From a Face-to-Face to Hybrid Course

Minsook Kim
University of California, Berkeley
E-mail: minskim@berkeley.edu

INTRODUCTION

As technology has become an integral part of education, computer-assisted language learning has become more prevalent in the field, although the degree of adaptation to technology may vary from class to class. What is inevitable in present times though is that an online component is now mandatory rather than elective due to the widespread use of online course management systems in higher education. Thus, a question arises here as to how we, as language educators, can use technology more efficiently to teach the digital generation of the 21st century.

In this paper, I will document my journey and reflection on adopting a hybrid format in the fourth semester of the Korean course that was traditionally taught face-to-face (F2F), 5 days a week. Hybrid learning, also called blended learning, refers to the integration of online with face-to-face instruction in a planned, pedagogically valuable manner. Importantly, hybrid learning is not just a combination (addition) of online with face-to-face teaching but instead is a trade-off (replacement) of F2F time with online activity (or vice versa) (Niemiec & Otte 2005). This hybrid format has been gaining popularity in recent years mainly due to its biggest benefit, i.e., flexibility that enables students to learn free from the time and space, which accordingly confers scheduling freedom and ultimately increased enrollment. According to Allen at al. (2007), approximately 79% of public higher education institutions in the United States offer hybrid courses. Moreover, the efficacy of hybrid learning has been advocated in both surveys and empirical research. For example, in 2009, the United States Department of Education meta-analysis found that hybrid learning is the most effective learning model. This conclusion is also supported by the report entitled “How digital content is changing education? (2013)”. Additionally, this report found that more than 33% of students
in higher education had already experienced at least one course that includes an online component.

After a brief description of my literature review, which focuses on the efficacy of the hybrid format compared to its face-to-face counterpart, I will lay out the motivation for adopting a hybrid format in my course. Then, I will demonstrate how I designed my hybrid course by providing details of sample lessons. Lastly, I will conclude by outlining the possible challenges of adopting the hybrid model and provide some future directions.

LITERATURE REVIEW

When considering a certain pedagogy to incorporate into the classroom, there are many aspects that instructors want to assure. Among these, the major factor to consider is the efficacy of the methodology. In line with that, numerous studies have examined the efficacy of the hybrid format in foreign language courses. Although most of these studies have dealt predominantly with the Spanish and French languages, their results are quite encouraging; overall, the students on the hybrid courses performed better or at least as well as the students on the F2F course (Adair-Hauck, Willingham-McLain, and Earnest-Youngs 1999; Chenoweth and Murday 2003; Chenoweth et al. 2006; Scida and Saury 2006; Blake and Delforge 2007; Blake, Wilson, Cetto, and Pardo-Ballester 2008).

For example, Adair-Hauck et al. (1999) found that students who took hybrid courses in beginner French outperformed the F2F students in reading and writing but demonstrated a similar performance in speaking and listening. Moreover, Chenoweth & Murday (2003) compared beginner level French F2F and hybrid courses using listening, reading, grammar, and writing tests. No statistically significant differences were found and the hybrid students actually scored better than the F2F students. Following this study, Chenoweth et al. (2006) compared not only beginner but also intermediate Spanish and French learners and the results demonstrated the same; that there are no significant differences between them. Scida & Saury (2006) compared the beginner Spanish final exam and oral production tasks and again students on the hybrid course performed better. In addition, Thomas (2012) found that students on a beginner level hybrid Spanish course showed greater improvement in writing than a F2F group.

Many studies have demonstrated the efficacy of fully online courses compared to their counterpart F2F courses. Salcedo (2010) compared fourth
semester Spanish students enrolled on fully online courses with their counterpart F2F courses and the results showed that there were no statistically significant differences between the performance of the two groups. Moreover, Enkin & Mejias-Bikandi (2017) compared a fully online advanced Spanish grammar course to a F2F course and their results also found no significant statistical differences between the students’ performance.

A question arises here as to how and why the hybrid or even fully online courses are as effective as the F2F course? Even the results of the few studies listed here seem counter-intuitive; isn’t language learning, in particular, supposed to be more effective when studied in person and face-to-face with the teacher?

So, besides flexibility, what other aspects of the hybrid format contribute to the success of foreign language courses? I have already mentioned that the greatest benefit of a hybrid course is the flexibility this model offers. Moreover, Mcgee & Reis (2012) commented in their study that offering hybrid courses will provide the same opportunities or learning experience but through a different modality. However, these two benefits do not directly explain the efficacy of the hybrid format. So, what other factors can account for the success of hybrid courses?

