Teaching English to University Students Through Hybrid Mode: A Study of Pedagogical Implications

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Abstract

The pedagogical implications of English teaching at the university level using hybrid learning, a blend of face-to-face and online instruction, are examined in this study. The research aims to determine the effect of hybrid instruction on students' English language skills, recognize challenges encountered by both learners and instructors in a blended learning setting, and discuss best practices for ensuring maximum effectiveness of hybrid English instruction. A quantitative approach was employed, and data were collected using a standardized questionnaire from 100 BS English students in COMSATS University, Vehari Campus. Findings suggest that hybrid learning has a positive impact on students' reading, speaking, and overall active engagement and motivates them along with promoting digital literacy. In addition, concerns like unreliable internet connectivity, inability to pose questions in online classes, and ambiguity of assignment instructions also appeared as major concerns. These results align with blended learning theories, more so the Community of Inquiry model, which focuses on cognitive, teaching, and social presence. The research concludes that hybrid learning is an effective and feasible way to improve English proficiency at the university level, although its effectiveness hinges on more robust technological support, interactive strategies, and well-planned instruction.

Keywords: Hybrid Learning, English Language Teaching (ELT), University Students, Pedagogical Implications, Student Engagement

Introduction
Background Information
In the current world, technology is transforming the way that students learn, particularly in the context of university English instruction. By combining online and in-person instruction, a novel approach known as hybrid learning provides students with greater learning flexibility. This method gained popularity during the COVID-19 pandemic, when many schools were compelled to use online instruction. Although hybrid learning offers greater flexibility, it is still unknown how it will affect English language training at the university level.

While some students find online learning convenient, others find it difficult to maintain self-discipline and miss the face-to-face connection with teachers. Thus, it is crucial to look into whether this approach actually improves English learning results.

Research Problem
While traditional classroom instruction and totally online learning have been the subject of much research, the mix of the two has received less attention. It is yet unknown how hybrid learning affects students' engagement levels, English language competency, and possible challenges for both teachers and students. These challenges also include the availability of the right face-to-face and online training, student motivation, and technical difficulties. It may also be difficult for the teachers to modify their mode of teaching to both the offline and the online settings. The effectiveness of the hybrid format may also be influenced by students' access level to high-technology infrastructures and various learning orientations of students.

Objectives

To assess the impact of hybrid instruction on English language proficiency among students in universities.

In order to determine the problems faced by students and teachers in a mixed English learning environment.

To ascertain best practices in maximizing the efficacy of hybrid English learning.

Research questions

The aim of the present study is to examine the effects of hybrid English training on university students. Some of the questions of the study are presented below:

How does hybrid instruction impact university students' English proficiency?

Q2. In a mixed English learning environment, what are the challenges faced by teachers and learners?

Question 3: How is hybrid English instruction maximized for effectiveness?

Significance of the study

Because it can help colleges and instructors improve English instruction, this study is essential. Gaining insight into the advantages and difficulties of hybrid learning will aid in the development of more effective teaching strategies that will increase university students' access to and enjoyment of learning English. Effective hybrid learning can give students extra learning chances and aid in the development of critical abilities like digital literacy and self-directed learning. The results of this study can also help teachers create lesson plans that optimize learning outcomes and student engagement.

Limitations

The study will primarily examine the difficulties and learning outcomes of college students studying English using hybrid approaches. First of all, because it only looks at one university and one area, the findings could not be generalizable to other situations. Learning outcomes may be impacted by variations in students' origins, levels of motivation, and access to technology. The results may also be impacted by the experience and teaching methods of the teachers. The study may not represent long-term impacts because it was only completed over one semester. Lastly, the perspectives of teachers and students participating in hybrid learning may not be adequately captured by surveys and interviews.

Overview of methodology

Students will be surveyed as part of the study's quantitative research approach to collect data. To assess how effective this strategy is, it will also observe how students perform in blended learning environments.

Theoretical Framework

The theory of blended learning, on which this research is founded, argues that combining in-person and online learning can produce better results than using either method on its own. Online study offers flexibility, independent study, and a wide range of tools, while in-person instruction allows real-time interaction and feedback. When used together, they balance out each other's disadvantages and strengths to produce a more extensive and adaptable learning experience.

These concepts are portrayed in this research's blended paradigm through the merging of online materials and classroom engagement. Based on survey responses, most students reported that hybrid programs improved their English language skills and made learning more engaging. This supports the theory's argument that, when blended together, blended formats enhance autonomy, performance, and motivation.

The Community of Inquiry model by Garrison and Vaughan (2008), focusing on teaching, social, and cognitive presence, is similarly aligned with the framework. Although Neumeier's (2005) design principles describe why factors such as grammar and improving writing take more intense planning and feedback, the findings depict these elements in operation. This suggests that there needs to be deliberate planning and continuous support for effective hybrid learning.

Hindrances proposed in the theory are echoed in the findings, for example, difficulties in formulating questions online or unstable internet connectivity. However, positive responses from students on their reading, speaking, and interaction capabilities validate the utility of the theory and its usefulness to interpret the findings. These findings show that, with ideal management of challenges, the blended learning approach has immense potential.

Literature Review
Introduction
Importance of ELT and Hybrid Education

University-level English education is important in providing the learner with the academic and communication skills necessary to perform well in both local and global environments. Hybrid learning, or blended learning, has gained significant attention due to the increasing demand for flexible, technologically based education.

In the COVID-19 pandemic, a number of institutions had introduced stopgap measures that should not be taken as deliberate hybrid or blended learning settings, says Hodges et al. (2020), making a differentiation between Emergency Remote Teaching (ERT) and intentional online learning. The authors argue that thoughtful instructional design, solid technology infrastructure, and continuous faculty development are required for successful hybrid education and not just an emergency shift towards digital platforms.

A fundamental paradigm for blended learning has been provided by Garrison & Vaughan (2008), who have identified it as a planned integration of online and face-to-face encounters. They stress the importance of the community of inquiry (CoI), which consists of social, cognitive, and teaching presences, all of which are important for effective learning in a hybrid environment.

Historical Background
Evolution of ELT & Transition to Hybrid Mode

Conventional grammar-translation and audio-lingual pedagogies of teaching English have yielded to more communicative and learner-focused pedagogies.

Richards and Rodgers (2014) offer a thorough account of the evolution of English Language Teaching (ELT) techniques across time. Their research charts the development of more communicative, learner-centered approaches from more conventional grammar-translation and audiolingual techniques.

During the COVID-19 epidemic, Bozkurt & Sharma (2020) investigated the idea of Emergency Remote Teaching (ERT) and considered its consequences for the future of

education, including the emergence of hybrid learning as a long-term remedy.

Understanding Hybrid Mode in ELT
Definitions & models:

The term blended learning, which is sometimes used interchangeably with hybrid learning, is confusing, and Hrastinski (2019) clarifies the need for a common meaning. He characterizes blended learning as a mix of in-person and virtual training intended to capitalize on the advantages of each approach. The article emphasizes that deliberate design that improves engagement, interaction, and learning outcomes is more important for successful blended learning than merely combining different modalities.

By introducing the Blending with Purpose Multimodal Model, Picciano (2021) builds upon the conceptual models of hybrid learning and encourages teachers to deliberately choose various modes (e.g., synchronous, in-person, asynchronous) based on learning intentions. In language instruction, where students can be required to have varying needs and backgrounds, he emphasizes how blended learning can enhance access, equity, and flexibility.

Pedagogical Theories Supporting Hybrid Learning
Theoretical frameworks:

A basis for understanding the pedagogical advantages of hybrid ELT is established by a series of learning theories.

Sweller's (2011) Cognitive Load Theory (CLT) highlights the importance of working memory management in optimizing learning. In designing hybrid learning spaces, where the risk of overloading students with online and multimedia materials is present, this practice is imperative. Sweller posits that instructional design must ensure students can concentrate on meaningful material, reduce unessential cognitive load, and promote the construction of schemas.

Learning is most effective when it is collaborative, that is to say, when learners co-construct knowledge in interaction, as stipulated by Dillenbourg's (1999) Collaborative Learning Theory. With group assignments, peer review, and discussion boards, collaborative learning can be integrated into hybrid ELT to allow for increased understanding and engagement with the language subject.

Benefits of Hybrid Learning for English Language Acquisition
Personalized, multimodal learning:

For language learning in particular, Neumeier (2005) provides a thorough foundation for creating successful blended learning settings. She highlights the importance of carefully integrating both modalities and choosing instructional factors including learner support, feedback systems, group dynamics, and content sequencing for hybrid instruction to be successful in ELT.

Students are empowered by hybrid learning because it gives them more control over how and when they interact with course materials. It makes individualized training possible, enabling online resources to be customized to address each learner's unique language difficulties. According to Neumeier, tools like discussion boards, group projects, and real-time conversations have the potential to improve communication between peers and between professors.

Challenges and Limitations
Technology, motivation, and assessment:
Hybrid learning presents several pedagogical and logistical challenges.

The dual nature of online and hybrid learning during the COVID-19 pandemic is examined by Adedoyin & Soykan (2020), who highlight that although these models provide flexibility, they also present significant obstacles in the areas of technological infrastructure, digital literacy, and equitable access. Because language acquisition necessitates constant interaction, feedback, and engagement, all of which can be impeded by inadequate connectivity or restricted device access, these difficulties are especially significant in the context of English Language Teaching (ELT).

Focusing on students' opinions on online education during the pandemic, Coman et al. (2020) uncover pervasive problems with involvement, motivation, and the fairness of assessments. According to their findings, students usually feel alone and less motivated, even though they like the flexibility of hybrid learning, particularly when the activities are not well-structured or participatory.

