

PROCEEDINGS OF THE 1ST ANNUAL INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING (AICELT)

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English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Mataram

HYBRID LEARNING IN ENGLISH LANGUAGE TEACHING: A STUDY IN MICROTEACHING CLASS

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Abstract

Hybrid learning, a combination of face-to-face and online instruction, has emerged as an effective approach to enhance student learning experiences in English language teaching. This essay explores the concept of hybrid learning, its advantages and disadvantages, and its application in microteaching classes. The study investigates the impact of hybrid learning on pre-service teachers' teaching skills in a microteaching class through a qualitative research design using thematic analysis. The findings indicate that hybrid learning improves pre-service English teachers' basic teaching skills, instructional design skills for active students, mastery of technology and information, and understanding of microteaching concepts. However, the assessment practice in microteaching remains a challenge for the participants. Challenges in implementing hybrid learning include access issues, technology infrastructure limitations, and the need for materials that align with both online and face-to-face components. Best practices include clear course objectives, easy access to technological devices, complementary materials, and opportunities for independent practice. Hybrid learning provides flexibility, personalized learning experiences, collaborative opportunities, integration of multimedia resources, and continuous professional development for English teachers. While challenges exist, the benefits of hybrid learning for pre-service teachers' teaching skills and student engagement in microteaching classes are evident. To further improve hybrid learning, educators should offer training programs tailored to meet student needs and provide technical support services. This research contributes to the understanding of hybrid learning in the context of English language teaching and emphasizes the importance of careful planning, training, and support to ensure successful implementation

Keywords: Hybrid learning, Pre-service English teachers, Microteaching

INTRODUCTION

Hybrid learning is a teaching approach that combines both face-to-face and online instruction. It has gained attention as an effective way to enhance student learning experiences through the integration of technology in education. The purpose of this essay is to explore what hybrid learning is, how it works, its advantages and disadvantages, and how it can be applied in microteaching classes for English language teaching.

Hybrid learning itself refers to a blended approach where traditional classroom methods are combined with online or digital tools to create a more dynamic and interactive learning environment (Garrison & Kanuka, 2004). This approach allows students to access course materials online at their convenience while also engaging in face-to-face sessions with teachers or classmates for discussions and activities. One

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significant advantage of hybrid learning is that it provides flexibility for students who may have other commitments such as work or family responsibilities.

Hybrid learning, in the context of English language teaching, brings forth several academic issues and phenomena that are worth considering. Here are some key points related to the academic aspects of hybrid learning in English language education. The first one is digital literacy and technological skills. Hybrid learning requires students and teachers to possess adequate digital literacy skills and technological competency. Students need to navigate online platforms, access digital resources, and effectively communicate and collaborate in virtual environments. Similarly, teachers must be proficient in using various digital tools and platforms to design and deliver engaging and effective online language learning experiences.

The second one is dealing with the equity and access to technology. Hybrid learning relies heavily on technology, which can lead to issues of equity and access. Not all students may have equal access to devices, stable internet connectivity, or the necessary technological resources at home. This disparity can impact their ability to fully engage in online activities and may exacerbate existing educational inequalities.

The next one is pedagogical approaches and instructional design: Hybrid learning requires careful consideration of pedagogical approaches and instructional design. English language teachers must adapt their teaching methods to effectively integrate online and face-to-face components. They need to strike a balance between synchronous and asynchronous activities, incorporate interactive and engaging online resources, and create meaningful learning experiences that promote language acquisition.

Besides, assessment and feedback are also aspect which cannot be separated from Hybrid learning since it raises questions about assessment and feedback mechanisms. English language teachers must explore appropriate strategies to assess language proficiency in both online and offline contexts. They need to consider formative and summative assessment methods that align with hybrid learning, promote authentic language use, and provide timely feedback to students.

Dealing with the student, hybrid learning touches the issue of student engagement and motivation. Hybrid learning can present challenges related to student engagement and motivation. The lack of physical presence and face-to-face interaction may lead to decreased student participation or a sense of isolation. English language teachers should employ various strategies, such as interactive online activities, gamification, and fostering a sense of community, to enhance student engagement and motivation in the hybrid learning environment.

Last but not least, to cope with professional development and support, hybrid learning requires English language teachers to continually update their pedagogical skills and stay abreast of technological advancements. Professional development programs and ongoing support are essential to help teachers adapt to the hybrid learning model, enhance their digital competencies, and effectively utilize online tools and resources.

