Journal of English Language Teaching and Applied Linguistics
ISSN: 2707-756X
DOI: 10.32996/jeltal
Journal Homepage: www.al-kindipublisher.com/index.php/jeltal

JELTAL
AL-KINDI CENTER FOR RESEARCH AND DEVELOPMENT

| RESEARCH ARTICLE

Lecturers'perception of Hybrid Learning Model In Teaching English For Business

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| ABSTRACT

This study explores lecturers' perceptions of the hybrid learning model in teaching English for Business, focusing on its implementation, challenges, and benefits. The hybrid model, blending face-to-face and online instruction, is increasingly adopted in higher education to accommodate diverse student needs and enhance learning outcomes. Using a qualitative research design, data were collected through interviews, observations, and document analysis involving four lecturers. The findings reveal hybrid learning facilitates a comprehensive understanding of course material by integrating theoretical and practical elements. In-person sessions were utilized for interactive discussions and role-playing, while online platforms supported asynchronous learning and resource access. However, lecturers faced challenges, including technological barriers such as unstable internet connections, increased workload due to dual teaching responsibilities, and difficulties in maintaining student engagement during asynchronous activities. Despite these issues, the hybrid model enhanced flexibility, promoted digital literacy and fostered innovative teaching practices. Students gained valuable self-regulation and technology skills, while lecturers leveraged diverse teaching tools to create dynamic lessons. The study concludes that hybrid learning is an effective model for teaching English for Business, offering flexibility, accessibility, and enriched learning experiences. Its success, however, depends on addressing key challenges, including technological infrastructure, training, and support for both lecturers and students. This research contributes to understanding the potential and limitations of hybrid learning, emphasizing the need for strategic planning and institutional investment to optimize its implementation.

| KEYWORDS

Hybrid Learning, English for Business, Higher Education, Lecturer Perception, Learning Model, Digital Literacy

| ARTICLE INFORMATION

ACCEPTED: 19 December 2024 **PUBLISHED:** 07 January 2025 **DOI:** 10.32996/jetal.2025.7.1.2

1. Introduction

In the digital age, the integration of technology in education has transformed traditional teaching methodologies. One of these transformations is the adoption of hybrid learning, a model that combines face-to-face and online teaching to provide a flexible and dynamic learning environment. Teaching English for Business, which demands both linguistic proficiency and practical communication skills, benefits significantly from this approach. However, despite its growing implementation, little is known about lecturers' perceptions of hybrid learning in this specific teaching context. Understanding these perceptions is essential to optimize the teaching process and address potential challenges.

Hybrid learning has gained significant attention due to its potential to address diverse learning needs and adapt to modern educational demands. For English for Business, this approach offers a platform to integrate practical tasks such as role-plays, presentations, and real-time business communication simulations with theoretical instruction. The dual nature of this model enables students to access resources anytime, fostering self-directed learning while benefiting from the guidance provided during in-person sessions.

Moreover, the COVID-19 pandemic accelerated the adoption of hybrid learning worldwide. Educational institutions were compelled to incorporate online learning methods, making hybrid models more relevant than ever. The transition highlighted both the opportunities and challenges of hybrid learning, particularly in specialized fields like English for Business, where practical engagement is crucial. This study seeks to fill the gap in understanding how lecturers perceive and navigate this hybrid teaching model (Graham, 2006; Picciano, 2017).

While many studies have explored the effectiveness of hybrid learning in general, there is a lack of focused research on how lecturers perceive this model when applied to teaching English for Business. This gap leaves unanswered questions about the practical challenges and benefits lecturers experience, particularly in higher education settings.

Based on the explanation above, the researcher is interested in carrying out research entitled Lecturers'perception of Hybrid Learning Model In Teaching English For Business. This research propose a question to be answered is What is the Lecturers' perception of Hybrid Learning Model In Teaching English For Business?. In the accordance with statement before, the objectives of this research was to describe he Lecturers' perception of Hybrid Learning Model In Teaching English For Business .

2. Literature Review

2.1 Learning Model

Learning models provide a structured framework for the effective delivery of educational content. Traditional learning models emphasize face-to-face interaction, while online learning relies solely on digital platforms. Hybrid learning, on the other hand, blends these two approaches, creating a balanced educational model. According to Garrison and Vaughan (2008), hybrid learning integrates the best aspects of both worlds, offering flexibility while retaining the engagement of face-to-face interactions.

