

The Best of Both Worlds: Hybridized Second Language Methodology Instruction

Scott Kissau, Ph.D.

Department of Middle, Secondary, and K-12 Education

College of Education

University of North Carolina at Charlotte

2012 SoTL Grant Submission

November, 2012

## Abstract

Due in part to its many convenience-related benefits, online teacher education continues to grow exponentially. Despite such growth, recent research has called into question the suitability of fully online instruction for certain teacher preparation courses. Methodology coursework, in particular, with its emphasis on the modeling of various teaching strategies, has been singled out in multiple studies as ill-suited to online instruction. To address the limitations of fully online instruction, while still maintaining its associated advantages, in the proposed research project the principal investigator (PI) plans to develop and teach hybridized versions of two second language (L2) methodology courses and to investigate the effects of such hybridized instruction on the sense of efficacy of L2 teacher-candidates enrolled in initial licensure programs. The results of the study will serve to inform the development of future methodology instruction in the College of Education at UNC Charlotte and beyond, and will address a void in the related research.

# Budget Request for SOTL Grant

Year 2013

Joint Proposal?           Yes      X   No

Title of Project            The Best of Both Worlds: Second Language Methodology Instruction

Duration of Project        One year (spring 2013 – spring 2014)

Primary Investigator(s) Dr. Scott Kissau

Email Address(es)        spkissau@uncc.edu

UNC Charlotte SOTL Grants Previously Received (please names of project, PIs, and dates)      none

Allocate operating budget to Department of      Middle, Secondary, & K-12 Education

		Year One
Account #	Award	January to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	\$3850
911250	Graduate Student Salaries	\$1000
911300	Special Pay (Faculty on UNCC payroll other than Grantee)	
915000	Student Temporary Wages	
915900	Non-student Temporary Wages	
920000	Honorarium (Individual(s) not with UNCC)	
921150	Participant Stipends	

925000	Travel - Domestic	
926000	Travel - Foreign	
928000	Communication and/or Printing	
930000	Supplies	
942000	Computing Equipment	
944000	Educational Equipment	
951000	Other Current Services	
<b>GRAND TOTAL</b>		<b>\$4850</b>

**Attachments:**

1. Attach/provide a narrative that explains how the funds requested will be used.
  
2. Has funding for the project been requested from other sources? \_\_\_ Yes \_\_\_X\_\_\_ No. If yes, list sources.

## Budget Narrative

### **Faculty Stipend (\$3,850.00)**

A summer stipend will be paid to the Principal Investigator (PI). In the spring and first summer session of 2013 the PI will complete the development of the hybridized version of the two second language (L2) methodology courses (TESL 5103 and FLED 5200). The development of these hybrid courses will be informed by the earlier research of Kissau (2011). Kissau demonstrated that online methodology instruction is appropriate for the transmission of factual knowledge to L2 teacher-candidates, but less effective than face-to-face (F2F) instruction in helping teacher-candidates see how the factual knowledge transfers to actual classroom practice. Current course syllabi and online modules will thus, need to be re-configured and re-organized so that online modules are incorporated at the beginning of both courses when students are introduced to foundational information relating to theories and methods of L2 teaching and factors that may influence L2 acquisition. Following the introduction of such factual knowledge, F2F instruction would be integrated in order to give teacher-candidates the opportunity to witness this factual information put into practice.

In the second summer session and fall of 2013 the PI will commence data collection while teaching the online and F2F sections of both courses. Data collection will involve administering a survey and interviewing teacher-candidates. In the spring of 2014 the PI will analyze the data and prepare a manuscript and conference presentation to disseminate the results of the project.

### **Graduate Student Salary (\$1000.00)**

A graduate assistant (G.A) will work closely with the PI during the spring and first summer session of 2013. Given that graduate students are generally paid at a rate of \$9/hour, it is estimated that \$1000 would entitle the PI to approximately 110 hours of G.A support. A large

percentage of this time would be spent helping the PI to redesign the two online courses. Any remaining time would be devoted to assisting the PI to locate relevant literature to include in the literature review and to prepare the ensuing manuscript and conference presentation.



Office of the Dean  
9201 University City Blvd., Charlotte, NC 28223-0001  
(704) 687-8722, [www.uncc.edu](http://www.uncc.edu)

## MEMORANDUM

**TO:** Scholarship of Teaching and Learning Committee

**FROM:** Mary Lynne Calhoun, Dean

A handwritten signature in cursive script, appearing to read "Mary Lynne Calhoun", is written in blue ink above the printed name.