**Format.** The four skills of language that we often categorize are speaking, listening, reading, and writing. However, we are living in the 21st century where the world is closely interconnected through media and the Internet. Thus, digital literacy has become an essential skill in the 21st century, which in a way supplements the four existing language skills. Our digital generation students are already very accustomed to learning and gaining information through YouTube and web searches. In terms of foreign language learning and its use, students can easily access authentic materials on their own and have many more opportunities to use the foreign language in the virtual world than in a real-world setting. For example, they can watch foreign shows and follow their foreign celebrities’ social networks on the web. The primary purpose of most students who take Korean is to understand their favorite Korean TV shows and music without subtitles and translation. In other words, they desire to consume their interest first hand. However, in the traditional F2F classroom, digital literacy is difficult to deal with. This is where the real benefit of the hybrid format satisfies the learners’ desire because it is more suitable to present virtual materials in a hybrid classroom. Although one might posit that the online component could be added as a homework assignment to the F2F class,
having an actual hybrid course where the online component is an essential part of the course allows for far greater depth and scope.

With respect to this current trend of learners, Senior (2010) mentioned that blended (hybrid) learning offers instructors an opportunity to deal with the changing roles of teachers in the 21st century and requires a reconceptualization of the “valuable part they play in supporting the learning opportunities of their students in our progressively interconnected world.”

Therefore, when the course is properly designed, the format of hybrid learning enables students to experience the best of the both worlds, i.e., online and offline learning. Additionally, the hybrid format provides opportunities for instructors to facilitate learning that is appropriate in the digital age.

**Best of both worlds.** So, what should be considered when designing a hybrid course? As the definition of the hybrid course implies, the online component should be the replacement of the offline course and not merely an addition to the offline class. In other words, the flow from online to offline has to be integrated, not separated. Otherwise, students will have the impression that the online class is an additional piece of homework and not an actual class. This is known as a ‘course-and-a-half phenomenon’, where students perceive the hybrid course negatively as causing them to have too much work (Hartnett 2009). Thus, Kelly (2002) stated the following:

“Hybrid learning is not just a matter of moving certain course elements online or supplementing an online course with F2F meetings. The online and F2F modes need to be integrated. To do so, one must consider the learning objectives of the course and the affordances of each mode so that they can enhance and reinforce each other.”

In line with that, Presby (2001) also emphasized that the beneficial results of a hybrid course are generated when instructors have designed the course considering the advantages of instructional delivery of both the online and offline formats.

So, what are the advantages of online and offline instruction? Vaughan & Garrison (2005) pointed out that hybrid learning could be successful when integrating F2F verbal and online text-based exchanges that are matched with the appropriate learning tasks. When the hybrid course is designed with these considerations in mind, it is reported that students will demonstrate efficacy in
learning, motivation, and involvement. In addition, the hybrid course will enhance students’ confidence, autonomy, and participation in class (Johnson & Marsh 2014, Poon 2013, Tsubota & Dantsuji 2011). Therefore, students will take more responsibility for their own learning and instructors will be able to use F2F class time to promote active learning. Following on from this review of the literature, I will now describe how I actually adopted the hybrid format in the fourth semester intermediate Korean course.

FOURTH SEMESTER HYBRID KOREAN COURSE

Motivation. Firstly, I would like to explain the motivations for this adaptation before showcasing the lessons. There are four major motivations. First and most importantly, there has been a high attrition rate from beginner to intermediate levels in the Korean program.

![Table 1. Attrition rate by cohort from Academic year 2015 to 2017](chart.png)

As illustrated in Table 1, 188 students took the first semester Korean course in Fall 2015 but only 22 of these students went on to take the fourth semester Korean course. Similarly, 210 students started the first semester in Fall 2016 but of these
only 29 students remained in the fourth semester Korean class. The same trend was
seen in Fall 2017; 174 students took first semester Korean but only 29 students
continued to the fourth semester. This continuing high attrition rate motivated me
to search for a solution. Thus, I conducted a student survey to identify the reasons
why students stop advancing in their Korean studies, which will be outlined later.

Secondly, there has been a great demand by students for a more speaking
focused class in the intermediate level, especially among non-heritage students.
Korean is not only a difficult language to acquire for English speakers, but also the
way the current textbook is written is not very communicative. The textbook
definitely has some limitations and needs to be supplemented with other materials
to deliver a more communicative course.