Pedagogical Strategies for Effective Hybrid ELT
Course design, engagement, and tools:
Careful instructional design integrating online and offline components into a single unified experience is required for successful hybrid ELT.

Alammary (2019) offers a thorough typology of blended learning approaches that are quite flexible for ELT, despite their focus on programming courses. His three types of hybrid/blended learning, supplementary, replacement, and empowered, offer different degrees of online integration.

In line with language learning objectives, the empowered model places a strong emphasis on learners' autonomy and active engagement. Outside of the classroom, this method works especially well for developing self-sufficient reading, writing, and listening skills. Alammary emphasizes that in order to improve student engagement and comprehension, it is critical to choose the right tools and technologies for each course component (such as forums, video lessons, quizzes, and speaking applications like Flipgrid). Technology accessibility, intended learning goals, and student feedback should all be considered in the deliberate and iterative design of a successful hybrid course.

Empirical Studies and Previous Research
What's been done already:
An increasing amount of research has examined how well hybrid learning works in ELT.

In their 2020 study, Zhang et colleagues examined China's emergency education response to the COVID-19 epidemic, emphasizing the idea of "suspending classes without halting learning." A significant real-time experiment in remote learning was this widespread shift to online and hybrid formats. Using a combination of digital platforms, TV broadcasts, and online resources, the Chinese government and universities established a national plan to continue education, according to the report. Teachers were also encouraged to modify content for flexible delivery.

The experiences of Saudi Arabian medical students during the sudden transition to synchronous online learning were investigated in a qualitative study by Khalil et al. (2020). Although their research is not specifically focused on ELT, it offers valuable

empirical insights into how students adjust to online and hybrid learning environments in higher education that can be applied to language learning settings.

Malaysian university students' experiences with hybrid learning in English language courses were investigated by Azlan et al. (2020). They found that while students appreciated flexibility and autonomy, they struggled with delayed feedback and reduced teacher interaction.

Boelens et al. (2017) identified that the integration of online and offline elements and responding to student concerns for self-regulation are two main barriers to the implementation of blended learning in tertiary education. These are especially relevant to hybrid ELT course design.

A tri-institutional study to compare language skills in fully online, hybrid, and face-to-face Spanish courses was conducted in the United States by Graham et al. (2013). They found that, particularly in reading and grammatical sections, kids in hybrid formats performed better than those in traditional courses.

Hybrid learning of ESP courses in Czech universities was explored by Klimova & Kacetl (2015). When online learning materials were effectively blended with face-to-face instruction, the outcome indicated enhanced academic success and increased learner satisfaction.

An experimental investigation of students' grammar knowledge in a blended English course was conducted by Korompot and Umyah (2023). With a pre-test mean of 46.5 improving to a post-test mean of 71.0, they found test score improvement to be statistically significant, proving the effectiveness of blended training in enhancing grammar knowledge.

Ulla and Espique (2022) explored Thai university instructors' hybrid ELT experience. Based on qualitative interviews in the study, instructors faced significant challenges such as low student engagement and difficulty in remotely assessing language ability despite enjoying increased flexibility and independence.

To determine the sentiments of 45 English majors at an Indonesian university towards hybrid learning, Erliza (2022) administered a survey. Though they appreciated the autonomy, students lacked the drive and could not concentrate. The research emphasized how essential it is for lecturers to effectively communicate and be engaging in hybrid environments.

311 students and teachers in Kuwait were surveyed by Al-Enzi et al. (2024) to examine the academic effectiveness of hybrid learning. They found that although teachers highlighted issues with unequal access to technology resources and classroom management in blended settings, 68% of the students stated that hybrid methods had improved their performance.

Students and teachers in a blended English class at a university contributed to Putri et al. (2024). Both groups, especially those students who were having difficulty coming on campus, reported that hybrid learning helped facilitate understanding. They did also, though, highlight the need for more seamless offline and online component integration.

In an EFL writing class, Tusino et al. (2020) investigated whether students were more engaged in hybrid task-based language teaching. From the research, which utilized Google Classroom, it was believed by the students that the hybrid approach was positive, and they felt more motivated and had enhanced their writing skills. On the other hand, difficulties, including task complexity and submission deadlines, were also brought to light.

Students' opinions of learning English through hybrid learning were investigated by Wahyuni et al. in 2022. (online and offline). According to the survey, which polled forty-three high school students, 28.8 percent were in favor of hybrid learning, 37.5 percent were indifferent to it, and 33.8 percent were against it. Flexible access to information was one advantage; nevertheless, erratic internet connections and issues with active involvement were drawbacks.

Following the COVID-19 pandemic, Yani et al. (2023) looked into the use of blended learning for language instruction in isolated locations. The study, which used a convergent parallel mixed-method research design, discovered that blended learning improved the motivation and engagement of EFL teachers. Among the difficulties were the requirement for continual professional growth and restricted access to technology.

Dixon et al. (2021) aggregated effect sizes from 11 studies with 34 participants in order to provide a meta-analysis of hybrid language instruction. With just minor variations between the two formats, the results indicated that hybrid language training can be just as successful as traditional face-to-face instruction (d =.14). Additionally, within-group designs showed that students' language proficiency in hybrid classes significantly improved (d = 1.47).

The overall effect of hybrid learning on the academic achievement of students was assessed by Kazui and Yalçın (2022) with an analysis of 45 study outcomes from 44 quantitative studies from 2010 to 2020. According to the study, academic achievement was considerably enhanced by hybrid learning, particularly in science and biology teaching.

The blended learning strategy was explored by Jiang and Li (2012) in their research on university English teaching. Their study revealed that while blended learning offers flexibility and a plethora of resources, it also has its downfalls, such as a greater workload for teachers and the potential for cognitive overload on students.

A quantitative work of Thang et al. (2013) considered the application of blended learning in teaching English in academic settings at University Kebangsaan Malaysia. Nine courses of the Faculty of Social Sciences took part in the research work. The findings indicated that students were fond of the combination of conventional and virtual learning strategies and were positive in their attitude towards the blended strategy. But issues such as slow internet connectivity were mentioned as hindrances.

Al Zumor et al. (2013) examined the perceptions of King Khalid University EFL students towards a blended learning environment. The research, conducted with 160 male students using a 33-item questionnaire, found that blended learning offered students more opportunities in reading and vocabulary. Blended learning made students more likely to use indirect language acquisition strategies. Two recommendations for improvement were offering proper training and addressing technical problems.

Qiu et al. in 2022 conducted an extensive review of the effectiveness of blended learning on the EFL vocabulary proficiency of students. Based on the review, which included 45 studies that had been published between 2017 and 2021, blended learning approaches were frequently associated with statistically significant improvements in vocabulary performance, as well as with positive influences on students' attitudes and behaviors.

Its effect on the academic performance of Chinese English language learners was studied by Liu et al. in 2025. Based on the research, blended learning significantly

improved the performance of students in English, although some lecturers still maintained the conventional mode of lecture.

Umiyati (2022) examined the advantages and effectiveness of the hybrid learning model for learning the English language. The qualitative analysis made clear that hybrid learning gives flexibility and better resource use, fosters healthy relationships between students and teachers, and motivates student engagement through frequent contact.

Conclusion
Summarize key insights and position your research.
In the backdrop of higher education's transformation after the pandemic, the evaluated literature emphasizes the growing significance of hybrid learning in English Language Teaching (ELT). Studies and theoretical frameworks suggest that, with proper design, hybrid instruction can offer a flexible, interesting, and possibly more successful approach to language acquisition. Supported by frameworks like TPACK and the Community of Inquiry, the integration of learner-centered approaches, technology, and pedagogical strategies demonstrates how hybrid settings can improve English language development. Nevertheless, enduring issues, including unequal access to technology, disparities in student motivation, and teacher readiness, continue to be barriers to effective implementation.

There is a noticeable lack of empirical research that particularly examines hybrid English instruction at the university level, despite the fact that a large portion of the literature has concentrated on either traditional or totally online learning. By assessing how hybrid training affects student competency, identifying obstacles, and suggesting optimal practices, this study seeks to close that gap. The study aims to offer useful insights that will help teachers and institutions improve English language results through successful hybrid teaching strategies. It is based on well-established theories and informed by recent research.

Methodology
Research Design
A quantitative research design is used in this investigation. In order to identify patterns or trends, quantitative research involves gathering and evaluating numerical data. Many people's data is gathered through the use of instruments like surveys. In order to determine how hybrid learning affects students' English language acquisition, what challenges they encounter, and how involved they feel throughout the process, quantitative data will be gathered from the students. Since the goal of the research is to use data, statistics, and student input to depict the existing state of affairs, it is descriptive in nature.

Participants and Sampling
The study's participants are COMSATS University, Vehari Campus, BS English programme students. The reason these pupils were chosen is that they are learning English in a hybrid way. Because purposive sampling is the method employed, only students who are genuinely enrolled in hybrid learning were chosen. Approximately 100 pupils make up the entire sample size.

Data Collection Method

A structured questionnaire is used in the study to gather information from the pupils. There are Likert scale questions in the survey (for example, from Strongly Agree to Strongly Disagree).

It focuses on:

The enhancement of students' English proficiency through hybrid learning

Their degree of involvement and interest

The difficulties they encounter, such as internet problems or comprehending online instruction

Availability of educational resources and technologies

The pupils had a set amount of time to complete the online survey.

Research Instrument

The main research tool used in this study was a questionnaire. A research instrument is any tool or apparatus that a researcher employs to gather, quantify, and examine data pertaining to the variables of interest (Creswell, 2009). The questionnaire is one of the most popular tools in educational research because it makes it possible to efficiently gather data from a large number of respondents in a short amount of time, unlike other instruments like interviews, observation schedules, and standardized assessments.

