



## **An Examination of How Instructors Manage Their Time in a Foreign Language Blended Class**

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### **Abstract**

Foreign language courses have been the focus of attention of the e-textbook publishing industry in the United States. Textbook packages are now available in electronic format, making it possible to deliver foreign language instruction through blended, also known as hybrid, or entirely online courses. The availability of online materials, coupled with the thrust from leading educational organizations, colleges and universities that promote online instruction, is fueling a steady transformation in the delivery of foreign language instruction. As a result, blended and online courses are gradually replacing traditional courses.

This gradual replacement is often times effected with few resources to warrant careful planning and training. Consequently, those instructors who are at the center of this transition are expressing concerns about how blended instruction may impact different aspects of their workload. One such concern is the logistics of time from the point of view of the instructors.

This study examines the time factor in a blended first-semester Spanish course taught at a university in the United States. This course enrolled 60 students. Time was examined in terms of where instructors' time was allocated when 50% of the face-to-face teaching was replaced with online activities. The results indicate that instructors do not need to work more time than they do in a traditional course, but the course coordinator has to allocate additional time to the set-up of the master course. The perception reported by instructors that they seem to work for longer to manage a blended course may be a consequence of the increased frequency of certain tasks and how they are managed. In other words, more effort may be needed to manage a blended class while operating within same time frame as in a traditional class. The study also shows that blended teaching requires allocating time into new tasks.