Thirdly, we were searching for more effective ways to provide
opportunities for the students to practice vocabulary and expressions, which we
often do not have time for in class. Although the class meets every day for 50
minutes, there was little time to actually go over the usage of lexicons and certain
expressions, and it was left as the students’ responsibility to do this.

Last but not least, we wanted to accommodate the students’ interest in
learning Korean language through media. The Korean language program has grown
rapidly due to the so-called ‘Korean-wave’, which refers to the increase in the
global popularity of the South Korean culture since the 1990s. Accordingly, we
have many students who would like to see their interest reflected in the curriculum.
However, the current F2F format is not particularly suitable for incorporating a
consistent presentation of media as an integral part of learning.

As mentioned earlier, in order to investigate the high attrition trend, I
conducted a student survey. A total of 572 students from academic years 2015 to
2017 who took first semester Korean participated and 21% of these students
completed the survey. There were 5 questions in the survey as follows: 1. What was
their initial plan when they took first semester Korean? 2. Up to what level did they
ended up taking? 3. What were the reasons for them stopping at a certain level?
Lastly, there were two questions asking about their ideal course format.

The survey results informed us of the following: Despite the attrition rate of
almost 80% on average over the past three academic years of 2015-2017, 61% of
students planned to take more than the beginner level, which means that the attrition
rate should have been only 39%. So, why did these students not continue? The
results showed that 51% of students had a schedule conflict. The question naturally
arises here as to how those students with an initial intent to enroll beyond the
beginning level could be accommodated. Thus, we needed to find out the causes of this schedule conflict.

![Figure 1](image1.png)  
Figure 1. Courses offered by days in Fall 2018

As shown in Figure 1, in Fall 2018, 996 courses were offered on Tuesdays and Thursdays, while only 527 courses were offered on Mondays, Wednesdays, and Fridays. The same trend is found in Spring 2019 as well. As Figure 2 illustrates, 931 classes are offered on Tuesdays and Thursdays while 444 classes are offered on Mondays, Wednesdays, and Fridays. Based on this fact, we decided to free up Tuesdays and Thursdays for an online class to accommodate more students in the intermediate level. In that way, students who have conflicts with other classes can most likely still take the online Korean course on Tuesdays or Thursdays.
SAMPLE LESSONS

So, how is the fourth semester hybrid Korean course designed? The following is an overview of the course, followed by the details. First of all, this course has been re-designed as a communicative and culture-based curriculum, although the textbook places much emphasis on grammar and its usage. Secondly, the classes from online to F2F are a continuous curriculum, which means that the students must complete online classes before coming to the F2F class. Otherwise, students will have difficulty in following the subsequent class just as they would if they missed a class on a fully F2F course. The hybrid Korean course is a one instructor course, where the instructor manages both online and offline sections. I tried to be time conscious when designing online classes to minimize “the course-and-a-half phenomenon”, as mentioned earlier.

To maximize the advantages of F2F time, the practices and presentation of forms such as grammatical structures and expressions were included as part of the
online classes, and actual usage of the language, mostly speaking-related activities, were incorporated into the F2F classes. Additionally, I tried to design a student-friendly bCourse page class management system so that the course materials could be delivered clearly. Figure 3 shows a screenshot of the front page of the course details. As can be seen on this page, I added buttons for each lesson so that the students can gain access to the lesson materials just by clicking. Additionally, I added a course overview, which is linked to the page containing frequently asked questions that students might have about the new hybrid course format, such as how is online session attendance checked? How is online participation checked? And so on.

![Course page screenshot](image)

Figure 3. Front page of fourth semester hybrid course

Referring specifically to the online class component, as previous studies have shown, for a hybrid course to be successful it is essential to highlight the merits of both the online and F2F modes. It is not sufficient to simply move from F2F class materials to online ones. With this rationale, I excluded the filmed lecture
videos because there are F2F classes. Instead, by taking advantage of the benefits offered by computers, I was able to design a course that provides students with opportunities to practice vocabulary, expressions, and grammatical structures including mechanical conjugation utilizing Quizlet, practice quizzes, and the google site. Modeled by a flipped learning framework, practice related to the form of the language can be done online.