**DATE:** October 9, 2012

**RE:** Support for Dr. Kissau's proposal

I am pleased to offer my support for Dr. Kissau's SoTL grant proposal, "The Best of Both Worlds: Hybridized Second Language Methodology Instruction." As we in the College of Education continue to expand our online course offerings, we are keenly interested in research that investigates means of adapting and improving online instruction.

The proposed project has been informed by Dr. Kissau's recent study (see Kissau, 2011) for which he was the 2011-2012 recipient of the College of Education Award for Excellence in Research. In this study Dr. Kissau found that while online instruction can be an effective means of transmitting factual knowledge to teacher education students (candidates), it lacks the opportunities, often provided in face-to-face instruction, for candidates to see how such factual knowledge translates to classroom practice. Following these findings, Dr. Kissau recommended the development and implementation of hybridized methodology courses. He argued that in a hybridized second language methodology course the factual knowledge related to language learning could be transmitted to teacher-candidates in an online format. Once this factual information was shared, traditional face-to-face instruction could follow. During the face-to-face instruction the course instructor could model various methods and strategies so that teacher-candidates are able to see how the factual content knowledge that they acquired online transfers to classroom instruction.

I am pleased to see that Dr. Kissau is not only planning to develop hybridized courses for both the TESL and FLED programs, but also that he intends to investigate the effectiveness of these courses in comparison with their face-to-face equivalents. I look forward to hearing the results of his proposed project. I believe that this work will improve our practice in preparing excellent foreign language teachers while increasing access through online offerings.



## Project Narrative

### Specific Aims

In response to the need for more qualified foreign and second Language (L2) teachers in K-12 schools, colleges of education in the United States offer a growing number of online programs (National Center for Education Statistics, 2009). In an article documenting the current state of online L2 teacher education programs, Hall and Knox (2009) reported that since the mid-1990s such programs have experienced a fivefold increase in number. This trend has been reflected in the College of Education at the University of North Carolina at Charlotte (UNC Charlotte). To attract non-traditional students who cannot attend face-to-face (F2F) instruction, and to respond to growing enrollment in the Teaching English as a Second Language (TESL) and Foreign Language Education (FLED) programs, fully online sections of TESL and FLED methodology courses were developed in 2008.

Despite the success of the online sections of TESL 5103 and FLED 5200 in serving over 100 UNC Charlotte students in the past fews, there has been growing concern among the L2 teaching faculty, and in the L2 teaching community in general, that online instruction may not adequately prepare L2 teacher-candidates to teach their L2 students. While an online setting may be appropriate for many general pedagogy and content courses that characterize L2 teacher certification programs, it could be argued that they are not conducive to the modeling and sharing of teaching strategies found in L2 methodology classes. Teachers who enroll in and complete such online methodology courses may as a result feel less prepared to meet the needs of their L2 learners and thus less confident in their abilities as L2 teachers.



In response to such concerns there has been an increasing call for the development of hybridized L2 methodology instruction that offers a combination of both online and F2F instruction. Such instruction would still offer many of the convenience-related benefits of online instruction, but would also allow teacher-candidates to witness and participate in the modeling of various teaching strategies in a realistic classroom setting.

In response to calls for greater research exploring the effectiveness of online L2 teacher education programs (Alexander, Lignugaris-Kraft & Forbush, 2007; Collopy & Arnold, 2009; Duncan & Wallace, 2003; Kissau, 2011), in the proposed project the principal investigator (PI) plans to investigate the effects of hybridized L2 methodology instruction on the sense of efficacy of L2 teacher-candidates enrolled in initial licensure programs for L2 teachers. More specifically, the PI will first develop a hybridized version of both TESL 5103 and FLED 5200. These two sections will be offered in the summer and fall of 2013 at the same time as their F2F equivalents. At the end of each semester, the researcher will then compare the perceived confidence of the L2 teacher-candidates in both the hybridized and F2F sections to see if teacher-candidates in the hybridized sections feel as confident as their F2F cohort to teach L2 learners.

While the above-mentioned project will clearly inform L2 teacher educators at UNC Charlotte and elsewhere, its implications and applications extend beyond L2 teaching. The proliferation of online instruction is, of course, not unique to L2 teacher education. Over 90% of two and four-year degree granting institutions in the United States offer some type of online instruction (D'Orsie & Day, 2006; Martyn, 2003). Further, there is no denying that online methodology instruction will continue to grow in popularity as universities try to reach a wider range of potential, non-traditional teacher-candidates. This is even more likely to be the case in high needs areas such as math, science, and special education. A study investigating the impact

of online teacher education and a possible means of adapting and improving such online instruction could potentially have wide-reaching benefits to undergraduate and graduate students alike at UNC Charlotte and other institutions of higher education around the country and the world.