A questionnaire is a list of pre-written questions intended to elicit information from respondents about their demographics, experiences, opinions, and attitudes (Kumar, 2018). It can be either closed-ended, with pre-coded responses, or open-ended, with respondents allowed to write anything they like. In this study, information on students' experiences, concerns, and opinions about hybrid English language classes was gathered through a questionnaire.

The survey was broken up into different sections. To better understand the backgrounds of the respondents, demographic data like age, gender, and academic level were gathered in the first section. The effectiveness of hybrid learning as it relates to speaking, reading, and writing abilities was the subject of the second portion. Issues with internet connectivity, participation, and comprehension were examined in the third phase. For most items, a five-point Likert scale was employed, with "Strongly Disagree" to "Strongly Agree" being the extremes. The Statistical Package for the Social Sciences (SPSS) was used to analyse the questionnaire data in order to guarantee precise and methodical interpretation.

The questionnaire was examined by subject matter experts and improved in response to their comments to guarantee content validity. Before the final administration, a pilot test was carried out with a small sample to find any ambiguities and enhance clarity. Cronbach's Alpha was used to assess the instrument's reliability and establish that the questionnaire items had a satisfactory level of internal consistency.

Data Analysis Technique

Descriptive statistics are used to analyse the data that has been collected.

This includes:

Doing averages and percentage calculations

Calculating the proportion of pupils who concur or disagree with each statement

Using a summary of the most typical answers to identify broad trends

Results about students' experiences with hybrid English learning are obtained through

the analysis.

Ethical Considerations
Before beginning the study, each participant is made aware of its goal. Their answers are kept private and confidential, and participation is entirely voluntary. No personal information is exchanged, and the data is exclusively utilized for scholarly studies.

Delimitations
Only COMSATS University, Vehari Campus BS English students are the subject of this study. It does not include instructors or students from other departments or universities; it solely contains quantitative data. Additionally, only short-term learning experiences are examined rather than long-term benefits.

Data Analysis
This section analyzes quantitative data from BS English students at COMSATS University, Vehari Campus. It evaluates hybrid learning on students' engagement, English ability, and challenges faced in both online and offline instruction.

Frequency Tables & Bar Graphs

I participate in both online and in-person classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	10	9.9	10.0	12.0
	Neutral	35	34.7	35.0	47.0
	Agree	44	43.6	44.0	91.0
	Strongly agree	9	8.9	9.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
	Total	101	100.0		

1. I participate in both online and in-person classes.
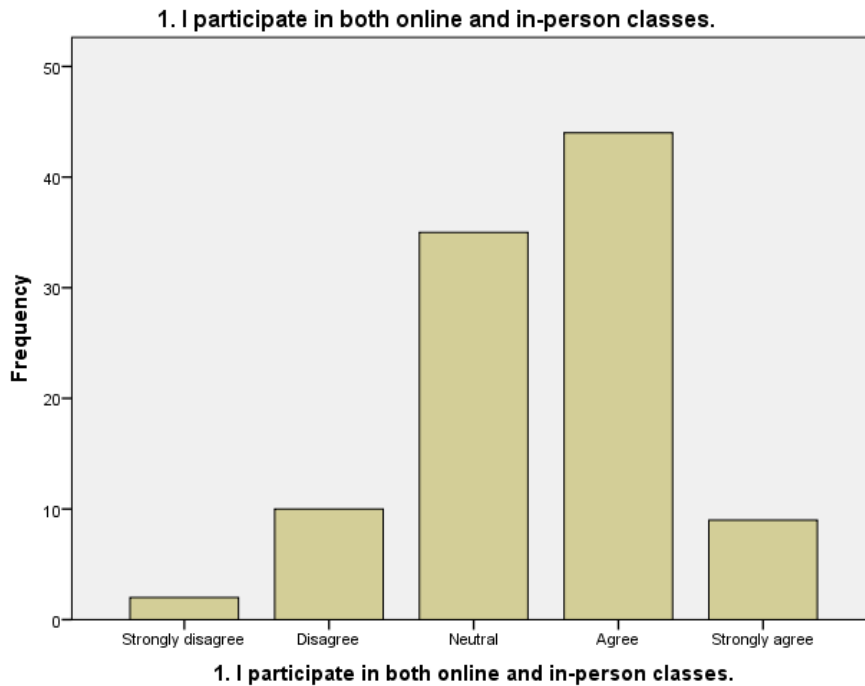
The fact that most students (53 percent) actively participate in hybrid classes suggests that the two formats have been successfully integrated. Thirty-five percent were neutral, and just 12 percent disagreed with this assertion. This implies that while some students may still be getting used to it, hybrid education is generally accepted by them. The data supports the hybrid approach as a workable paradigm for teaching English by confirming that students are engaging in both modes. These results support those of Hrastinski (2019), who highlights that by fusing online flexibility with in-person interaction, blended learning increases student engagement. Additionally, it enhances results and accommodates a range of learning demands.

Hybrid classes make learning English more interesting for me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	11	10.9	11.0	15.0
	Neutral	22	21.8	22.0	37.0
	Agree	58	57.4	58.0	95.0
	Strongly agree	5	5.0	5.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

2. Hybrid classes make learning English more interesting for me.

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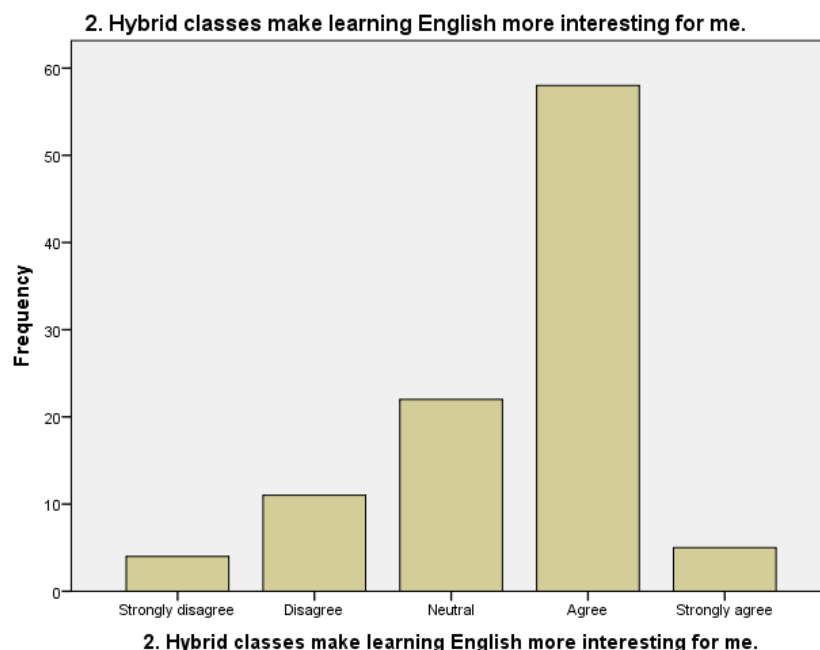
With 5 percent strongly agreeing and 58 percent agreeing, the vast majority of students (63 percent) thought hybrid learning was more interesting. Merely 15% disapproved. These findings imply that the hybrid model adds originality and adaptability, which increases the allure of learning English. Furthermore, a smaller neutral group (22 percent) suggests that some students might not care, perhaps as a result of the subject matter or method of instruction. In general, students think hybrid learning is more engaging than conventional approaches. Albiladi and Alshareef's (2019) results that blended learning boosts motivation and interest in English language classes are supported by this.

I feel motivated to complete my English homework.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	5.0	5.0	5.0
	Disagree	16	15.8	16.0	21.0
	Neutral	22	21.8	22.0	43.0
	Agree	47	46.5	47.0	90.0
	Strongly agree	10	9.9	10.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

3. I feel motivated to complete my English homework.
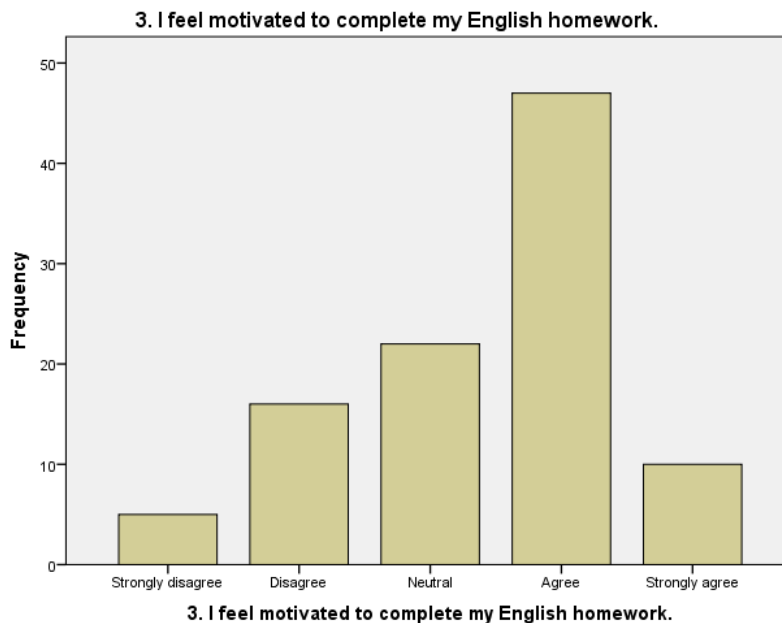
Over half (57 percent) of the students said that hybrid learning inspired them to finish their assignments. Nonetheless, 21% disagreed, and another 21% were neutral. Although the responses are generally favorable, the mixed responses indicate that a student's motivation may differ based on their personal discipline or learning environment. This emphasizes how important structured assignments and interesting information are to keeping students interested outside of the classroom. These results are consistent with Bernard et al. (2009), who stress that instructional design and support techniques play a major role in learner motivation in blended contexts.