Moreover, to meet students’ demand for learning Korean through media, they are required to watch one Korean TV show throughout the semester; this TV show is called ‘Cheese in the trap’. The TV show, which consists of 16 episodes (1 hour per episode) is set in a Korean college and covers topics that students can relate to. Besides, the level of the language used in the show is appropriate to the fourth semester of Korean and is free of dialects and jargon. Since Korean is a highly contextualized language, watching a TV show is very beneficial for students to understand Korea more in-depth, both linguistically and culturally. Clips from this TV show are consistently used as examples for grammatical structures and expressions throughout the semester. In this way, students will have a storyline that the class shares and the context around certain utterances could enrich their linguistic understanding, which is otherwise limited.

Lastly, to cultivate a sense of belonging and community, online discussions and virtual conversations are used. In addition, the online space has been designed more personally by using my audio, emoji, and gif files. The following is a description of some of the course lessons. Since this is the fourth semester course, the first lesson is Lesson 8.

**Overview page.** Once students click on the Lesson 8 button on the front page, it takes them to the lesson overview of each lesson with the schedule, as shown in Figure 4. The tile of this lesson is 生일 파티, which means ‘Birthday party’. It is planned that it will take 7 days to cover each lesson. As shown in the table in Figure 4, there are three online classes in blue and four F2F classes in red. Buttons in the table are linked to the course materials so that students can simply click to access the materials. There is also a homework button that guides students to the lesson homework with due dates and all the necessary information.
Day 1 online class. Day 1 is an online class and there are two goals to this day. The first is for students to learn and practice new vocabulary and expressions using the benefits of an online space. The second goal is to increase students’ cultural awareness about Korean birthday customs by exposing them to authentic materials before presenting these customs to them in the F2F class. In more detail, once students click on the online class button, they are taken to the class materials page, as shown below in Figure 5.
1/24 목 Online class (8과 단어/표현 연습 & 인터뷰)

To-Do Date: Jan 25 at 12:10pm

여러분,

생일 축하해! 오늘은, click the sound button!

1.8과 단어/표현 연습을 하세요.
Quizlet Practice

2. 연습을 한 후에 Quiz를 보세요.
Practice Quiz

3. 한국 친구를 인터뷰하세요!(p. 21)

First, watch this short video clip about 1st year birthday party from 수지편의 돌아돌다 TV show. Write down questions that might arise while watching it. Then, you ask those questions to your Korean friend. Also talk about Korean birthday customs: you may ask how Korean people celebrate birthdays, what kinds of presents are usually given, which birthdays are important, and what kinds of food are served on the birthdays. Feel free to ask other questions as well.

You will be asked to present what you interviewed in class tomorrow. You can go to tutor or other Korean SSNs if you cannot find Korean friends. Video-record your interview and upload the file here. Interview should be at least 3 minutes.

Quizlet Practice (인터뷰)

Figure 5. Online class page
As you can see here, I inserted a gif file to personalize the text and also added a sound file that explains what the students are supposed to do for the online class that day. Although it is all written down and is quite straightforward, listening to the instructor’s voice can benefit students by making them feel like they are actually in the classroom, and enhance their meta-linguistic listening skills as an added bonus.

Three activities are assigned during this class. First, I created a Quizlet for vocabulary practice. The Quizlet offers various ways of learning vocabulary and expressions such as flashcards, writing, spelling, and practice tests, and even word games. Images of the vocabulary can be added and audio is also provided. Once the students are finished, they need to practice the vocabulary and experience how it used in context. Therefore, I also created a practice quiz on the usage of the vocabulary. On the practice quiz page, I also linked a couple of YouTube clips that compare Korean and English expressions that are covered in this lesson. These are the kind of activities that maximize the benefits of an online space.

The last activity is an interview between Korean friends. This activity allows students to connect their own community with the class and offers opportunities for them to converse with native speakers. There are a few steps in this interview. Firstly, I ask the students to watch a video clip about a first-year birthday, which is one of the most important birthdays in Korea along with the 100th day birthday and 60th birthday. On the first birthday, Koreans have a ritual called Doljobi (돌잡이), a kind of fortune-telling about the baby’s future such as occupation, health, and wealth. The birthday baby is asked to grab an object that symbolizes the future. For example, a thread represents longevity and a pen represents scholarship. I have provided direction in the page (see Figure 5). This activity purposes students to observe, reflect, and question about intercultural differences and learn actively about the subject matter before coming to the F2F class.

**Day 2 F2F class.** So, how this online class is integrated into the F2F class the next day, which is emphasized in the literature as a vital aspect for a successful hybrid course format?