## Literature Review

The growth in online course delivery has spawned a plethora of research investigating the impact of computer-mediated instruction on various student outcomes. Numerous studies have shown that the type of instructional environment, online or face-to-face (F2F), has no impact upon student understanding of course content (Aragon, Johnson, & Shaik, 2002; Johson, Aragon, Shaik, & Palma-Rivas, 2000; Legutko, 2007; Meyer, 2003). In a study by Kirtman (2009) that compared the learning outcomes of 140 graduate students enrolled in a F2F or online educational research course, the researcher concluded that online instruction did not result in inferior learning when compared to F2F instruction.

Other researchers, however, have claimed that online instruction may not be suitable for methodology courses commonly found in teacher certification programs (Alexander et al, 2007; Collopy & Arnold, 2009). For example, in a study by Collopy and Arnold that involved 80 undergraduate students enrolled in an online reading methodology course, the researchers reported “a F2F component was important for teacher-candidates to feel competent with the content of the course (p. 96).” The reseachers went on to suggest that the teacher-candidates who experienced some F2F instruction were more confident in their abilities to apply what they had learned. Having confident and well-prepared L2 teachers is important. Youngs and Youngs (1999) found that L2 instructors’ reservations about their own ability to meet the needs of their

L2 students often translated into low, and eventually self-fulfilling expectations for their L2 learners.

In a recent study by Kissau (2011), teacher-candidates who completed a traditional F2F L2 methodology course reported significantly higher scores in regard to all but three of the 16 survey items measuring teacher efficacy than did their peers who completed the same course in a fully online setting. The results of the study suggested that while both online and F2F settings can be equally effective at transmitting factual knowledge to teacher-candidates, observing demonstrations of teaching strategies and witnessing classroom dynamics allowed the teacher-candidates in the F2F course to see how the factual knowledge they learned transferred to actual classroom practice.

In close alignment with the goal of the proposed project and to address the limitations of fully online methodology courses, Kissau (2011) recommended the development and implementation of hybridized methodology courses that offer both online and F2F instruction. According to Kissau, in a hybridized L2 methodology course the factual knowledge related to theories, methods, and factors influencing L2 learning could be transmitted to students in a convenient online format. Once this factual information was shared with teacher-candidates, traditional F2F instruction could follow. During the F2F instruction the course instructor could model various methods and strategies so that teacher-candidates are able to see how the factual content knowledge that they acquired online transfers to classroom practice.

## Methods

In the spring and first summer session of 2013 the PI plans to develop hybridized sections of TESL 5103 and FLED 5200. These two sections will then be piloted in the second summer session and fall semester of 2013 at the same time as their F2F equivalents. While these hybridized and F2F sections are being offered a mixed-method design will be used to examine the relationship between course setting (hybridized or F2F) and perceived self-efficacy. Quantitative data will be collected by means of a survey made available via SurveyShare to all teacher-candidates enrolled in a L2 methodology course (hybridized or F2F). The survey will be administered at the beginning of the semester as a pre-test. At the end of the semester the same questionnaire will be re-administered as a post-test to see the effect enrollment and participation in the hybridized and F2F sections had on teacher-candidates' perceived self-efficacy. The Tschannen-Moran and Woolfolk Hoy (2001) Teacher Efficacy Scale will provide the framework for the survey. Given that the scale was developed to measure perceived confidence among in-service and pre-service teachers, it is particularly suitable for this study which will also involve current and aspiring teachers. Further ensuring its suitability, according to Tschannen-Moran and Woolfolk-Hoy, the scale is not too specific and thus can be used to assess teacher efficacy in various educational contexts. Tschannen-Moran and Woolfolk-Hoy reported that the scale had construct validity established by factor analysis and that reliability ranged from 0.92 to 0.95.

Once the survey data have been analyzed, follow-up interviews will be conducted with a sample of teacher-candidates in both the hybridized and F2F sections to confirm and elaborate on the quantitative findings. A grounded theory approach (Glaser & Strauss, 1967) to the collection and analysis of qualitative data will be used for the proposed project. It is the goal of the PI to examine and compare the data collected from the interviews in order to detect emerging themes

that help explain the findings from the quantitative phase of the study. As Glaser stated (1992), the aim of grounded theory is to understand the research situation, and to discover the theory implicit in the data.