I remain focused during both online and classroom lessons.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	5.0	5.0	5.0
	Disagree	16	15.8	16.0	21.0
	Neutral	23	22.8	23.0	44.0
	Agree	48	47.5	48.0	92.0
	Strongly agree	8	7.9	8.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

**4. I remain focused during both online and classroom lessons.**
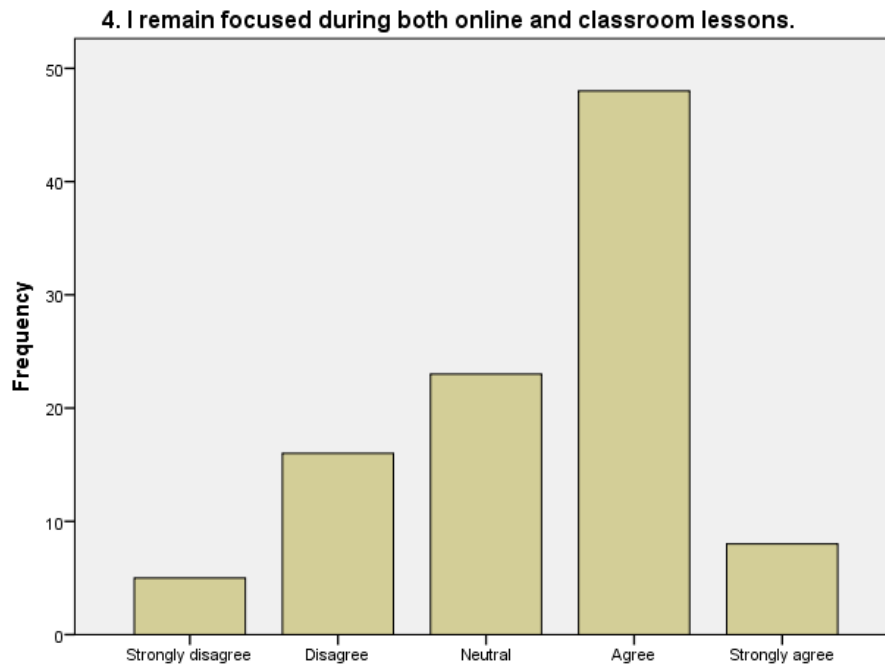
4. I remain focused during both online and classroom lessons.

In hybrid classrooms, about 55% of students said they were able to maintain their focus. However, about 31% of respondents were neutral or disagreed, indicating that distractions, especially those that occur online, can impair focus. Although hybrid classes generally help students focus, these findings suggest that classroom management, teaching strategies, or digital tools may need to be improved to help students who have trouble paying attention in remote sessions. Rasheed et al. (2020) observed that it takes careful instructional design and techniques to reduce online distractions to keep students' attention in blended learning.

I enjoy learning English using a hybrid approach.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.0
	Disagree	12	11.9	12.0	15.0
	Neutral	35	34.7	35.0	50.0
	Agree	44	43.6	44.0	94.0
	Strongly agree	6	5.9	6.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

**5. I enjoy learning English using a hybrid approach.**
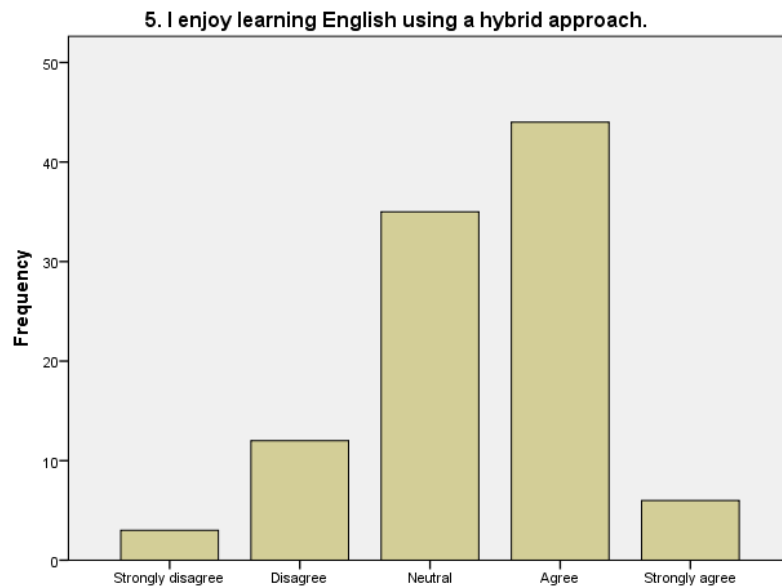
5. I enjoy learning English using a hybrid approach.

About half (50%) of students said they liked the hybrid format, compared to only 15% who opposed and 35% who were neutral. This suggests that hybrid learning, which offers flexibility and novelty, is generally well-received. According to the sizable neutral group, satisfaction may vary depending on personal learning preferences or how well in-person and online activities are balanced. To increase enjoyment for all students, teachers may need to further customize their activities. This supports the findings of Garrison and Vaughan (2008), who pointed out that when carefully planned to meet the needs of learners, effective hybrid learning environments can raise student happiness.

Hybrid classes help me improve my English skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	6.9	7.0	7.0
	Disagree	12	11.9	12.0	19.0
	Neutral	24	23.8	24.0	43.0
	Agree	52	51.5	52.0	95.0
	Strongly agree	5	5.0	5.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

6. Hybrid classes help me improve my English skills.
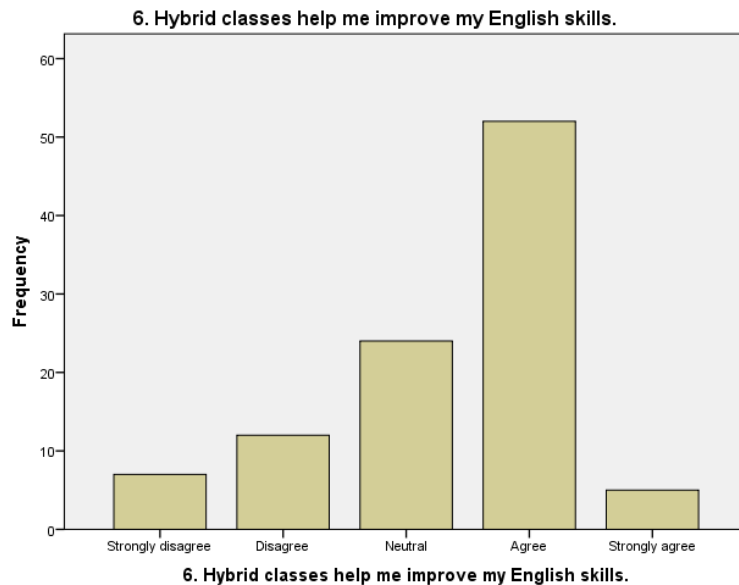
A solid majority of students, 57 percent, think that hybrid learning has helped them become more proficient in English. This response demonstrates how the hybrid paradigm, when properly organized, can improve language proficiency. Nonetheless, 24% stayed indifferent, suggesting that some students had inconsistent outcomes. This implies that in order to guarantee progress at all skill levels, task design, feedback, and lesson clarity must be continuously prioritized. This is corroborated by Albiladi and Alshareef (2019), who discovered that when education is interesting and well-structured, hybrid learning environments can greatly enhance English language growth.

I speak English better because of hybrid learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	10	9.9	10.0	14.0
	Neutral	29	28.7	29.0	43.0
	Agree	41	40.6	41.0	84.0
	Strongly agree	16	15.8	16.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

7. I speak English better because of hybrid learning.

7. I speak English better because of hybrid learning.
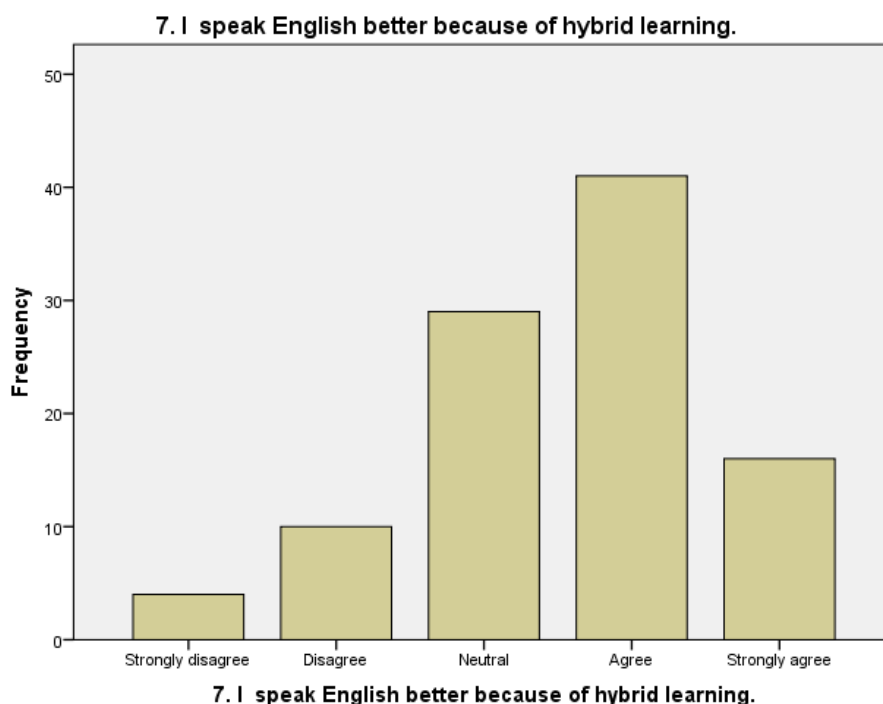
The fact that most people (56 percent) thought their spoken English had improved shows how supportive hybrid environments are for oral practice and language use. Uneven results were nevertheless shown by the fact that 29% were neutral and 14% disagreed. This could be a result of students' reluctance or a lack of speaking opportunities during online lessons. Speaking fluency in hybrid contexts could be further improved by incorporating interactive exercises like presentations or discussion boards. In 2016, Zainuddin and Attaran. This study explores how interactive, student-centered activities in flipped and hybrid classrooms give students more chances to practice speaking.