On the following day, Day 2, students meet in the F2F class. They first take a vocabulary quiz that confirms whether their precedent vocabulary learning is adequate for the lesson. Followed by that, as an opening warm-up activity,
students have a pair conversation about general topics related to the lesson’s topic, a birthday in this particular lesson. The pair conversation includes questions such as when is your birthday, what did you do on your last birthday, any memorable birthdays or presents? Then, students report on and share what they discussed in the interview they took part in the day before in the online class. Instead of just uploading the file like homework, the students actually spend some time sharing their findings and what they have learnt about Korean birthday customs. Ultimately, this sharing activity will confer students a sense of ownership and responsibility for their learning. Students will also sense that the online and offline classes are inter-connected and completing the online classes in time is essential for following the F2F class. Besides, linguistically speaking, it is great practice of a reported speech pattern that was covered with a great emphasis in the previous semester.

Having shared the cultural discovery among students, the Korean birthday culture lesson is followed such as important birthdays celebrated such as the first, 100th day, and 60th birthday as well as the Doljabi (돌잡이) first birthday ritual, Miyukuk (미역국) a seaweed soup that we eat on birthdays, a special gold ring present for the first year birthday, and counting ages in Korea, which is done very differently from the rest of the world. To explain, Koreans get aged on New Year’s Day all together not on their birthdays and a baby turns one year old as soon as the birth because the time in the mother’s womb is also counted, which originated from Confucius philosophy that places great value on life.

This F2F class ends with spending time talking about other cultures’ birthday customs. This closing activity will be a great outlet for students to express their cross-cultural awareness, which may have arisen during the interview activities with Korean native speakers and their classmates over the period of two days.

**Day 4 online class.** The fourth class, right after another F2F class, demonstrates how grammar is taught. Before going into detail, I want to point out the ‘mark as done’ function embedded on the righthand side of the course homepage, which enables students to click on a circle to signify completion of each task. This information is reported to the instructor so that it can be used to record attendance and the participation grade if intended.
Four activities are planned for this day, as shown in Figure 6. First, there is a warm-up activity that reflects the Korean birthday culture. In this virtual discussion board, students discuss aspects of the Korean birthday culture that they found especially interesting along with images. I have also added a link to the YouTube video to review that explains Korean age as described in the previous lesson. To make it clear what students need to do, I have made a sample reply saying that the 100th day was interesting not only because the 100th day of birth is celebrated but also the 100th day of dating is celebrated among couples. The use of a discussion board has great potential pedagogically because students can read each other’s posts, comment on them, and even like a certain post such as in Facebook, which ultimately cultivates a community in online space.

Figure 6. Second online class (Day 4)
As the main activities of the day, students have to listen to Conversation 1 and answer comprehension questions about planning a birthday, which was the practice done in the previous F2F class. Then, they are asked to review two grammatical structures in Conversation 1, which is the broken-down version of what they already practiced as a whole sentence in a context during the F2F class. To create a more familiar lesson for the digital generation student group, I decided to use a blog format to present the grammar lesson using the google site (see Figure 7).

In more detail, in the heading, I included the Conversation 1 title and instructions for the day. If a student scrolls down, they will see an explanation of the grammar in my own words, which is not a mere copy and paste from a textbook. If it was, it would be just as boring as reading a textbook or watching a filmed lecture. The first grammatical structure is an indirect question suffix ~ ji (¬저), which also functions as a tag question suffix. After the explanation, I added a video clip example from the TV show ‘Cheese in the trap’, Episode 1. Then, I inserted my audio file, which asks a question about the clip regarding the grammar. To compare the two functions of this suffix ¬저 in actual usage, two TV show titles are presented, in which the suffix is used differently. This online blog about the grammatical structure now compensates for the limitation of the textbook by allowing students to experience authentic usage of the structures and the living language beyond the textbook.

To practice, students can click on the button that is linked to the practice quiz in the bCourse, and the instructor can monitor the students’ progress. Instructors can also use this quiz space to give instructions not only for the quiz. For this specific quiz, I added guidelines about the use of conjugations. Once a student hits the submit button, the answers are presented to them depending on how the instructors have set up the setting.
8과. 생일파티
대화 1. 민지랑 마크를 초대하자.
"Let’s invite Minji and Mark."

Today you will review and practice two grammatical structures. We will have a Q&A section tomorrow about today’s lesson. Make sure you read textbook as well. Enjoy the lesson.