## Evaluation

To investigate the effect the hybridized instruction had on teacher-candidate self-efficacy, the confidence of the participants in the hybridized sections will be compared with that of their counterparts in the F2F sections. The PI will calculate an average score for the teacher efficacy items on the survey. In addition, the L2 teacher-candidates' scores for the individual items that make up the average scores will also be examined and analyzed. A two-factor analysis of variance with repeated measures (ANOVR) procedure will be used to examine sense of efficacy scores at the beginning and the end of the course for teacher-candidates participating in the hybridized or F2F instruction. This comparison will allow the PI to examine change in teacher-candidate confidence over the course of the hybridized or F2F instruction. The data collected from the interviews will also be examined looking for emerging themes that will help the PI to better understand the findings from the quantitative phase of the study.

A number of other comparisons between course sections (hybridized and F2F) will also be used to further gauge the success of the proposed project. For example, course evaluations of the hybridized and F2F sections will be compared as will the grades attained by the teacher-candidates in those sections. An additional comparison and also an interesting direction for future research would involve comparing the success of teacher-candidates from the various sections during their culminating student-teaching experience.

## Knowledge Dissemination

The results of this project will be shared locally, nationally, and internationally. At the local level, outcomes will be used to guide program decision-making for online teacher education coursework. Findings will also be shared with other program coordinators in the College of Education and the University Center for Teaching and Learning. Given the growth of online instruction at the post-secondary level, it is also necessary to share the results with other institutions of higher education. Thus, the results will be presented nationally at the annual conference of the American Association of Applied Linguistics and internationally at the World Conference on Computer Assisted Language Learning. In addition, a manuscript detailing the results of the study will be prepared and submitted to *Computer Assisted Language Learning: An International Journal*.

## Human Subjects

IRB approval to conduct the research project described in this application was granted in the summer of 2012. The approval notice has been attached to the application package.

## Extramural Funding

Although no external funding has yet to be obtained, an application for an external technology grant will be submitted to Transition to Teaching Grants. The PI is also actively seeking other opportunities to partially fund the international travel necessary to disseminate the results of the project at the World CALL conference.

## Timeline

Date	Project Task
Spring 2013	<ul style="list-style-type: none"> <li>• Commence development of hybridized sections of TESL 5103 and FLED 5200.</li> <li>• Graduate Assistant assists in course and literature review development.</li> </ul>
First Summer Session 2013	<ul style="list-style-type: none"> <li>• Complete development of hybridized sections of both courses.</li> <li>• Graduate Assistant assists in completion of literature review and assists with initial preparation of manuscript and conference presentation.</li> </ul>
Second Summer Session	<ul style="list-style-type: none"> <li>• Teach hybridized section of TESL 5103</li> <li>• Administer survey and conduct interviews.</li> </ul>
Fall 2013	<ul style="list-style-type: none"> <li>• Teach hybridized section of FLED 5200 and F2F sections of TESL 5103 and FLED 5200.</li> <li>• Complete interview transcriptions.</li> </ul>
Spring 2014	<ul style="list-style-type: none"> <li>• Analyze data and prepare manuscript and conference presentation.</li> </ul>
Fall 2014	<ul style="list-style-type: none"> <li>• Disseminate results</li> </ul>



# UNC CHARLOTTE

## Office of Research Compliance

9201 University City Boulevard, Charlotte, NC 28223-0001  
t/ 704.687.3311 f/ 704.687.2292 www.research.uncc.edu/comp/complian.cfm

### Institutional Review Board (IRB) for Research with Human Subjects

#### *Approval of Exemption*

**Protocol #** 12-07-17

**Title:** Hybridized Second Language Methodology Instruction

**Date:** 7/30/2012

**Investigator** Dr. Scott Kissau Middle, Secondary, K12 Educ

The Institutional Review Board (IRB) certifies that the protocol listed above is exempt under category 2 (45 CFR 46.101).

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

- a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
- b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

This approval will expire one year from the date of this letter. In order to continue conducting research under this protocol after one year, the "Annual Protocol Renewal Form" must be submitted to the IRB. Please note that it is the investigator's responsibility to promptly inform the committee of any changes in the proposed research, as well as any unanticipated problems that may arise involving risks to subjects. Amendment and Event Reporting forms are available on our web site: <http://research.uncc.edu/compliance-ethics/human-subjects/amending-your-protocol> or <http://research.uncc.edu/compliance-ethics/human-subjects/reporting-adverse-events>

  
 \_\_\_\_\_  
 Dr. M. Lyn Exum, IRB Chair

7-31-12  
 \_\_\_\_\_  
 Date