to be more motivated given that they are better prepared when coming to class.