1. Indirect question ~지 (p. 7-9)
Remember the function of ~지? It serves as a tag question like 예쁘지? meaning “she is pretty? right?”
Another function of ~지 is making questions less direct and sounds like the speaker is consulting the listener in seeking information.
You may already know expressions like “어떻게 하지? - What should I do “오늘 뭐 하지?” - What should i do today?” Use this ending to make your question less direct as in 생일이 언제지? instead of 생일이 언제야?
Remember it usually occurs with question words such as 언제, 어디, 뭐, 어떻게, 누구/가
Watch the following clip from ‘지즈 인 더 트립’ 보라 says ‘어떻게 하지’ [어떻게 하지] in the beginning. When you click the voice button below, you can hear the question about the clip.
Figure 7. Grammar presentation in a blog format using the google website

For the second grammatical structure, I included my audio in which I read out example sentences presented in the textbook. Then, I added an instructional video from a TV show that dealt with the exact grammar point. This is something that we do not use in the F2F class time but students may find interesting to watch during an online class. This is again an example of making the most of the online delivery mode. Next, there is a practice quiz. Once again, I added some lessons here to point out the restrictions and conventions of the use of similar structures.
2. ~어요/있어요/来做(가) 'as (I) intend/expect' (p. 9~11)

1. Recall that ~어요/있어요/来做(가) 'because' provides reasons or grounds to justify what the speaker says subsequently.

~어요/있어요/来做(가) provides the speaker's assumed reasons or intentions, meaning 'as (I) intend, expect/ because I think it would...' 

Read and LISTEN to the following example.

소연: 소연씨가 아직 안 왔는데 조금만 더 기다릴까요?
마크: 소연씨는 또 늦게 온 테니가 우리 먼저 가요.

2. Same as ~어요/있어요/来做(가), this structure does not occur with statements but usually with suggestions and commands as in '내일 바빠 하고来做(가) 우선은 가지 오세요 or "내가 점심을 싸 테니가 같이 맛 먹으러 갈래요?"

Watch the following instructional video.

Figure 8. Second grammatical structure presentation
Once the students have completed the practice, they can enjoy two K-pops whose lyrics include the grammar that students have just practiced. At the bottom of this page, there is a button that ask students to share their K-pop expertise. Students are asked to share other K-pops that they know include this grammatical structure in the lyrics along and provide the link to these K-pops. This activity provides opportunities for students to share their interests with classmates and fulfill their desire to understand what really matters to them through close reading of the lyrics.
Figure 9. Incorporating K-pop into grammar teaching
The last activity of the day is to watch the TV show ‘Cheese in the trap’. I assigned students to watch one episode each lesson. Students can choose to watch the whole episode at once or little by little during the lesson. On the last day of each lesson, there is a discussion about the topic that is presented in both the lesson and the episode. For example, in Episode 1, the start of a semester party is portrayed, which is a very common custom among Korean college students. Therefore, we hold a discussion about understanding the culture that is relevant to the lesson topic. This discussion time is a great way to close the lesson and extend cultural awareness beyond the textbook. In addition to the obvious linguistic benefits, having a continuous storyline throughout the semester that students watch together serves to build a stronger sense of community among classmates.

CHALLENGES AND CONCLUSION

Before drawing my conclusions, I would like to address some of the challenges of offering a hybrid course. Firstly, there is an obvious technological challenge from the need to decide which tools are optimal for what activities and to learn how to use those tools. In turn, all of this increases the instructor’s workload. Even before that, the instructors have to rethink the course design and adopt a new approach to teaching. Managing dual learning environments, online and offline, also adds to their workload. Moreover, once it is decided to offer a hybrid course, both instructors and students need to be trained on how to use the new course format. Most importantly, the course must be designed properly to prevent students from experiencing "a-course-and-a-half" phenomenon. It cannot be emphasized enough that hybrid learning is not just a matter of moving certain course elements online or supplementing F2F meetings with an online course. The hybrid course should be carefully designed in a way that online and F2F classes are integrated to enhance and reinforce each other and ultimately the students’ learning.

Therefore, to conclude, we, as language educators are constantly in search of more effective ways of teaching, especially this digital generation. As many studies have supported the efficacy of hybrid courses, I humbly suggest that the hybrid format could be a solution to the high attrition problem in language programs and a new way to teach 21st century learners as well. However, the hybrid format still needs to be piloted, revised, and fully implanted in the future to clarify the full potential of hybrid courses for fourth semester Korean courses.
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