The hybrid model's strength lies in its adaptability. Lecturers can tailor content delivery methods based on course objectives, student needs, and available resources. For example, theory-based lessons might be conducted online using pre-recorded lectures, while practical activities requiring interaction can take place in a classroom. This structure promotes active learning, a concept highlighted by Bonk and Graham (2006), who argue that hybrid models encourage student engagement through collaborative tools and participatory learning.

Moreover, the hybrid model aligns well with advancements in educational technology. Tools such as learning management systems (LMS), video conferencing platforms, and collaborative software facilitate seamless integration between online and offline learning environments. This technological synergy enables real-time feedback, interactive discussions, and personalized learning paths, as noted by Hrastinski (2008). These tools enhance the overall learning experience by bridging potential gaps between the two modalities.

Additionally, hybrid learning can significantly improve accessibility to education. It allows students from remote areas or those with time constraints to engage with course material without being physically present on campus. This approach not only reduces barriers to education but also encourages lifelong learning, as emphasized by Bates (2015). By providing flexibility and promoting inclusivity, the hybrid model continues to reshape the educational landscape.

2.2 Learning Theory

The foundation of hybrid learning lies in educational theories that emphasize active participation, collaboration, and connectivity. Constructivist theory, as posited by Vygotsky (1978), suggests that learners construct knowledge through dynamic interactions with their environment and peers. In hybrid learning, this principle is embodied through a range of activities that encourage exploration and collaboration in both online and in-person settings. For instance, students may engage in group discussions during physical classes and participate in collaborative online forums, which provide opportunities for deep engagement with learning materials. These interactive experiences foster critical thinking and allow students to build knowledge within a social context, aligning with Vygotsky's emphasis on the role of social interactions in cognitive development.

Connectivism, introduced by Siemens (2005), offers another theoretical foundation that closely aligns with the principles of hybrid learning. This theory emphasizes the importance of networks in the learning process, where knowledge is distributed across various resources, individuals, and systems. Hybrid learning leverages digital tools such as learning management systems, virtual libraries, and collaborative platforms to create robust networks for learning. These tools enable students to access diverse perspectives and information sources beyond the physical classroom, promoting lifelong learning and adaptability. By integrating these networks,

the hybrid model provides students with a multidimensional learning experience that is responsive to the demands of an increasingly interconnected world.

Furthermore, hybrid learning supports the principles of experiential learning, as described by Kolb (1984). Through a combination of hands-on activities in the classroom and online simulations or case studies, students have the opportunity to apply theoretical knowledge to practical scenarios. This experiential approach not only deepens understanding but also cultivates critical problem-solving skills and the ability to reflect on and adapt learning strategies. The hybrid model thus enhances the connection between theory and practice, preparing students to tackle real-world challenges effectively.

Hybrid learning also promotes self-regulated learning, a concept central to Zimmerman's (1990) framework. By providing students with access to online resources, assignments, and tools for tracking progress, the hybrid model encourages them to take responsibility for their education. Students learn to set goals, manage their time, and evaluate their own performance, thereby fostering independence and intrinsic motivation. In this model, lecturers transition into the role of facilitators, guiding students through structured in-person sessions while offering support and flexibility in the online environment. This dual-role teaching approach enhances the learning experience, creating a balanced educational ecosystem that bridges traditional and modern pedagogical practices effectively.

2.3 The Concept of Hybrid Learning

Hybrid learning is characterized by the intentional integration of online and face-to-face teaching to optimize the learning experience. According to Graham (2006), the core idea of hybrid learning is to enhance the strengths of each mode while minimizing their weaknesses. For instance, while face-to-face teaching fosters immediate feedback and personal interaction, online learning offers convenience and access to a broader range of resources. Garrison and Vaughan (2008) emphasize that the hybrid model combines the engagement of traditional classroom settings with the flexibility of digital tools, creating a more dynamic and inclusive learning environment.

The design of hybrid courses involves careful planning and execution. Lecturers need to identify which components of their curriculum are best suited for in-person instruction and which can be delivered online. For example, theoretical content might be disseminated through online modules, while practical exercises or discussions take place in a classroom. This approach aligns with Kolb's (1984) experiential learning theory, which emphasizes the importance of applying theoretical knowledge in practical settings. Furthermore, Picciano (2017) highlights that successful hybrid learning depends on structured learning management systems that facilitate seamless transitions between online and offline modes.

