## From a Face to Face to Hybrid Intermediate Korean course

## Minsook Kim, Ph. D. minskim@berkeley.edu

## Korean program, Department of EALC

- Adair-Hauck, B., L. Willingham-McLain, and B. Earnest-Youngs (1999) Evaluating the integration of technology and second language learning. CALICO Journal 17.2: 269–306
- 2. Banditvilai C. (2016) Enhancing students' language skills through blended learning. *The Electronic Journal of e-Learning*. 14.3: 220-229.
- 3. Blake, R., and A. Delforge (2007) Online language learning: The case of Spanish without walls. In B. Lafford and R. Salaberry (eds.), The art of teaching Spanish: second language acquisition from research to praxis. Washington, DC: Georgetown University Press. 127–47.
- 4. Blake, R., N. L. Wilson, M. Cetto, and C. Pardo-Ballester (2008) Measuring oral proficiency in distance, face-to-face, and blended classrooms. Language Learning and Technology 12.3: 114–27.
- Chenoweth, N., and K. Murday (2003) Measuring student learning in an online French course. CALICO Journal 20.2: 284–315.
- Chenoweth, N.A., Ushida, E., & Murday, K. (2006) Students learning in hybrid French and Spanish courses: An overview of language online. CALICO Journal Electronic Journal. 24.1:115-146.
- 7. Enkin, E., and K. Forster (2014) The maze task: examining the training effect of using a psycholinguistic experimental technique for second language learning. Journal of Linguistics and Language Teaching 5.2: 161–80.
- 8. Friesen (2012) "Report: Defining Blended Learning"
- 9. Johnson, C, & Marsh, D. (2014) Blended language learning: An effective solution but not without its challenges. *Higher Learning Research Communications*, 4.33: 23-41.
- Mcgee & Reis (2012) Blended Course Design: A Synthesis of Best Practices, Journal of Asynchronous Learning Network
- 11. Niemiec, M., and Otte, G., (2005) Blended Learning in Higher Education: A Report from the Sloan-C 2005 Workshop, Sloan-C: Needham, MA.
- 12. Presby, L. (2001) Seven tips for highly effective online courses. Syllabus, 14.11: 17.
- 13. Rubio, F. (2012) Blended learning and L2 proficiency. In F. Rubio & J. Thoms (Eds.), *Hybrid language teaching and learning: Exploring theoretical*, *pedagogical and curricular issues* (pp. 137–159). Boston: Cengage/Heinle.
- 14. Salcedo, C. S. (2010) Comparative analysis of learning outcomes in face-to-face foreign language classes vs. language lab and online. Journal of College Teaching and Learning 7.2: 43-54.

- 15. Scida, E. E. and R. E. Saury (2006) Hybrid courses and their impact on student and classroom performance: a case at the University of Virginia. CALICO Journal 23.3: 517–31.
- 16. Senior, R. (2010) Connectivity: A framework for understanding effective language teaching in face-to-face and online learning communities. RELC Journal, 41.2:137-147.
- 17. Thoms, J. (2012) Analyzing linguistic outcomes of second language learning: hybrid versus traditional course contexts. In F. Rubio and J. J. Thoms (eds.), Hybrid language teaching and learning: exploring theoretical, pedagogical and curricular issues. Boston, MA: Heinle Cengage Learning. 177–95
- 18. Tsubota, Y., & Dantsuji, M. (2011) A hybrid course for introductory Chinese lectures at Kyoto University. In S. Huffman & V. Hegelheimer (Eds.), The role of CALL in hybrid and online language courses. Ames, IA: Iowa State University.
- Vaughan, N. and Garrison, D.R. (2005) Creating Cognitive Presence in a Blended Faculty Development Community, Internet and Higher Education 8.1: 1-12