

## **THE USE OF BLENDED LEARNING TECHNIQUES IN A GERMAN LANGUAGE COURSE**

### **Abstract**

*The purpose of this study is to evaluate the effectiveness of Blended Learning Techniques (BLTs) in a German language course.*

*Blended Learning integrates face-to-face and online learning. There is no single formula. Blended learning courses present a range of possibilities by combining internet and digital media with established classroom activities. The online and classroom course materials are selected to complement each other, to engage students, and to achieve specified learning outcomes.*

*A combination of different BLTs was applied at a Canadian University in Montreal, Canada. Four groups were formed: one traditional (face-to-face) and three groups using BLTs: Group A: Traditional (face-to-face); Group B: Traditional (face-to-face) + online learning materials; Group C: online learning materials + face-to-face office hours and tutorials; and Group D: online (all activities were done online). For comparison purposes the same core learning materials, tests and exercises were used by all four groups. Similarly, the same grading system was adopted by all four groups.*

*The academic student performance reflects that the BLT groups performed better than the traditional (face-to-face) group. Thus, underlining the value added of the BLTs.*

**Key words:** Blended Learning, Online learning, Distance learning

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