Hybrid learning also promotes asynchronous learning opportunities. Students can revisit recorded lectures or materials at their own pace, allowing them to engage with the content more deeply. According to Siemens (2005), this model leverages connectivist principles by enabling learners to build networks of knowledge through digital resources and online interactions. However, the flexibility provided by asynchronous learning demands self-regulation, a key aspect of Zimmerman's (1990) framework on self-regulated learning. Lecturers play a pivotal role in guiding students, monitoring their progress, and fostering an environment where self-motivation thrives.

In addition to academic benefits, hybrid learning addresses diverse learning preferences. Visual learners benefit from multimedia-rich content in online modules, while kinesthetic learners engage better during hands-on classroom activities. Keengwe and Kidd (2010) argue that the hybrid approach promotes inclusive education by catering to a wider range of learner needs. Garrison and Vaughan (2008) further assert that this inclusivity makes hybrid learning particularly effective in higher education, where diverse student populations require flexible and adaptable teaching methods.

Despite its advantages, hybrid learning faces several challenges. Technological barriers, such as unreliable internet access and limited digital literacy, can hinder its implementation. Bonk and Graham (2006) emphasize the importance of addressing the digital divide to ensure equitable access to hybrid learning opportunities. Additionally, Moskal et al. (2013) highlight that consistent quality assurance across online and in-person components is critical for maintaining the integrity of the hybrid model. Institutions must invest in robust technological infrastructure and provide adequate training for both students and lecturers.

The success of hybrid learning ultimately depends on thoughtful design, institutional support, and a commitment to innovation. As Hrastinski (2008) notes, the integration of asynchronous and synchronous elements requires careful alignment to create a cohesive learning experience. Hybrid learning not only enhances teaching efficiency but also prepares students for real-world

challenges by fostering digital literacy, collaboration, and problem-solving skills. When implemented effectively, it represents a transformative approach to education that bridges traditional and modern pedagogies.

2.4 The Benefits of Hybrid Learning

Hybrid learning offers a multitude of benefits for both lecturers and students, making it a highly effective educational model in modern academic environments. For lecturers, it provides a unique opportunity to diversify their teaching methods by incorporating innovative tools and approaches. Garrison and Vaughan (2008) emphasize that hybrid models encourage educators to integrate technology-enhanced practices into their lessons, resulting in more dynamic and interactive teaching experiences. By blending traditional in-person instruction with digital platforms, lecturers can design customized learning paths, foster student engagement through multimedia content, and track student progress more effectively using analytics provided by learning management systems.

For students, the hybrid approach caters to diverse learning styles and needs, ensuring inclusivity in education. Visual learners can benefit from video lectures, infographics, and other multimedia resources, while auditory learners may find value in podcasts, recorded discussions, and interactive online forums. Kinesthetic learners, who thrive on hands-on activities, can engage in classroom-based projects or simulations that require active participation. This ability to address varied preferences not only enhances comprehension but also improves overall student satisfaction and retention. Additionally, hybrid learning fosters self-paced study, allowing students to revisit materials and manage their learning schedules effectively.

Flexibility is another hallmark of hybrid learning. Picciano (2017) notes that this model allows students to balance their academic, personal, and professional responsibilities more effectively. This flexibility is particularly advantageous for adult learners, working professionals, or students enrolled in part-time programs. With access to online lectures and assignments, students can study at their convenience, reducing the need for rigid scheduling. Furthermore, the integration of technology facilitates access to a wealth of digital resources, such as e-books, research databases, and virtual labs, thereby enriching the learning experience and broadening the scope of educational opportunities.

However, the effectiveness of hybrid learning hinges on the infrastructure and support provided by educational institutions. Reliable internet access, well-designed learning management systems, and sufficient training for lecturers are essential components for success. Institutions must invest in robust technology and provide ongoing professional development to ensure that lecturers can effectively integrate online and offline components. With the right support systems in place, hybrid learning has the potential to transform education, making it more adaptable, inclusive, and student-centered.

2.5 Hybrid Learning at Higher Education Level

In higher education, hybrid learning has emerged as a strategic approach to address the evolving needs of students and the demands of the modern job market. Its versatility makes it particularly effective for courses like English for Business, which combine practical application with theoretical knowledge. Graham et al. (2013) highlight that hybrid learning fosters critical real-world skills such as collaboration, problem-solving, and digital literacy. These competencies are highly valued in professional settings, enabling students to transition seamlessly from academic environments to their careers.