My writing skills have improved through hybrid classes.

|		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	3	3.0	3.0	3.0
	Disagree	13	12.9	13.0	16.0
Valid	Neutral	31	30.7	31.0	47.0
	Agree	47	46.5	47.0	94.0
	Strongly agree	6	5.9	6.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		
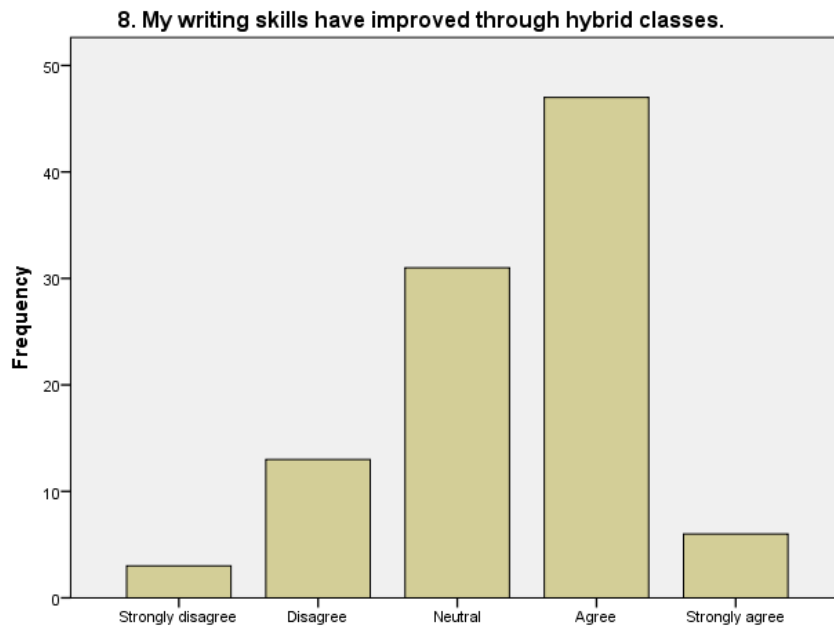
8. My writing skills have improved through hybrid classes.

Thirty-one percent were impartial, and just over half (52 percent) agreed that their writing had improved. This implies that the hybrid approach offers an opportunity for significant writing, possibly via digital media. The indifferent answers, however, can point to differences in the way writing assignments are given or evaluated. This result could be improved by giving focused criticism and using digital tools for peer review and writing. Kessler (2018) supports this by emphasizing how technology-enhanced hybrid learning can boost writing abilities by providing more chances for practice, feedback, and revision.

I have a better understanding of English reading now.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	7	6.9	7.0	9.0
	Neutral	29	28.7	29.0	38.0
	Agree	51	50.5	51.0	89.0
	Strongly agree	11	10.9	11.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

9. I have a better understanding of English reading now.
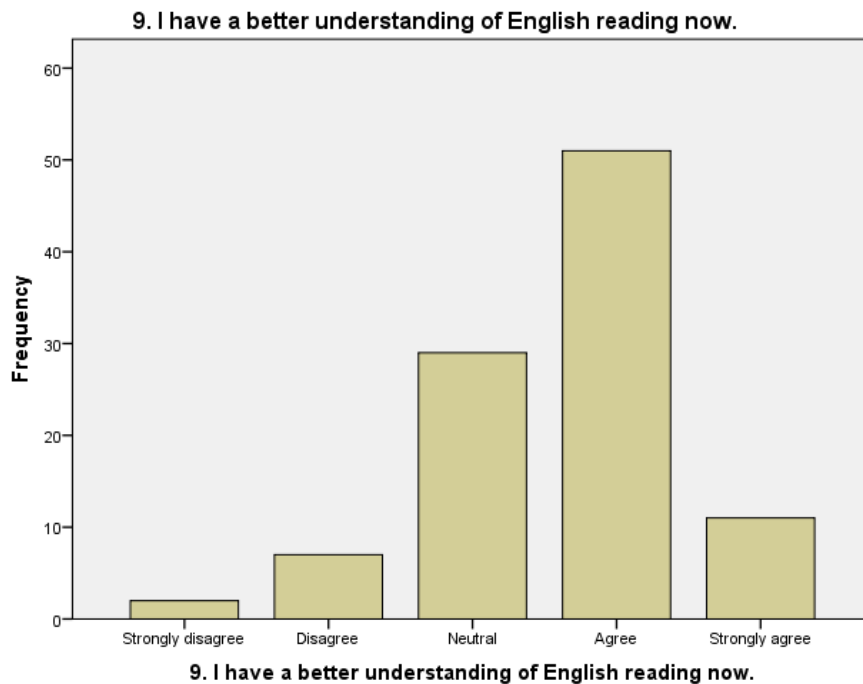
A strong 61% of students agreed or strongly agreed that their reading comprehension has improved. Only 9% disagreed, making this one of the most positive outcomes. This suggests that access to a variety of digital reading materials may support student understanding. The neutral group (29%) indicates that reading improvement may also depend on guided practice and teacher support, which should be consistent across both formats. This aligns with findings by Huang et al. (2016), who emphasized that digital tools and blended instruction enhance reading skills when combined with structured guidance.

I learn grammar more effectively in hybrid classes than in normal ones.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	5.0	5.0	5.0
	Disagree	13	12.9	13.0	18.0
	Neutral	32	31.7	32.0	50.0
	Agree	38	37.6	38.0	88.0
	Strongly agree	12	11.9	12.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

10. I learn grammar more effectively in hybrid classes than in normal ones.
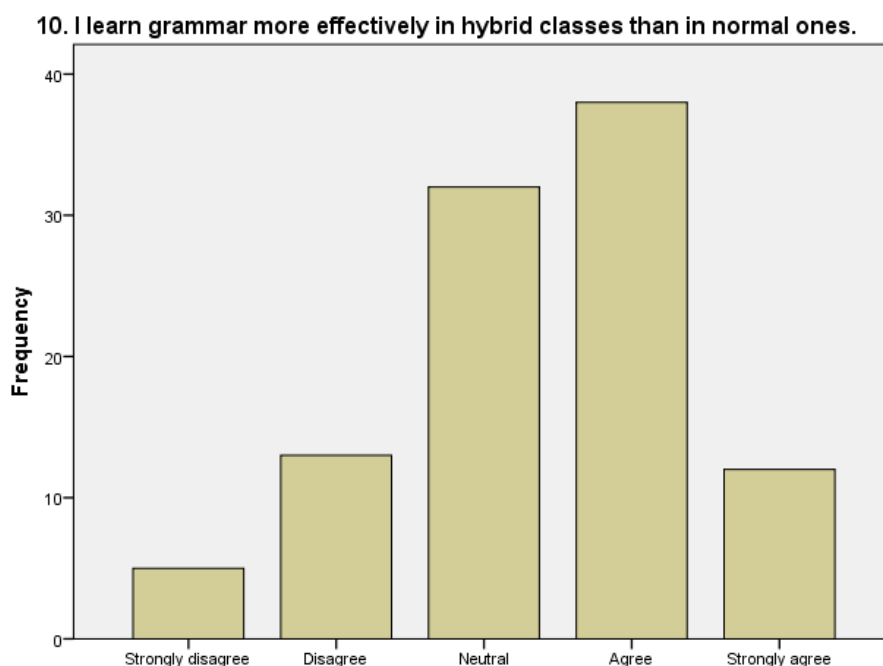

10. I learn grammar more effectively in hybrid classes than in normal ones.

While 32% of the students were neutral, 50% of the pupils thought that hybrid learning had improved their grammar. This implies that the hybrid model can help students learn grammar, particularly when combined with interactive tests, recorded explanations, or visual aids. Still, some children might benefit more from traditional training. Teachers could think about integrating context-based and rule-based grammar practice in both online and in-person contexts. Neumeier (2005). This extensively referenced study examines how to balance in-person instruction with online elements such as interactive grammar exercises and self-paced learning resources to optimize hybrid (blended) learning environments for language instruction, including grammar.

