

Application of Hybrid Teaching Method in English Teaching

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Abstract: The development of technology has enabled for blended teaching and learning processes in colleges among students effectively. The teaching of English language requires the use of correct processes that enable students to capture certain ideas and concepts in English successfully. This paper evaluates the importance of hybrid teaching method among undergraduate students in college English learning by evaluating blended teaching and learning processes. Hybrid teaching is considered as blended coaching that combines face to face interactions with online experiences during the teaching processes. A number of foreign language programs have developed over the years through online classes, because of the dependence of teacher preparation and online support through considerable research. Therefore, hybrid teaching requires proper planning and research for it to be effective and useful to the students, especially in teaching English. It entails connected skill development processes in communication through the preparation and support of teachers based on literature research. The teaching of English language among students is based on literature research, professional development and language program directors in a specific context as provided. The paper evaluates the process and importance of hybrid teaching methods that enable professional development in the learning and teaching of English language among undergraduate college students.

1. Introduction

Hybrid teaching methods combine face to face and online teaching to form a cohesive experience among learners and teachers in college English learning. Undergraduate students prefer learning while online with fewer class sessions and hence hybrid teaching methods increase the learners' involvement and the urge to understand English concepts because of the online experience. Furthermore, Hybrid teaching offers unique experiences through planned teachings in a more careful structure. Instructors need to ensure that hybrid teaching methods develop strong face to face teaching and can be feed over a longer term. Hybrid teaching balances blended face to face course experiences and few class sessions that are worth in online instructional learning. The development and growth of information and technology have enabled changes in the education system such as hybrid teaching methods. Hybrid teaching methods blend various approaches of learning and teaching, that utilizes resources and materials to facilitate understanding of various subjects such as English among undergraduate college students effectively. Learners are able to interact effectively with learning materials and peers through hybrid teaching methods to enable a blended learning process. Therefore, hybrid learning methods in teaching English Language among college undergraduate students is important through the combination of online learning and face to face interaction for successful achievements as the learning objective.

2. The Concept of Hybrid Learning in Teaching English

Hybrid learning integrates traditional learning and web-based approaches in teaching English effectively. The method promotes and develops English learning through active methods and

involved practical activities' as experienced on the web (Chambers & Gregory, 2006, p.3). Additionally, a hybrid teaching method allows students to solve problem strategically through the experiences encountered in online learning. Additionally, the blending of face to face and online learning gives the students an opportunity to reflect and develop specific critical thinking strategies during the learning process (Dong & Yu, 2017, p.9). Various curriculum activities and traditional materials used in the teaching of English can be accessed effectively through hybrid learning. Furthermore, Students are able to sharpen their skills in English, through hybrid learning because of the opportunity to access numerous Educational journals physically in electronic forms while online. Traditional learning concepts are important in promoting learning processes in English because of the skills such as Writing the definitions of vocabularies In the English language as the presented in traditional learning style (Cheung et al.,2013,p.132). Therefore, the combination of traditional concepts in teaching English is part of a hybrid learning method that promotes English teaching effectively.

Besides, hybrid learning methodologies have enabled the combination of media tools integrated into e-learning environments. English language students are able to access relevant information through e-platforms to enable them to learn effectively some specific components of English effectively (Igi Global, & Information Resources Management Association, 2018, p.960). E-Learning environments increase resources for teaching and commensurate development in higher education practices. Besides, increased access and dependence on ideologies through online learning is an important concept in conventional education through blended teaching. Students' purposes and conditions in learning English is clearly shaped through ideologies through hybrid learning practices (Klimova &Kacatl, 2015, p. 477). Moreover, the combination of learning and teaching approaches is made possible irrespective of the technology used when hybrid teaching methods are employed in the process of teaching English. The mixture of instructional modalities in teaching English through hybrid learning self-paces the learning process effectively. Web and onsite information integrate information that promotes effective learning processes for successful English language understanding. Students are able to media tools such as CD-ROMs, videos and PowerPoint slides that are presented in English to teach certain components relevant in understanding the English language effectively(Güçyetmez & Çam, 2016,p.6) Additionally, instructional methods through face to face and technology-based teaching sessions are made possible through hybrid learning as a way of meeting learning goals and developing preferences that are relevant in promoting the learning process effectively(Wichadee, 2015,p.230)

3. Hybrid Learning Approaches in Teaching English

Hybrid learning is one of the successful approaches in teaching English among students in several colleges. The method identifies certain important fields of knowledge that are necessary for effective communication in teaching English language among students. Besides, it combines traditional, computer-assisted and face to face English language teaching as the main approaches (Chambers & Gregory, 2006, p.2). The blending is possible through various technological means that combines traditional instructional classroom teaching, relevantin enabling for the incorporation of certain important English components. Additionally, hybrid learning introduces pedagogical approaches to teaching English that combines the effectiveness of socialization opportunities within a classroom (Pawan et al., 2016, p.102) Hybrid teaching approaches enhance technological aspects for active learning possibilities within an online environment to promote teaching and development of ideas and concepts among college students. Blended learning approaches use audio based activities' important for both oral and comprehension teaching in the promotion of English language (Cheung et, al., 2013, p.356). Students are able to understand the ideas and concepts that are important in English for Essay and comprehension writing. Additionally, students will be able to write text-based activities' effectively as a form of communication in English because of the approaches introduced through hybrid learning methods (Klimova &Kacatl, 2015, p. 479).

Hybrid teaching methods allow for the incorporation of informatics and management system approaches. The teacher allows written assignments such as essays to be submitted through online platforms for self-study and further reference while reading. Teachers are able to follow face to face teaching and students discussions in particular areas of difficulties to meet goals and promote online work. Additionally, teachers are able to identify mistakes and clarify on certain important points that might have been made in the assignments and submitted online (Klimova & Kacetyl, 2015, p. 481). The discussion and interactions' that teachers and students have in hybrid teaching are important in enabling a proper understanding of ideas in English language. Additionally, English language becomes easy and interesting in it is learning and teaching approaches. Definitions of certain important English vocabularies are easily accessed and learned for proper writing and communication. Moreover, students are able to input important materials for coursework and explanation of English concepts through videos or written information presented on the websites (Cesm, Lin, & Huang, 2011, p.23). The combination of coursework and companions of websites through hybrid learning enables for the growth of activities and ideas that are exercisable in the learning of English effectively. The blending in hybrid learning targets cultural languages' through the use of you tubes videos and meaningful situational videos relevant in teaching English language (Chambers & Gregory, 2006, p.6).

4. Conclusion

Hybrid learning methods compensate for the gaps that exist in teaching English and other subjects. Students are exposed to important materials and resources that adopt learning strategies in English for language development. Additionally, student and teachers interaction is enhanced through hybrid learning methods to identify mistakes while focusing on the objectives of the learning process. The blending of teachers and students is important for unique experiences of learner teacher relationship during the learning process. Communication in English language is made perfect through hybrid learning methods because of the intense exploitation of tools and resources in both modern and traditional concepts of learning English. Using the internet helps students in improving key English language skills such as reading, listening and writing. Additionally, access to the media tools such as CD –ROMs gives the students an opportunity of revisiting lecturers and seminars to refresh memories and internalize English learning.

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