Universities have increasingly adopted hybrid learning to accommodate growing student populations and offer more flexible schedules. This approach supports inclusivity and accessibility, allowing students from diverse geographical locations and time zones to engage with course materials. For example, international students can participate in online sessions, bridging time and distance barriers. Furthermore, hybrid learning aligns with institutional goals of resource optimization. Physical spaces, such as labs and workshops, are utilized for hands-on practical activities, while lectures and theoretical discussions are delivered through digital platforms. This dual approach enhances the efficiency of both teaching and learning processes, as noted by Moskal, Dziuban, and Hartman (2013).

Hybrid learning also promotes continuous professional development among lecturers. In this dynamic teaching environment, educators must stay updated with emerging technological tools and innovative pedagogical strategies. This necessity fosters creativity and adaptability, ensuring that lecturers deliver engaging and effective instruction. As Bates (2015) emphasizes, the integration of technology not only enhances teaching practices but also encourages lecturers to experiment with diverse methods of content delivery. This professional growth benefits students by providing them with enriched learning experiences tailored to the demands of a rapidly evolving academic and professional landscape.

Moreover, hybrid learning supports higher education institutions' internationalization efforts by creating opportunities for global collaboration. Tools like video conferencing, discussion forums, and collaborative projects connect students across borders, fostering cross-cultural understanding and global perspectives. This aspect is particularly crucial in preparing students for a globalized workforce, where adaptability and intercultural communication are essential. With the right infrastructure and pedagogical planning, hybrid learning in higher education can drive innovation, inclusivity, and excellence.

2.6 Challenges and Risks of Hybrid Learning

Despite its numerous advantages, hybrid learning poses several challenges and risks that institutions must address to ensure its effectiveness. One major issue is technological limitations, which can disrupt the learning process. Unreliable internet connections, limited access to devices, and inadequate technological infrastructure are significant barriers for many students, particularly those in underserved regions. Picciano (2017) highlights that the digital divide remains a persistent challenge, creating inequities in access to hybrid learning opportunities. Institutions must prioritize investments in technology and provide resources such as device loans and internet subsidies to bridge this gap.

Resistance to change is another hurdle in the adoption of hybrid learning. Both lecturers and students may find it difficult to adjust to new teaching and learning methods. Lecturers often require comprehensive training and continuous support to effectively implement hybrid models, as they must adapt to using technology while maintaining pedagogical quality. Similarly, students need guidance to navigate digital platforms, manage their time effectively, and develop the self-discipline required for online learning. According to Keengwe and Kidd (2010), addressing these challenges requires a supportive institutional culture that fosters adaptability and encourages innovation.

Maintaining quality control across both online and in-person components is also a concern. Consistency between modalities is essential to ensure a cohesive learning experience. However, limited resources and the complexity of aligning online and offline curricula can complicate this process. Bonk and Graham (2006) emphasize that maintaining high standards in hybrid learning demands meticulous planning, robust learning management systems, and regular evaluation. Institutions must establish clear guidelines and provide adequate support to ensure the seamless integration of both components.

Furthermore, the hybrid model may not be universally suitable for all subjects or learners. Disciplines that rely heavily on hands-on experience, such as laboratory-based sciences or fine arts, may struggle to incorporate effective online elements. While virtual labs and simulations can partially address this issue, they may not fully replicate the nuances of in-person experimentation. Additionally, hybrid learning can pose challenges for students who lack intrinsic motivation or self-regulation skills. As Zimmerman (1990) notes, self-regulated learning is crucial for success in environments where autonomy is required. For such students, additional support, such as structured mentorship and regular check-ins, may be necessary to help them thrive in a hybrid setting.

3. Methodology

This study employs a qualitative research design to gain in-depth insights into lecturers' perceptions. The participants include four lecturers specializing in teaching English for Business at a higher education institution. Data were collected through: **Interviews:** Semi-structured questions to explore lecturers' experiences and opinions. **Observation:** Monitoring hybrid classes to identify practical issues. **Document Analysis:** Reviewing teaching materials and course structures. The collected data were analyzed descriptively to identify themes and patterns related to the implementation, challenges, and benefits of hybrid learning.

4. Results of the Research

4.1 Description of Implementation of Hybrid Learning

The research findings reveal that the lecturers implemented hybrid learning by integrating both synchronous and asynchronous methods. In-person sessions were primarily used for interactive discussions, role-playing activities, and practical exercises, which are crucial for developing students' business communication skills. Online platforms were leveraged for delivering lectures, hosting quizzes, and assigning independent tasks. This dual approach allowed students to access diverse learning materials and participate actively in various learning scenarios.