I have a reliable internet connection for online classes.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	15	14.9	15.0	17.0
	Neutral	46	45.5	46.0	63.0
	Agree	30	29.7	30.0	93.0
	Strongly agree	7	6.9	7.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		
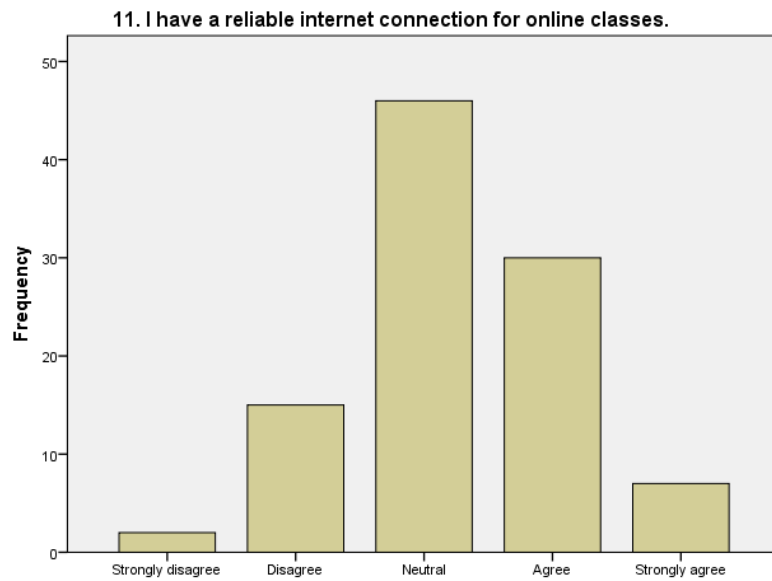
11. I have a reliable internet connection for online classes.

Of the students, just 36% agreed that they have a dependable internet connection, while 46% were undecided. This implies that internet availability is frequently erratic, which makes hybrid learning difficult. Instead of a total absence of access, the lack of strong disagreement might suggest that disruptions are only brief. Universities should think about digital equity programmes like offline materials, taped lectures, or internet stipends to make sure all students can successfully attend online courses. This is corroborated by Adedoyin and Soykan (2020), who emphasized that access issues and internet instability are significant obstacles to effective online and hybrid learning, particularly in developing nations.

I can easily use apps and tools (like Zoom or Google Meet).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	12	11.9	12.0	16.0
	Neutral	28	27.7	28.0	44.0
	Agree	49	48.5	49.0	93.0
	Strongly agree	7	6.9	7.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

12. I can easily use apps and tools (like Zoom or Google Meet).
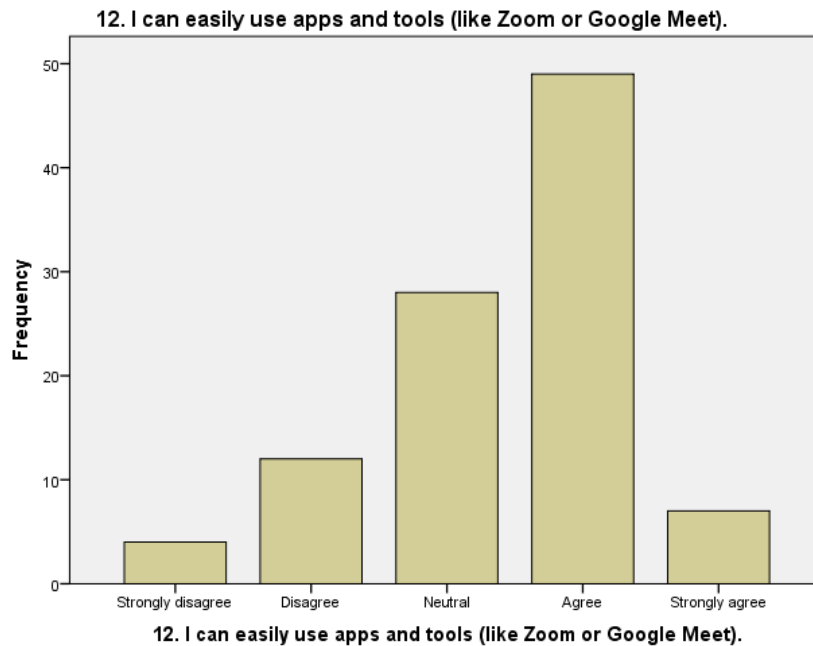
A broad level of digital competency is demonstrated by the fact that more than half (55 percent) of pupils find internet technologies easy to use. Only 16 percent disagreed; however, 28 percent were neutral, which can indicate some unfamiliarity or a need for training. These results imply that although the majority of students are adept at using hybrid tools, others would gain more confidence and access to online content by attending simple digital orientation workshops. This is in accordance with research by Lai and Hong (2015), who highlighted how students' digital literacy has a big impact on how well they adjust to online and hybrid learning environments.

I do not face many problems during online classes.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	5.0	5.0	5.0
	Disagree	12	11.9	12.0	17.0
	Neutral	26	25.7	26.0	43.0
	Agree	48	47.5	48.0	91.0
	Strongly agree	9	8.9	9.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		
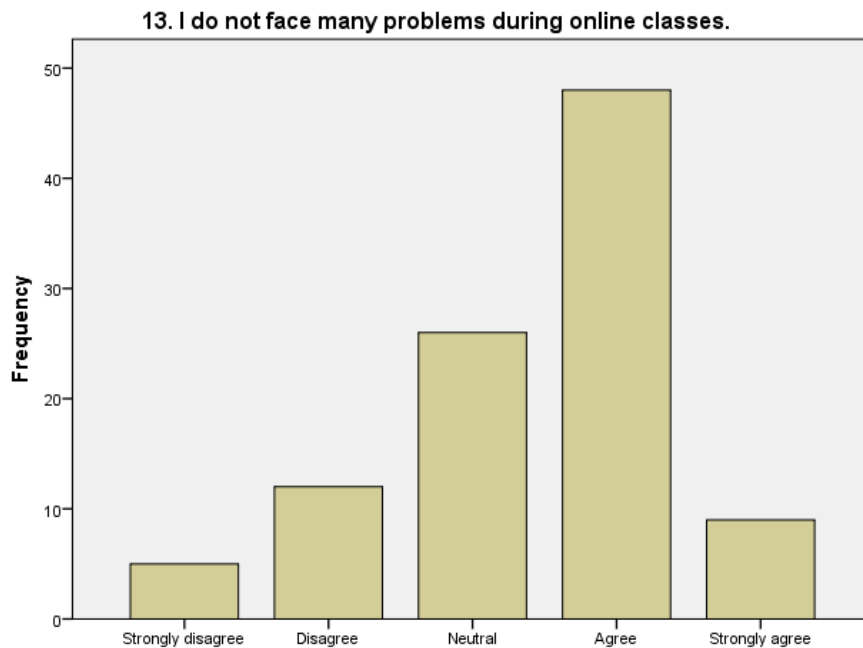
13. I do not face many problems during online classes.

Fifty-seven percent of students said they had only minor issues with online courses. However, 26% were neutral, indicating that little annoyances like lag, misunderstandings, or distractions persist even when significant problems may be rare. Merely 17% disapproved. These findings are promising, but they also show that in order to reduce learning disruptions in virtual settings, technological and instructional delivery needs to be improved. This supports the findings of Sun et al. (2008), who found that although most students embrace online learning, technological issues and confusing instructions continue to be frequent obstacles to a positive experience.

The university provides support when I face technical issues.

|		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	7	6.9	7.0	7.0
	Disagree	18	17.8	18.0	25.0
Valid	Neutral	26	25.7	26.0	51.0
	Agree	45	44.6	45.0	96.0
	Strongly agree	4	4.0	4.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		
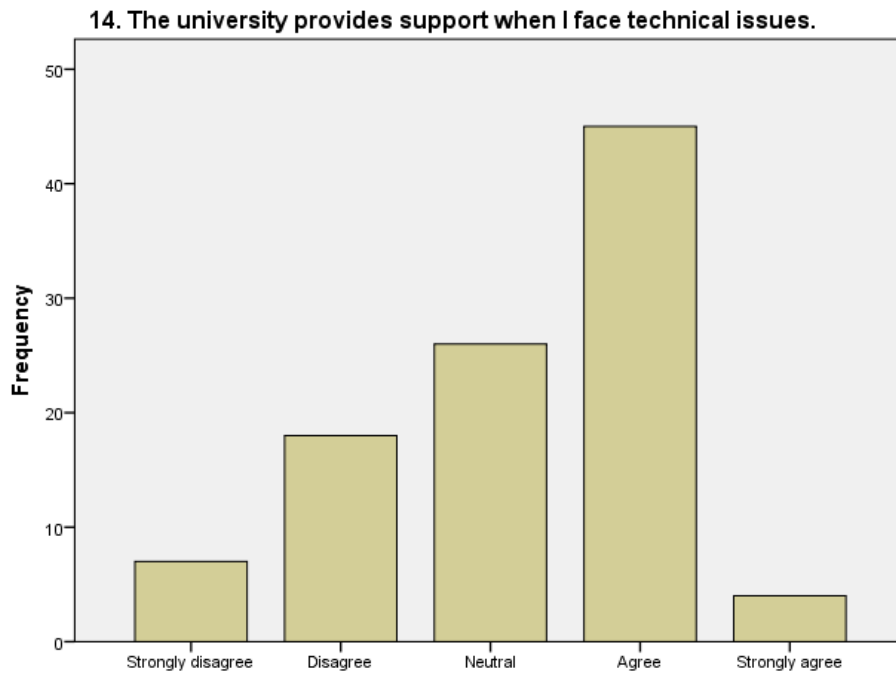
14. The university provides support when I face technical issues.

The majority of students (49 percent) concurred that technical problems may be resolved by the university. Nonetheless, there was a difference in perceptions, with 25% disagreeing and 26% being neutral. While some students find assistance easily accessible, others could encounter delays or be unaware of the avenues for support that are available to them. For universities to improve the hybrid learning experience, technical assistance should be readily available, timely, and responsive. Bolliger and Halupa (2012) attest to this, stressing that prompt technical assistance plays a major role in boosting student happiness and involvement in online and hybrid learning settings.