Hybrid learning provides benefits for pre-service teachers' teaching skills development by offering an opportunity for them to experiment with lesson plans before testing their effectiveness with live students (Lai & Wu, 2017). It also allows them a chance to receive feedback from experienced instructors without having to worry about any repercussions on actual classrooms setting. This approach ensures the preparation

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and presentation of quality content that complements both digital and traditional instructional strategies.

These academic issues and phenomena associated with hybrid learning in the context of English language teaching highlight the need for careful planning, training, and support to ensure the successful implementation of this blended approach. By addressing these challenges, English language educators can harness the benefits of hybrid learning to promote effective language acquisition and engage students in meaningful language learning experiences.

However, hybrid learning also comes with certain disadvantages such as increased workload for teachers who must develop new instructional materials suited for both offline and online use (Dziuban & Moskal, 2011). Also, some students may not have access to necessary technological devices or reliable internet connectivity which affects their ability to participate fully.

Advances in technology over the years have revolutionized education by providing various tools such as multimedia presentations, gamification software programs and virtual reality simulations that make the teaching process more interactive and engaging (Means et al., 2010). These technologies offer opportunities for individualization of instruction based on student needs leading to personalized educational experiences.

Hybrid learning responds effectively to this integration by providing learners with equal access irrespective of geographical location allowing them freedom from attending brick-and-mortar classrooms (Moore & Kearsley, 1996). This valid for all contexts including in microteaching class. Microteaching refers to short lessons that are designed to improve teachers' teaching skills by allowing for practice in a controlled environment (Shulman, 2005). Hybrid learning can be applied in microteaching classes for English language teaching. It enables pre-service teachers to create and deliver lessons online while observing student engagement and understanding through various digital tools. The feedback from virtual or remote participants helps enhance the development of these preservice teachers.

There have been several studies dealing with hybrid learning and students language learning. However, none of the research investigates the impact of hybrid learning toward the pre-service teachers' teaching skill. Through qualitative approach, this study will investigate the aforementioned issue.

METHOD

This study employed a qualitative research design with a thematic analysis approach would be appropriate. Thematic analysis involves identifying and analyzing patterns or themes within the qualitative data, allowing for a deeper understanding of the impact of hybrid learning on students' basic teaching skills. This study involves pre-service teachers in a ELT microteaching class in a state islamic university in Surabaya which implements hybrid learning. Twelve students become the respondents in which they have experienced hybrid learning in the classroom. Developing a questionnaire with open-ended questions that encourage respondents to provide detailed and descriptive answers were used. The questions should focus on exploring the participants' experiences, perceptions, and observations related to the impact of hybrid learning on

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their basic teaching skills. The questionnaire is administered to 12 respondents as pre-service teachers in a microteaching classroom in a state Islamic university in Surabaya. Thematic analysis was conducted on the qualitative data obtained from the questionnaire responses.

FINDINGS AND DISCUSSION

The findings and discussion will focus on five aspects which deal with the impact of hybrid learning towards pre-service teachers' teaching skill in microteaching class. First of all, regarding the Pre-service Teachers' Basic Teaching Skill, The result shows that 41.7% of the respondents feel that their basic teaching skill is improved around by mastering 80-100% of the whole skill after the hybrid learning implementation. Meanwhile, the rest 58.3% feel that their skill level is around 60-79%.

In terms of Pre-service Teachers' Instructional Design Skill for Active Students, The result shows that 41.7% of the respondents feel that their instructional design skill for active students is improved at the level of 80-100%. At a similar percentage of 41.7%, other pre-service teachers feel their level in this aspect is 60-79% of mastery while the rest 16.7% feel that they only have 40-59% mastery of this skill.

Another aspect is Pre-service Teachers' Mastery of Technology and Information. The result shows that 41.7% of the respondents feel that their mastery of technology and information is at the level of 80-100% after hybrid learning. The other 58.3% of the respondents feel that their skill level is around 60-79%. This result is similar to the pre-service teachers' basic teaching skill.

In connection to the Pre-service Teachers' Understanding of Microteaching Concept, the result shows that 41.7% of the respondents feel that they have 80-100% understanding of microteaching concepts after joining the hybrid learning class. Another 50% of the respondents feel that they have 60-79% understanding of microteaching concepts while the rest 8% of them feel that they have only 40-59% understanding of microteaching concepts.