The lecturers emphasized the importance of maintaining a clear structure in hybrid courses. They used learning management systems to provide schedules, resources, and feedback, ensuring students remained informed and engaged. Additionally, the use

of multimedia tools such as video demonstrations and online discussion forums enhanced the overall learning experience by promoting collaboration and interactivity.

4.2 Challenges and Usefulness

Challenges:

1. **Technological Issues:** Many lecturers reported challenges related to unstable internet connections and limited access to technology among students. These issues often disrupted online sessions and hindered students' ability to complete assignments on time.
2. **Student Engagement:** Keeping students motivated and engaged during asynchronous activities was identified as a significant hurdle. Some students struggled with time management and required additional support to stay on track.
3. **Workload Management:** The dual nature of hybrid learning increased the workload for lecturers, who had to prepare both online and in-person materials. Balancing these responsibilities while ensuring the quality of education was challenging.
4. **Skill Gaps:** Both lecturers and students faced initial difficulties in adapting to digital tools and platforms, highlighting the need for comprehensive training and support.

Usefulness for Lecturers and Students:

1. For Lecturers: Hybrid learning offers significant benefits for lecturers, enabling them to adopt innovative teaching methods, flexible instructional strategies, and continuous professional development. By incorporating creative approaches such as multimedia tools and gamified learning activities, lecturers make lessons more engaging and dynamic, supporting Garrison and Vaughan's (2008) assertion that such innovations enhance the teaching environment. The flexibility of hybrid learning further allows lecturers to adapt their schedules and content delivery, focusing on interactive, hands-on activities during face-to-face sessions while utilizing online platforms for theoretical components. This adaptability caters to diverse teaching scenarios and enhances the overall learning experience. Additionally, the integration of technology in hybrid learning encourages lecturers to update their skills and explore new pedagogical strategies. As Graham (2006) suggests, this process fosters continuous improvement in teaching practices, ensuring that lecturers remain effective and relevant in an evolving educational landscape.
2. For Students: Hybrid learning significantly benefits students by increasing accessibility, fostering self-discipline, and providing practical application opportunities. Students valued the flexibility to access learning materials anytime and anywhere, which supports Picciano's (2017) argument that hybrid models democratize education by breaking down barriers to learning. The combination of synchronous and asynchronous activities further helped students develop essential skills such as time management and self-directed learning, preparing them for future career challenges. Additionally, hybrid learning allowed students to engage in real-world simulations during face-to-face sessions, practicing business communication skills while reinforcing theoretical concepts through online resources. This approach aligns with Kolb's (1984) experiential learning framework, emphasizing the integration of theory and practice to enhance understanding and skill development.

5. Conclusion and Suggestions

In conclusion, the hybrid learning model offers a revolutionary method for teaching English for Business by efficiently integrating traditional in-person training with online learning. This concept promotes flexibility and accessibility for students while fostering a more engaging and participatory learning environment. This study's findings indicate that lecturers view hybrid learning as a valuable framework that addresses varied learning demands and fosters critical skills like self-regulation and digital literacy. Nevertheless, obstacles including technology limitations, heightened workload, and sustaining student involvement in asynchronous activities must be resolved to enhance its application.

To further enhance the effectiveness of hybrid learning, several suggestions can be made:

1. **Invest in Technological Infrastructure**: Educational institutions must prioritize investments in dependable technology resources, guaranteeing that both educators and students have access to essential tools and stable internet connectivity. This investment will alleviate the technological hurdles presently encountered.

2. **Provide Comprehensive Training**: Continuous professional development and training initiatives for educators are vital. These programs should emphasize effective hybrid pedagogies, the application of digital tools, and techniques to engage students in both virtual and physical environments.

3. **Enhance Student Support Systems**: Institutions ought to establish systematic support frameworks to aid students in cultivating self-regulation and time management competencies. This may encompass mentorship initiatives, periodic evaluations, and resources that assist students in maneuvering hybrid learning settings.

4. **Foster Collaboration and Feedback**: Fostering collaboration among lecturers to exchange best practices and experiences might enhance teaching tactics. Furthermore, implementing feedback mechanisms for students can facilitate the identification of areas requiring enhancement in the hybrid learning experience.

5. **Evaluate and Adapt**: Ongoing assessment of the hybrid learning model's efficacy is essential. Institutions must routinely evaluate student achievements and faculty experiences to modify and enhance their methodologies, maintaining alignment with the changing educational environment.

Conflicts of Interest: Declare conflicts of interest or state "The authors declare no conflict of interest."
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