I can find and access class materials online.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	11	10.9	11.0	12.0
	Neutral	29	28.7	29.0	41.0
	Agree	52	51.5	52.0	93.0
	Strongly agree	7	6.9	7.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

15. I can find and access class materials online.
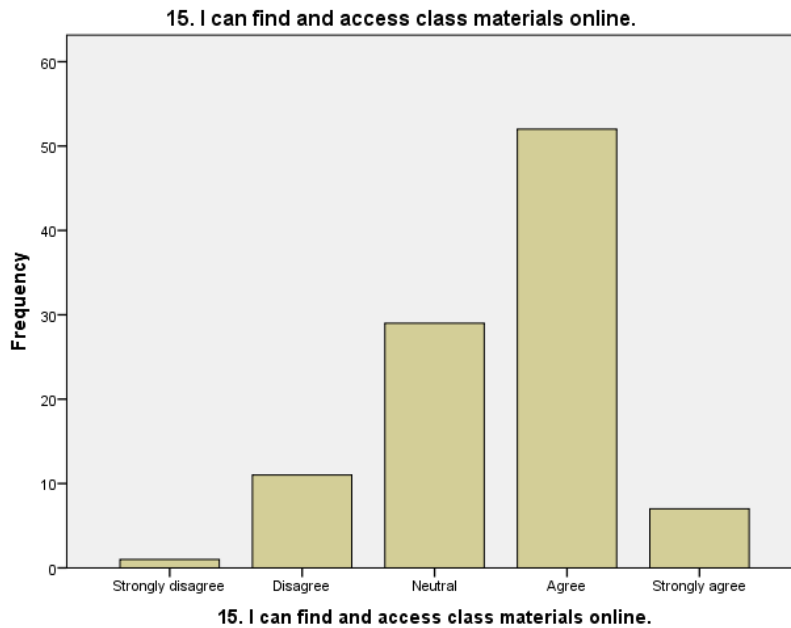
The fact that almost 59% of students said they could access the resources with ease suggests that digital resource sharing was successful. Nonetheless, 29% were neutral, which would indicate that some students occasionally experience format or navigation problems. Just 12% of respondents disagreed. Clear material organization, consistent platform use, and instruction on how to locate and use learning resources are all ways that educators and IT personnel can increase accessibility. This is consistent with research by Martin et al. (2020), which showed that learner satisfaction and engagement in online and mixed learning settings are greatly increased by well-structured digital content and unambiguous access instructions.

Sometimes, it is difficult to understand lessons during online classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	6.9	7.0	7.0
	Disagree	6	5.9	6.0	13.0
	Neutral	32	31.7	32.0	45.0
	Agree	47	46.5	47.0	92.0
	Strongly agree	8	7.9	8.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

**16. Sometimes, it is difficult to understand lessons during online classes.**
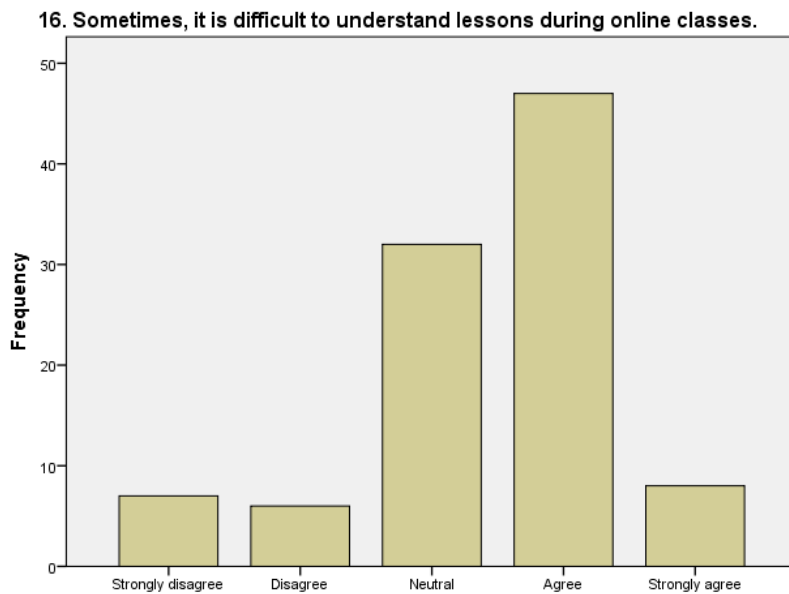
16. Sometimes, it is difficult to understand lessons during online classes.

Over half (55 percent) of students concurred that it can be difficult to understand teachings that are delivered online. This draws attention to a significant problem with hybrid learning: the absence of interactivity or clarity in online delivery. Thirteen percent disagreed, compared to thirty-two percent who were neutral. In order to solve this, educators can use formative assessments, live Q&A sessions, and visual aids to make sure that students understand concepts in a virtual environment. Murphy et al. (2011) provide evidence for this, pointing out that in online classes, comprehension and student involvement might be hampered by restricted contact and delayed feedback.

I prefer classroom learning to online classes.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	12	11.9	12.0	16.0
	Neutral	31	30.7	31.0	47.0
	Agree	40	39.6	40.0	87.0
	Strongly agree	13	12.9	13.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		
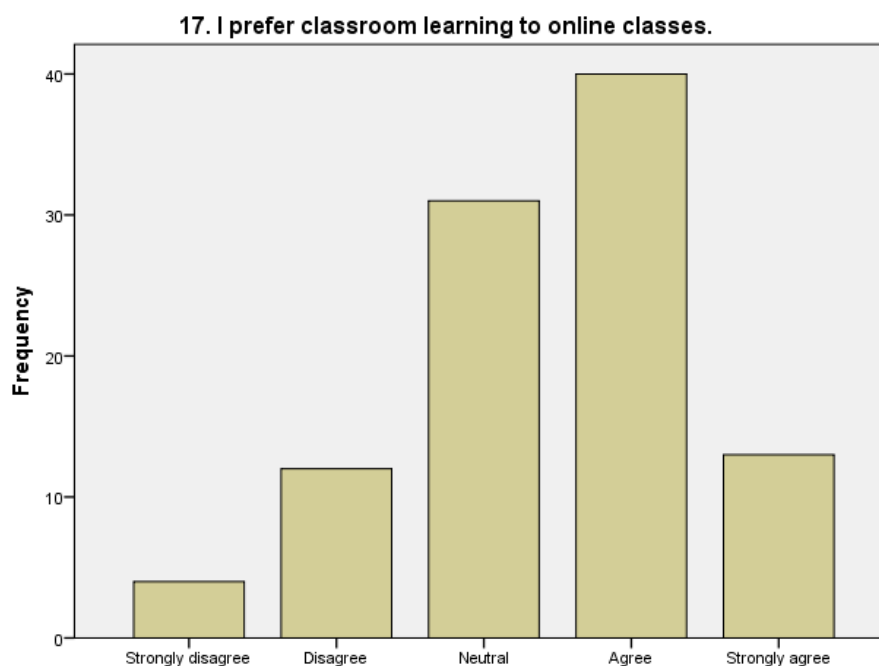
17. I prefer classroom learning to online classes.

A noteworthy inclination toward face-to-face interaction was exhibited by most students (53 percent), who reported preferring the conventional classroom environments. Online learning was also somewhat favored by the rest of the respondents, 31% of whom were neutral. These findings underscore the importance of maintaining a good balance of teaching approaches, particularly in the case of face-to-face teaching in communication-intensive subjects such as English. These findings are in agreement with those of Garrison and Kanuka (2004), who argue that blended learning is the optimal combination of the flexibility of online delivery and the social presence of face-to-face learning, which is especially beneficial for language instruction.

It is challenging to ask questions in online classes.

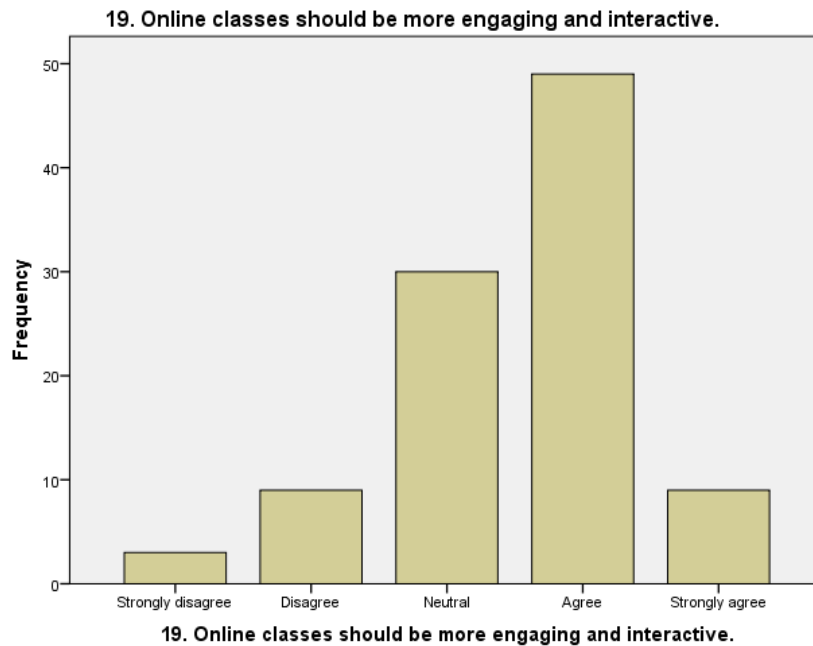|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	15	14.9	15.0	17.0
	Neutral	25	24.8	25.0	42.0
	Agree	52	51.5	52.0	94.0
	Strongly agree	6	5.9	6.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		
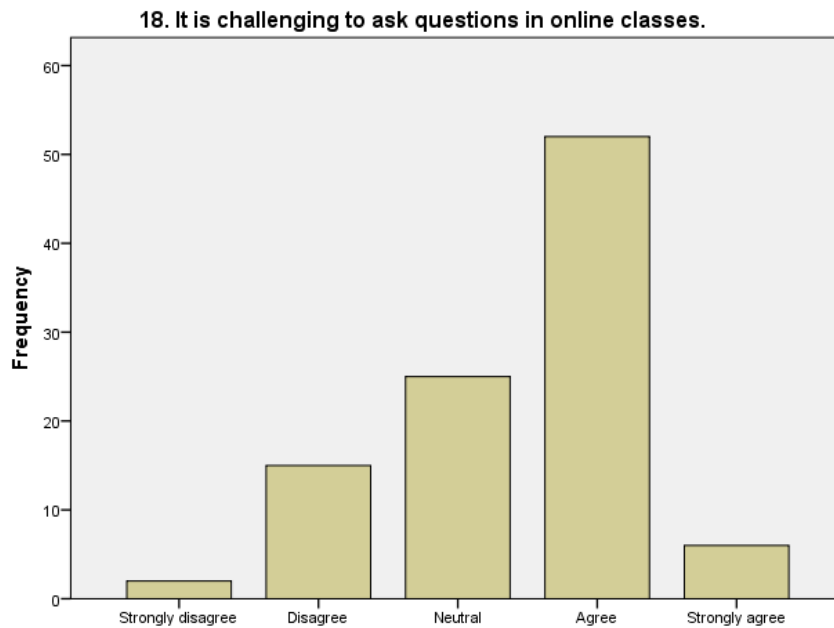
18. It is challenging to ask questions in online classes.