The last aspect seen in this study is Pre-service Teachers' Assessment Practice in Microteaching. The result shows that 16.7% of the respondents feel that they have 80-100% ease in doing assessment practice in microteaching class through hybrid learning. Meanwhile, 58.3% of the other respondents feel that they have 60-79% ease and only 40-59% ease of the rest 25% respondents dealing with the assessment practice in microteaching.

The exposed results indicate that there is an improvement and good level of mastery of basic teaching skills obtained by the pre-service teachers in microteaching class, an area where they practice teaching students. Between five aspects of Pre-service Teachers' Basic Teaching Skill, Instructional Design Skill for Active Students, Mastery of Technology and Information, Understanding of Microteaching Concept, and Assessment Practice in Microteaching. Among those five aspects the last aspect about assessment practice is the one that has the smallest percentage of respondents feel 80-100% in applying this. On the other hand, the other four aspects has the most number of respondents on the category of 60-79% mastery of skills in teaching.

Implementing hybrid learning may be quite challenging, especially when it comes to issues like lack of access or inadequate technology infrastructure (i.e. internet

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connectivity) which limits participation capabilities among some learners (Dziuban & Moskal, 2011). Other challenges include ensuring that materials presented during face-to-face sessions align with those provided digitally, creating interactive activities suitable/compatible with different devices, and maintaining effective communication between instructor(s) and students throughout the course duration. Solutions such as providing necessary technical support services such as IT personnel who are capable of troubleshooting common device malfunctions could help mitigate some of these challenges.

To ensure successful implementation: The first best practice is designing courses which have clear objectives outlining how learners will engage both online and offline (Crawford-Ferre et al., 2020). Secondly is ensuring easy access to all technological devices required during course delivery including laptops/tablets/smartphones, which meets the needs of different learners. Thirdly, instructors need to make sure that materials provided online and face-to-face are complementary allowing them to work together as one instead of serving as separate components (Shulman, 2005). Lastly, providing time for students to practice on their own or in small groups can help ensure better understanding and retention.

The results of the study also indicates that hybrid learning has increased flexibility and accessibility. Hybrid learning allows teachers to provide learning materials and resources online, enabling students to access them anytime and anywhere. This flexibility can enhance student engagement and participation, as well as provide opportunities for differentiated instruction. (Garrison, D. R., & Kanuka, H., 2004).

In addition, hybrid learning is able to personalized learning experiences. Through hybrid learning, English teachers can incorporate digital tools and resources that cater to different learning styles and abilities. This individualized approach can help students develop their language skills at their own pace, leading to improved outcomes. (Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K., 2009).

Collaborative learning opportunities is another part that hybrid learning build. Hybrid learning environments can facilitate collaboration among students and between teachers and students. English teachers can use various online platforms, such as discussion forums or virtual classrooms, to promote peer-to-peer interaction and enhance language learning through cooperative activities. (Dziuban, C., Moskal, P., & Hartman, J., 2005).

The pre-service teacher can also build up integration of multimedia resources through hybrid learning. Hybrid learning enables English teachers to incorporate multimedia resources, such as videos, audio recordings, and interactive presentations, into their lessons. These resources can make language learning more engaging and authentic, as students can access real-life examples and contexts. (Picciano, A. G., 2009).

Last but not least, hybrid learning can lead to continuous professional development. Hybrid learning can provide English teachers with opportunities for continuous professional development. Through online courses, webinars, and virtual communities of practice, teachers can expand their knowledge, exchange ideas, and enhance their instructional strategies, ultimately improving their teaching skills. (Reference: Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.)

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CONCLUSION

In conclusion, hybrid learning is an innovative approach aimed at improving student engagement in education using technology. While it comes with its challenges such as access issues and increased workload for teachers, its benefits include enhancing pre-service English teachers' teaching skills through microteaching classes while promoting digital literacy among other learners. It helps pre-service English teachers to fulfill the skill at certain level in five aspects of teaching practice including five aspects of Pre-service Teachers' Basic Teaching Skill, Instructional Design Skill for Active Students, Mastery of Technology and Information, Understanding of Microteaching Concept, and Assessment Practice in Microteaching.

SUGGESTION

To further improve the use of hybrid learning methods, educators should consider offering training programs which focus on designing courses suited towards meeting specific student needs along with providing technical support services like IT personnel who are capable in troubleshooting common device malfunctions when integrating these approaches into class delivery.

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