A top concern about hybrid education is that nearly 58% of students reported it was more difficult to ask questions on the internet. This challenge may be precipitated by technological constraints, the absence of confidence, or fear of interrupting. Twenty-five percent of responses were neutral, reflecting a range of experiences. Educators ought to establish transparent channels of communication, such as chat boxes, breakout spaces, or designated question and answer times during or after class, to assist with this. Martin et al. (2018) expressed this worry when they discovered that students frequently hesitate to engage or raise questions in virtual environments because of a lack of immediacy, ambiguous turn-taking guidelines, or feelings of loneliness.

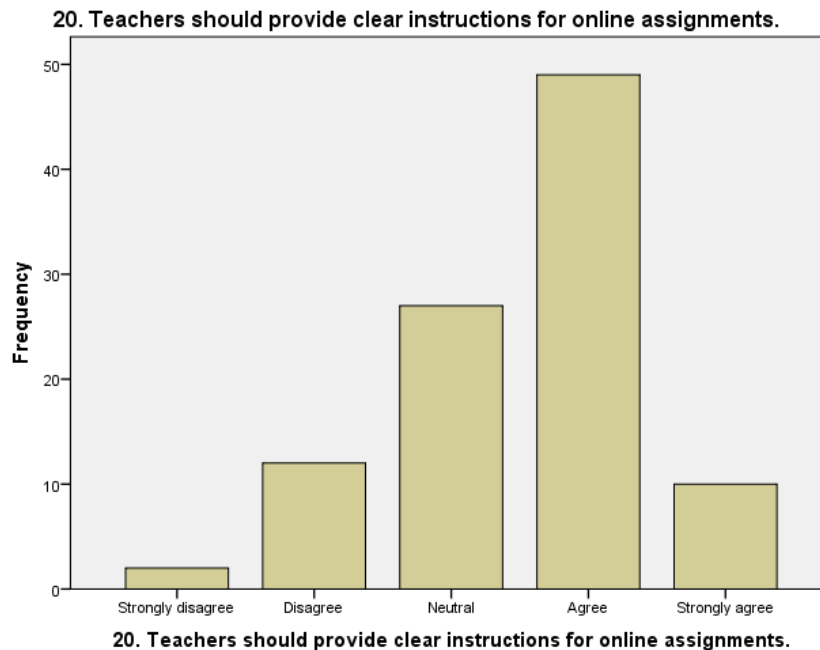**Online classes should be more engaging and interactive.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.0
	Disagree	9	8.9	9.0	12.0
	Neutral	30	29.7	30.0	42.0
	Agree	49	48.5	49.0	91.0
	Strongly agree	9	8.9	9.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

19. Online classes should be more engaging and interactive.

19. Online classes should be more engaging and interactive.

The overwhelming majority (57 percent) expressed a wish for more interesting online courses, indicating that many students feel that the current sessions aren't creative or interactive enough. Just 12% of respondents disagreed. This finding emphasizes how crucial it is to increase student involvement through the use of interactive tools, gamification, surveys, and group projects. Improving interaction during online training is essential for sustaining focus and encouraging engagement. Bernard et al. (2009) demonstrated that interactive learning environments greatly improve student motivation, engagement, and accomplishment in distant learning contexts, which lends credence to this.

Teachers should provide clear instructions for online assignments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	12	11.9	12.0	14.0
	Neutral	27	26.7	27.0	41.0
	Agree	49	48.5	49.0	90.0
	Strongly agree	10	9.9	10.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

20. Teachers should provide clear instructions for online assignments.

20. Teachers should provide clear instructions for online assignments.

Clearer assignment instructions are necessary, according to nearly 59% of students. Just 14% of respondents disagreed, compared to 27% who were neutral. This suggests that expectations for online assignments are frequently unclear to students. Teachers can improve clarity by giving students written instructions, examples, due dates, and rubrics. In hybrid learning environments, clearer instructions would promote student independence, improve assignment quality, and lessen uncertainty. This is backed up by Song et al. (2004), who discovered that a significant obstacle to students' success and happiness in online learning was imprecise instructions, highlighting the necessity of teachers' thorough and organized communication.

Key Findings

The findings of the study show that hybrid learning is frequently effective and popular with students. Many students take both online and in-person classes because hybrid learning makes learning English more engaging. Their speech and reading skills have also improved. Most students feel comfortable using online resources like Zoom and have no trouble accessing their study materials. However, not every student has the motivation to complete their tasks, and not every student has made as much improvement in their grammar and writing. This suggests that while hybrid learning offers many benefits, not all skill sets may experience the same level of benefit.

The students also faced various difficulties. During online classes, many people had trouble focusing, understanding the content, or asking questions. A number of students experienced problems with a reliable internet connection, and several were unclear about where to locate university technical support. More participatory online and clearer instructor instructions sessions were also in great demand. From these results, hybrid learning can be quite helpful, but it needs to be enhanced. Schools should enhance internet connectivity, educate teachers, and make web-based courses more interesting and comprehensible.

Conclusion

Investigating pedagogical impacts of hybrid learning in English teaching at the university level was the objective of this research. The results indicate that the learning of the English language by the students is positively influenced by hybrid learning in various areas, including speaking competence, reading ability, and overall participation. The hybrid approach simplified the learning of English and made it more engaging, based on most of the respondents who indicated increases in their language ability. These results immediately answer the study's preliminary research issues and indicate further that hybrid instruction is a valid and viable method of language acquisition in postsecondary education when effectively planned.

The theoretical framework of the study, particularly Garrison and Vaughan's (2008) Community of Inquiry model, where instructional, social, and cognitive presence are stressed in mixed contexts, is validated through the data. On the basis of the responses of the students, they appreciated face-to-face interactions to the same degree as the convenience and autonomy that online elements provided. This study is also in accord with Neumeier's (2005) blended learning design principles, since learners indicated that their experience of learning was enhanced by the intentional blend of online materials such as discussion boards, video lectures, and quizzes with instructor-led conventional classroom instruction. According to these findings, hybrid learning may enhance language acquisition and student motivation when it is in line with pedagogical principles.

Practically speaking, this research is essential for university administrators, curriculum designers, and teachers. Accessing course materials and using applications like Zoom and Google Meet was rather easy for the majority of students, indicating a rise in students' digital competence. The report did, however, also point out areas that require improvement. The absence of interaction or technological issues was frequently blamed for the difficulties that many students faced in understanding online lessons, asking questions in virtual classes, and focusing. Increased interactive web-based activities and more explicit assignment instructions were desired by the students. These findings are critical to the necessity of interactivity-enhancing teaching methods, instructor training, and high-quality online resources. The integration of capabilities such as discussion forums, polls, breakout rooms, and formative feedback loops can increase the accessibility and richness of online meetings.

This research is limited despite its findings. Because it was confined to a single university and one course of study (BS English), the findings were not as universally applicable. Self-report questionnaires supplied the quantitative data utilized in the research, which is not enough to fully reflect the complexity of the student experience. In addition, due to the limited period of study, it was not possible to assess the long-term effects of hybrid learning. These limitations mean that while the findings are helpful, caution needs to be exercised when interpreting them.

Subsequent studies might build upon these results by having more participants from different academic institutions and departments. Qualitative methods, such as interviews and classroom observations, can tell us more about the moment-by-moment interactions between teachers and students and how they make use of hybrid learning. Longitudinal studies that track the development of language proficiency across several semesters would give better insight into the long-term benefits and drawbacks of hybrid learning. Particular emphasis should be placed on the impact of

hybrid learning on students who are struggling or have limited access to online resources.

In conclusion, hybrid learning has potential as a university-level English teaching method. Its flexibility, convenience, and richness of instruction combine the strengths of both classroom and online teaching. Concerns of equity, infrastructure, interaction, and clarity need to be addressed by universities; however, if they are to harvest their full potential. The destiny of teaching English can be significantly shaped by hybrid learning if it is well-planned for and regularly refined.

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